



GCE A LEVEL MARKING SCHEME

SUMMER 2024

**A LEVEL
SOCIOLOGY – UNIT 4
1200U40-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE A LEVEL SOCIOLOGY - UNIT 4
SOCIAL INEQUALITY AND APPLIED METHODS OF SOCIOLOGICAL ENQUIRY
SUMMER 2024 MARK SCHEME

Notes for examiners

The mark scheme for each question is in two parts. Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of the candidate's response. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the qualities need in AO1, AO2 and, where appropriate, AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as NRSP (No relevant sociological point).

Reference to examples and evidence drawn from the study of Welsh culture and society will be credited.

1. Read the following item and answer **all** the questions.

Educating the Ritas- the experiences of working class women on higher education courses

Sarah Mc Laughlin is a tutor and lecturer. Her research aims to find out more about the experiences of mature working class women entering higher education. Just like Rita in educating Rita, the character in Willy Russell's play, McLaughlin observed that many older women from working class backgrounds find that their identity is challenged once they embark on a higher education course. McLaughlin claims that many of the women she has taught have felt guilty about wanting to spend more time with their new college friends. These women are often mothers and carers and feel torn between these roles and their new identity as students. McLaughlin decided to use focus groups and semi-structured interviews in her research to collect her data on the experiences of these women.

Adapted from Sociology review April 2021
<https://www.thesociologicalreview.com/educating-the-ritas/>

- (a) Identify and explain **two** reasons why the researcher decided to use focus groups in her research. [10]

There should be two reasons for AO1 band 3. These reasons can be theoretical, practical or methodological and must contain technical language. For AO2 band 3 the reasons must be contextualised and explained with reference to methodological issues.

Indicative content

The reasons should be contextualised.

- They were likely to generate valid data.
- The groups' shared experience of being working class women entering adult education students might have made them more willing to contribute to the discussions generating more varied data.
- Focus groups can help to ensure that the sample remains representative of the target population because there is less drop out, even though sample size is small.
- They give the researcher [as facilitator] the opportunity to probe particular lines of discussion to get more meaningful information.
- Such groups are useful for very sensitive, personal and potentially ethically difficult research topics so the shared experiences of the group members could have made this an appropriate method to use.

Band	AO1 elements 1a & 1b	AO2 element 1a
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/ question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question.
2	2-3 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

- (b) As an A level student, you have been asked to design a research project to collect data on attitudes to national vaccination programmes in society. Your sample should be representative of people living in your area.
- (i) Describe each stage of your research design, justifying the reasons for your choice at each stage.
- (ii) Discuss problems that may occur and the impact of these problems on the quality of the data collected. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However, answers demonstrating knowledge, but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

The research design should be ethical, achievable and appropriate to the theme of the proposed study. Candidates should make their choices, justify their research approach and design in the context of the problem. Potential problems must also be identified.

Indicative content

Expect to see the following stages addressed in the proposed design:

- Operationalisation of key terms.
- Sampling:
 - Population.
 - Sampling technique.
 - Access.
- Research method.
- Ethical issues.
- Practical considerations.

Expect to see the research design justified and potential problems identified in relation to key methodological concepts and other relevant issues such as:

- Ethics.
- Validity.
- Reliability.
- Practical considerations.
- Generalisability.
- Representativeness.
- Operationalisation.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	9 -10 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	9-10 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	6-8 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/ evidence in the context of the debate/question.	3-5 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/question.	1-2 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Social Inequality

2. (a) There is evidence of ethnic inequality in contemporary UK society. With reference to two areas of life use sociological evidence to support this. [20]

Answers should identify two areas. For both areas answers should use appropriate evidence, official statistics and sociological research. The AO2 marks are for selection and explanation of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Indicative content

Education

- Differential attainment, Youth Cohort Study, DfES statistics showing inequalities linked to ethnicity. This should focus on inequality not on difference.
- Underachievement of some boys, 'failing boys', Mitsos and Browne, Connolly.
- Exclusion rates linked to ethnicity.
- Labelling and classroom studies; Mirza, Fuller Mac an Ghail.
- Any other relevant point.

Crime

- Patterns of offending and prosecution, official police statistics, Crime Survey England and Wales and prison population linked to ethnicity.
- Over-representation of some ethnic minority groups in the criminal justice system Bowling and Phillips, Hood.
- Any other relevant point.

Health

- Health inequalities and ethnicity patterns of morbidity and mortality, Black Report, Acheson Report.
- Economic and social position of some minority groups leading to higher sickness rates Graham, Popay and Bartley.
- Social isolation and fear of racism amongst some Asian women leading to ill health Nettleton.
- Poverty and health inequality in Wales.
- Any other relevant point.

Other areas could also be used such as work, the family, media if relevant.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	9-10 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

- (b) Evaluate sociological explanations for patterns of social inequality that exist in UK society. [40]

Answers will make judgements of sociological concepts, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge, but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- **NOTE:** There should be a sound and accurate understanding of theories of social inequality, but the nature of this debate means that answers are likely to take a broad-brush approach. This means that the detail can come from the range of theories examined not necessarily from a detailed examination of every theory. Essays might examine each dimension of inequality with competing theories to explain each one.
- Candidates should examine explanations for two or more dimensions of inequality in detail to access band 4.

Ideas and evidence used might include:

- Marxist ideas and the significance of class with reference to evidence.
- The distribution of wealth and income and the growing gap between rich and poor.
- Reference may be made to recent political, social or public debate; employment such as zero hours contracts, temporary/ fixed term contracts and their impact.
- Ideas should be compared and evaluated with reference to evidence.
- Weberian ideas about class and its significance; market situation four classes; privileged, petty bourgeoisie, white collar workers, manual workers.
- Status: different dimensions of inequality such as gender, age, ethnicity and discussion of how useful this is to our understanding of social inequality.
- Feminist theories of inequality, the subordination of women, Ansley, Barron and Norris, Greer.
- Examination of ethnic inequality with reference to Racism: individual/cultural; Barker and institutional with relevant research/examples such as MacPherson Report.
- The notion that some people experience multiple disadvantages so that prejudice and discrimination is combined with material disadvantage and possibly sexism so that a single explanation of the lived experiences of individuals is difficult.
- Post-modern ideas; Owen and Green, Moddood; hybridity.

Criticisms of Marxist, Weberian, Feminist and Racism:

- Functionalist ideas and the notion of meritocracy used to criticise Marxism.
- Expect reference to functionalists such as Parsons, Durkheim, Davis and Moore.
- Expect reference to ideas such as the notion of effective role allocation and meritocracy, the inevitability and functionality of stratification and social inequality.
- New Right ideas as a defence of functionalism; Saunders.
- Weber's ideas about status; different dimensions of inequality such as gender, age, ethnicity and discussion of how useful this is to our understanding of social inequality...used to assess Marxist ideas.
- Weber's ideas about Party; access to decision making power with examples of pressure or interest groups.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	9-11 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	15-18 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	10-14 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	5-9 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1-4 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

3. (a) There is evidence of social class inequality in contemporary UK society. With reference to two areas of life use sociological evidence to support this. [20]

Answers should identify two areas. For both areas answers should use appropriate evidence; official statistics and sociological research. The AO2 marks are for selection and explanation of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Answers can refer to one dimension of social inequality or more than one.

Indicative content

Education

- Differential attainment, Youth Cohort Study, DfES statistics showing differences linked to social class.
- Forsyth and Furlong; lower income groups suffered disadvantages.
 - Callendar and Jackson; poorer students were more likely not to go to University because of the fear of debt.
 - Gilchrist Phillips and Ross; poorer students lacked the same opportunities as richer students.
 - Ball; lower expectations of poorer students.
 - Sullivan; cultural capital gave an advantage to middle class students.
 - Reay; ditto.
 - Any other relevant point.

Crime

- Patterns of offending, official police statistics, Crime Survey England and Wales and prison population linked to social class.
- Glueck and Glueck; environmental factors such as poverty can influence delinquency rates.
- Walmsley; social exclusion linked to CJS <https://www.dhi-online.org.uk/about-us/news/criminal-justice-and-social-exclusion-a-place-for-social-justice>.
- Maguire; patterns of crime.
- Hughes and Langan; white collar crime and invisibility.
- Croall; the system favours those from higher social class groups.
- Any other relevant point.

Health

- Health inequalities and social class, patterns of morbidity and mortality, Black Report, Acheson Report; shows a correlation between poverty and high rates of morbidity and mortality.
 - CIPR research; ditto.
 - General Household Survey; ditto.
 - Shaw et al; ditto.
 - Wilkinson; ditto.
 - Any other relevant point.

Other areas could also be used such as work, the family, media if relevant.

Band	AO1 elements 1a & 1b	AO2 element 1a
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-10marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
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1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/ question.
	0 marks NRSP	0 marks NRSP

- (b) Ethnic inequalities exist in the UK. Evaluate sociological explanations for this. [40]

Answers will make judgements of sociological concepts, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge, but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Racism: individual/cultural; Barker and institutional with relevant research/examples such as MacPherson Report.
- Cultural: immigrant-host model; Patterson with criticisms to evaluate.
- Weberian; dual labour market, Barron and Norris.
- Underclass; Rex and Tomlinson, Murray.
- Marxist; Castles and Kosack, Miles; racialised class fraction, scapegoating, divide and rule, reserve army of labour. Evidence to support the impact of class could be taken from areas studies such as education, crime, health.
- The notion that some people experience multiple disadvantages so that prejudice and discrimination is combined with material disadvantage and possibly sexism so that a single explanation of the lived experiences of individuals is difficult.
- Black feminist ideas outlined and evaluated with reference to evidence and examples.
- Black Lives Matter campaign.
- Post-modern ideas; Owen and Green, Modood; hybridity.

Ideas and evidence that could be used to criticise the view might include:

- Functionalist claims of equal opportunities and the success of some minority groups such as Indian, Chinese in spite of racism.
- Radical feminist ideas outlined and evaluated with reference to evidence and examples; Firestone, Millet.
- Liberal feminist ideas outlined and evaluated with reference to evidence and examples; Oakley.
- Marxist feminist ideas outlined and evaluated with reference to evidence and examples.
- Walby; triple systems theory.
- Marxist claims and use of evidence showing that social class is significant [evidence of social class inequalities should be used to support the criticism] Castles and Kosack, Pilkington.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
4	9-11 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	15-18 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
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1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/question.	1-4 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP