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# **GCE MARKING SCHEME**

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**SUMMER 2016**

**SOCIOLOGY - SY4  
1354/01**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE SOCIOLOGY - SY4

SUMMER 2016 MARK SCHEME

1. (Compulsory)

- (a) Identify and explain two reasons why the researchers decided to use focus groups as their preferred method in this research. [10]

Answers may include:

- it is a qualitative method
- The nature of the research is such that getting groups of young people together may encourage them to talk more openly.....validity
- The flow of conversation between the group members may generate more information and get to the truth.....validity

Marks	AO1
8-10	Two methodologically sound reasons will be identified, with <b>detailed</b> explanations for both for full marks. At least one reason should be clearly contextualised. Reference should be made to key terms
5-7	Two reasons will be identified, with <b>some</b> explanations offered for both.
3-4	There will be <b>basic</b> understanding of the reasons why the method was chosen, with two reasons offered.
1-2	There will be <b>limited</b> understanding of the reasons, there will be limited understanding.
0	No relevant points will be made.

- (b) As an A Level Sociology student you have been asked to design a research project to collect **quantitative data** on the subject choices of male and female students at GCSE, A level and post 16. Your sample should be representative of students living in your town. **[30]**

- **Outline each stage of your research design explaining the reasons for your choices at each stage.**
- **Identify some of the problems that may occur and their impact on the quality of the data collected.**

Candidates should make their choices, justify their research design and identify potential problems in the light of:

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

**Expect to see design frameworks in responses; this is fine as long as they are not rehearsed and generic. CONTEXT is crucial.**

**The most important stages are: Sampling/ choice of method/ ethical issues**

**Designs should be practical....do-able**

<b>AO1 (14)</b>	<b>AO2 (16)</b>
<p>12 - 14 Candidates will demonstrate their knowledge and understanding through detailed and accurate reference to a range of methodological terminology. Their research designs will be logical, demonstrating sound knowledge and understanding of research procedures.</p>	<p>13 - 16 Candidates will relate designs directly to the design brief under consideration and this link will be explicit. Designs will be justified in relation to key methodological considerations of reliability, validity, objectivity, representativeness, generalisability and ethics. There will be detailed explanation of the problems likely to be encountered and their impact on the data collected.</p>
<p>8 - 11 Candidates will demonstrate their knowledge and understanding through accurate reference to some methodological terminology. The research design will show some knowledge and understanding of research procedures.</p>	<p>9 - 12 Candidates will show some link between the design and the design brief. Designs will provide some justification in relation to reliability, validity, objectivity, representativeness, generalisability and ethics. There will be some identification of problems associated with the design with some reference to their impact.</p>
<p>5 - 7 There will be a basic attempt at constructing a research design. Candidates will be able to use basic sociological terms correctly.</p>	<p>5 - 8 Candidates will show basic links between the design and the design brief. Designs will provide a basic justification in relation to reliability, validity, objectivity, representativeness, generalisability and ethics.  Basic attempts at analysis and/or evaluation will be apparent.</p>
<p>1 - 4 Candidates may offer a very simplistic design with gaps in knowledge and understanding. Candidates will offer limited use of sociological language.</p>	<p>1 - 4 Candidates make limited reference to the design brief. There will be limited reference to key methodological issues. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

## Understanding World Sociology

Either:

2. (a) There is evidence of gender inequality in the developing and developed world. Provide examples of this from one area of life in the developed world and one from the developing world with reference to appropriate evidence in each case to support your examples. **[20]**

Answers should cite evidence from 2 areas e.g. education, health, work and pay, crime and deviance or any other suitable area.

Typical areas for the Developed world might be education, health, work and pay or crime and deviance

From the Developing World examples and evidence of exploitation.

In the Developing World evidence reflecting inequalities between ethnic groups may come from:

Work and pay, education, health

In each case actual research evidence or statistics are required.

AO1 (8)	AO2 (12)
<p>7 - 8 Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content. Two areas of life will be examined with evidence in each. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>2 areas 2/3 evidence</p>	<p>10 - 12 Candidates will relate answers directly to the question under consideration and this link will be explicit. There will be detailed analysis of the evidence identified. Analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6 There will be some knowledge of evidence demonstrated. Answers will use some sociological language. This will be applied correctly.</p> <p>2 areas 1/2 evidence Evidence in one area examples in the other</p>	<p>6 - 9 Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some analysis of the evidence identified will be present. Analysis may not be present throughout the answer.</p>
<p>3 - 4 Candidates will be able to make basic references to evidence but any identified will lack depth and breadth. Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies. 1 or 2 areas 1 evidence or just examples</p>	<p>4 - 5 There will be basic reference to evidence. Analysis of the evidence identified will be basic and likely to be implicit. Answers are likely to lack cohesion.</p>
<p>1 - 2 Answers are likely to be limited and anecdotal with few if any references to evidence. There will be very limited accurate knowledge or understanding. There will be limited use of sociological language.</p>	<p>1 - 3 There will be limited if any analysis present. There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

2. (b) Evaluate the view that aid is not the solution to social inequality in the Developing World.

[30]

Answers might include

Different types of aid and their ads and disads

bilateral

Multilateral

NGOs

The case for aid....Cassen, examples of the success of aid

The case against....Erixon, Bauer.....increasing poverty

Debt crisis

dependency



AO1 (13)	AO2 (17)
<p>11 - 13 Candidates will be able to make specific, accurate and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding. There will be detailed k and u of the theory</p>	<p>13 - 17 Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit in the answer. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.  Candidates will be able to make explicit reference to the question under consideration. Alternative theories may be used [if appropriate] as vehicles for evaluative commentary.</p>
<p>8 - 10 There will be some knowledge of writers and theory which will accurate. Answers will use some sociological language. This will be applied correctly.  There will be some k and u of the theory</p>	<p>8 - 12 Candidates will relate some knowledge to the question under consideration but the link may be more implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not always be explicit in the answer. Candidates will be able to demonstrate some logical argument and discussion. Towards the bottom there may be juxtaposition of ideas.</p>
<p>4 - 7 Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. There may be confusion and inaccuracy.</p>	<p>5 - 7 There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Any evaluation or analysis is likely to be basic Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3 Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be limited use of sociological language.</p>	<p>1 - 4 There will be very limited analysis or evaluation present.  Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

**OR:**

- 3. (a)** There is evidence of ethnic inequality in the developing and developed world. Provide examples of this from one area of life in the developed world and one from the developing world with reference to appropriate evidence in each case to support your examples **[20]**

Ethnic inequalities in education, crime and deviance, health or work and pay in the UK

In the Developing World evidence reflecting inequalities may come from:

Work and pay, education, health

In each case actual research evidence or statistics are required

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>2 areas 2/ 3 evidence</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>2 areas 1 /2 evidence</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>1 or 2 areas 1 evidence or only examples</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

3. (b) Evaluate the usefulness of world systems theory to our understanding of social inequality in the developing world. **[30]**

Expect answers to focus on

World Systems theory and how it answers some of the problems with Marxist ideas...Wallerstein

Alternative ideas that are critical of Marxism.....modernisation and Rostow

The focus should be on an evaluation of the view throughout

Dependency theory

Frank's ideas

Neo colonialism

Exploitation

AO1 (13)	AO2 (17)
<p>11 - 13</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p>	<p>13 - 17</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration</p> <p>Alternative theories may be used [if appropriate] as vehicles for evaluative commentary.</p>
<p>8 - 10</p> <p>There will be some knowledge of writers and theory which will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p>	<p>8 - 12</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some evaluation and analysis of writers or theory will be present.</p> <p>Evaluation may not be present throughout the answer.</p> <p>Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7</p> <p>Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory.</p> <p>The writers, theories of evidence will be described accurately but will lack depth and breadth.</p> <p>Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p>	<p>5 - 7</p> <p>There will be basic knowledge used and there will be an implicit focus on the question.</p> <p>There will be basic analysis and/or evaluation and only limited reference to any writers or theory.</p> <p>Evaluation will be basic and likely to be implicit or characterised by juxtaposition.</p> <p>Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3</p> <p>Answers are likely to be anecdotal with few if any references to writers, research or theory.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be very limited use of sociological language.</p>	<p>1 - 4</p> <p>There will be very limited analysis or evaluation present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited reference to the terms of the question.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

## Understanding Social Inequality

**Either:**

4. (a) There is evidence of gender inequality in the contemporary UK. Provide examples of this from two areas of life in the contemporary UK with reference to appropriate evidence in each case to support your examples. **[20]**

Answers should identify two areas such as:

Family life

Education

Crime and deviance

Work and pay

In each area empirical evidence must be cited

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>2 areas 2/3 evidence</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>2 areas 1 /2 evidence</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>1 or 2 areas 1 evidence or only examples</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

4. (b) Discuss the view that social inequality is inevitable and functional. [30]

Indicative content:

answers should focus on:

Durkheim, Parsons, Davis and Moore and the notion that social inequality is based on talent; it acts as a motivator and is fair

And should also examine:

Marxist ideas challenging meritocracy; Bowles and Gintis, Althusser, Bourdieu and evidence of the impact of class

Feminist ideas

Weberian ideas

Evidence and examples used to argue



AO1 (13)	AO2 (17)
<p>11 - 13 Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p>	<p>13 - 17 Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. Alternative theories may be used [if appropriate] as vehicles for evaluative commentary.</p>
<p>8 - 10 There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p>	<p>8 - 12 Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7 Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth. Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p>	<p>5 - 7 There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3 Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very limited use of sociological language.</p>	<p>1 - 4 There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

**Or:**

- 5. (a)** There is evidence of inequality in the contemporary UK. Provide examples of this from two areas of life in the contemporary UK with reference to appropriate evidence in each case to support your examples. **[20]**

Answers can examine either one inequality such as class or two such as class and gender. Either way two areas must be examined  
Answers should identify two areas such as:

- Education...
- Crime and deviance...
- Health inequalities relating
- In each case research evidence or statistics need to be cited.

AO1 (8)	AO2 (12)
<p>7 - 8</p> <p>Candidates will be able to make specific, explicit and detailed reference to a range of evidence. Much of this material will have explicit sociological content.</p> <p>Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p> <p>.2 areas 2/3 evidence</p>	<p>10 - 12</p> <p>Candidates will relate answers directly to the question under consideration and this link will be explicit.</p> <p>There will be detailed analysis of the evidence identified.</p> <p>Analysis will be explicit throughout the answers.</p> <p>Candidates will be able to make regular and explicit use of correct analytical language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration.</p>
<p>5 - 6</p> <p>There will be some knowledge of evidence demonstrated.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>2 areas 1 /2evidence</p>	<p>6 - 9</p> <p>Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit.</p> <p>Some analysis of the evidence identified will be present.</p> <p>Analysis may not be present throughout the answer.</p>
<p>3 - 4</p> <p>Candidates will be able to make basic references to evidence but any identified will lack depth and breadth.</p> <p>Candidates will be able to use basic sociological terms correctly for the most part but there may be inaccuracies.</p> <p>1 or 2 areas 1 evidence or only examples</p>	<p>4 - 5</p> <p>There will be basic reference to evidence.</p> <p>Analysis of the evidence identified will be basic and likely to be implicit.</p> <p>Answers are likely to lack cohesion.</p>
<p>1 - 2</p> <p>Answers are likely to be limited and anecdotal with few if any references to evidence.</p> <p>There will be very limited accurate knowledge or understanding.</p> <p>There will be limited use of sociological language.</p>	<p>1 - 3</p> <p>There will be limited if any analysis present.</p> <p>There may be rubric errors.</p> <p>Candidates make limited use of analytical language.</p>
<p>0</p> <p>No relevant knowledge or understanding displayed.</p>	<p>0</p> <p>No relevant analysis.</p>

5. (b) Evaluate the usefulness of sociological explanations of ethnic inequality in the contemporary UK. **[30]**

Answers may include:

Genetic; Hernstein and Murray

Cultural; Modood, Mirza, Fuller

Structural; poverty, Marxist ideas such as Castles and Cozack

Institutional racism

Evidence should be used to argue the usefulness of these explanations

Do not expect detailed accounts of all explanations because this is a very broad discussion so breadth of coverage will be important

AO1 (13)	AO2 (17)
<p>11 - 13 Candidates will be able to make specific, explicit and detailed reference to a range of writers, research and theory. Much of this material will have explicit sociological content. Answers will be expressed in appropriate sociological language showing knowledge and understanding.</p>	<p>13 - 17 Candidates will relate answers directly to the question under consideration and this link will be explicit. Essays will be formally constructed with a clear and logical argument. Evaluation and analysis will be explicit throughout the answers. Candidates will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Candidates will be able to make explicit reference to the question under consideration. Alternative theories may be used [if appropriate] as vehicles for evaluative commentary.</p>
<p>8 - 10 There will be some knowledge of writers and theory which will be explicit and accurate. Answers will use some sociological language. This will be applied correctly.</p>	<p>8 - 12 Candidates will relate some knowledge to the question under consideration but the link is likely to be implicit. Some evaluation and analysis of writers or theory will be present. Evaluation may not be present throughout the answer. Candidates will be able to demonstrate some logical argument and discussion.</p>
<p>4 - 7 Candidates will be able to make basic references to either writers, concepts, research evidence and/or theory. The writers, theories of evidence will be described accurately but will lack depth and breadth. Candidates will be able to use sociological terms correctly for the most part but there may be inaccuracies.</p>	<p>5 - 7 There will be basic knowledge used and there will be an implicit focus on the question. There will be basic analysis and/or evaluation and only limited reference to any writers or theory. Evaluation will be basic and likely to be implicit or characterised by juxtaposition. Answers are likely to lack cohesion and/or logical argument.</p>
<p>1 - 3 Answers are likely to be anecdotal with few if any references to writers, research or theory. There will be very limited accurate knowledge or understanding. There will be very limited use of sociological language.</p>	<p>1 - 4 There will be very limited analysis or evaluation present. There may be rubric errors. Candidates make limited reference to the terms of the question. Candidates make limited use of analytical language.</p>
<p>0 No relevant knowledge or understanding displayed.</p>	<p>0 No relevant analysis.</p>

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