

**2005 Sociology**

**Higher**

**Finalised Marking Instructions**

**These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.**

## **GENERAL GUIDELINES FOR MARKERS**

All questions in the papers provide scope for candidates to demonstrate sociological knowledge, understanding and skills at different levels.

Section A is specific in the type of information required and more detailed marking guidelines are given for this section.

Sections B, C and D are more open in terms of the range of answers candidates can produce. This leaves scope for candidates to achieve strong responses to the questions. Advice on what constitutes strong responses to specific questions is given in the specific marking guidelines with suggestions for allocating marks. However, in general, strong responses would also be characterised by:

- consistent use of appropriate sociological terms and language
- elaboration of responses that go beyond that which is required in the question set, eg by making more points and good exemplification
- ideas expressed with a high degree of clarity
- coherence demonstrated by linking relevant concepts/ideas appropriately.

The guidelines illustrate the kinds of responses that are judged to be acceptable. However, given the range and scope of sociological theory and research, the guidelines are not exhaustive and markers may accept alternative responses which they judge to be acceptable.

## SECTION A

### Question A1

Describe **three** differences between sociological and common sense explanations.

Candidates can be awarded up to **6 marks**.

Candidates can be awarded a total of **6 marks** if they make three elaborated differences. For example, if a candidate explains that common sense explanations are based on opinion, whereas sociological explanations are grounded in theory and research, then this would count as one elaborated difference. **2 marks** should be awarded for each elaborated difference.

- Bullet point answers should be awarded no more than half the available marks.

#### **Common sense explanations include the following:**

- based on opinion
- may be individualistic or naturalistic
- lacks objectivity
- carries notions of being factual and hard-headed
- non-sociological.

#### **Sociological knowledge includes the following aspects:**

- based on particular theories which have been tested through research
- attempts to be objective
- attempts to be value free or acknowledges role of values in formulating theories
- challenges taken for granted assumptions.

NB Answers that rely solely on presenting the converse of the point made, should be awarded no more than half marks. For example, “sociological explanations would argue that women have been socialised into housework, non sociological explanations do not”, should be awarded no more than half marks.

### Question A2

Describe **three** main features of the conflict perspective.

Candidates can be awarded up to **6 marks** for this question.

In this question candidates are asked to describe, so for candidates who describe three features accurately using technical phrases such as ‘ideology’ or ‘infrastructure’, ‘hegemony’, etc, then they should be given **2 marks** for each feature identified. If answers tend to be single words or short phrases then a maximum of **1 mark** for each feature should be given. Answers should not simply reflect the bullet points in these guidelines.

- Bullet point answers should be awarded no more than half the available marks.

**Conflict theories. Features could include:**

- society is structured by inequality – production or distribution
- society characterised by conflict and strife
- differences in power between groups
- zero-sum notions of power
- in Marxism – ownership and relations of production are key to inequality, exploitation and oppression
- in other conflict perspectives – not just production, but power through education, religion, etc.

**Question A3**

Explain **three** differences and **one** similarity between the consensus and conflict perspectives.

Candidates can be awarded up to **7 marks** for this question.

Question requires candidate to explain *three* differences and *one* similarity. Evaluative comments should be awarded higher marks. For example, when candidate phrases answers in a way that draws contrasts.

- Bullet point answers should be awarded no more than half the available marks.

**Differences between the two perspectives include:**

- consensus stresses harmony, integration and stability, whereas conflict stresses conflict, struggle and change
- consensus theorists stress value consensus whereas conflict stresses values imposed by powerful groups
- consensus theorists tend to see the structure of society being made up of social institutions whereas conflict sees the structure as infrastructure and superstructure
- consensus theorists stress co-operation between, and interdependence of, social institutions, whereas although conflict theorists acknowledge interdependence of social institutions, they do not see relations as harmonious
- consensus theorists see functional unity between different institutions and roles in society, whereas conflict theorists see conflict and contradictions
- consensus theorists explain everything in terms of the function it performs with emphasis on stability and integration, whereas conflict theorists explain things in terms of their causes and development
- consensus theories based on variable-sum notions of power, whereas conflict theories based on zero-sum notions.

**Similarities include:**

- both seek to explain individual behaviour in terms of structural factors
- both see society as system with a structure.

If candidate simply identifies differences then award **1 mark** for each one identified. If candidate makes a clear distinction between each perspective award **2 marks** for each one identified. NB Brief converse arguments should be awarded no more than half marks.

### Question A4

Explain **two** strengths and **two** weaknesses of structural perspectives.

Candidates can be awarded up to **4 marks** for this answer.

If candidate identifies rather than describes then award up to **2 marks**. Answers that are explanatory should be awarded **1 mark** for each strength and **1 mark** for each weakness. Explanation might include an element of comparison rather than simply stating these separately. Answers, which are elaborated, should be given full credit.

- Bullet point answers should be awarded no more than half the available marks.

#### **Strengths of structural perspectives include:**

- looks at society as a structured whole
- looks at social structures
- goes beyond the individual
- conflict – good at explaining conflict and domination
- consensus – good at explaining stability and continuity.

#### **Weaknesses of structural perspectives include:**

- too holistic and therefore inadequate on social action
- leaves gaps in the micro-sphere
- does not give enough emphasis to human agency
- can be seen as “deterministic”.

### Question A5

Explain **two** features of the action perspective.

Candidates can be awarded up to **4 marks** for this question.

In this question candidates are asked to explain, so candidates who explain two features accurately using technical phrases such as “agency” or “interpretation”, “social actor”, etc, and/or use elaboration and/or use exemplification should be given **2 marks** for each feature identified and explained. If answers tend to be single words or short phrases then a maximum of **1 mark** for each feature should be given.

- Bullet point answers should be awarded no more than half the available marks.

#### **Action theories:** Features could include:

- social interaction of groups and individuals
- interested in social processes
- notion of the social actor and social roles
- meaning and interpretation is important
- individuals and groups are still important
- social action is created not given.

Appropriate strengths and/or weaknesses may be identified as features.

### Question A6

Explain what is involved in each of the following steps in the research process.

- Hypothesis
- Operationalisation
- Fieldwork

Candidates can be awarded up to **6 marks** for this question. **2 marks** per stage for explanation, but only up to a maximum of **1 mark** for each step if the responses are limited.

- Bullet point answers should be awarded no more than half the available marks.

#### Hypothesis:

- a particular idea that the sociologist wants to explore set out as a statement or series of statements or predictions which he/she then tests by carrying out research.

#### Operationalisation:

- deciding how to put the research into practice. Includes four sub-stages: defining concepts; choosing a sample; choosing a method; deciding on specific measurements (It is not necessary for candidates to include all of the sub-stages to gain full marks.)

#### Fieldwork:

- conducting the research.

### Question A7

Identify and describe **two** features of a research method that generates quantitative data. Describe **one** disadvantage of using this method.

Candidates can be awarded up to **6 marks** for this question. Allow up to **2 marks** per feature and **2 marks** for the disadvantage. Full marks should be provided for each feature and the advantage, but only **1 mark** should be given for each if the response is limited.

There are no marks available for identification of the method.

- Bullet point answers should be awarded no more than half the available marks.

#### Methods that generate quantitative data could include the following:

##### Postal Questionnaires:

Key features:

- it is a primary source of data
- it will produce quantitative data
- usually involves a list of pre-set questions that are posted to the respondent, they then complete it and then return it to the researchers
- closed questions are normally used.

Disadvantages:

- there is no way to explore issues raised by the questions in greater depth
- with postal questionnaires the questions need to be kept relatively short and simple otherwise people may be deterred from completing the questionnaire
- poor response rate, because respondents either forget or cannot be bothered to complete and return the questionnaire
- respondents are unable to clarify questions that they find unclear
- the process does rely on the respondent's ability to read and write
- the respondents may not understand the questions.

### **Structured Interviews:**

Key features:

- involves a face-to-face interview based on the respondent answering a pre-set list of questions, or questionnaire
- produces quantitative data
- it is a primary source of data
- closed questions are usually used requiring a limited response.

Disadvantages:

- it involves the use of trained interviewers that is expensive
- the process of conducting the interviews can be time consuming
- when pre-set questions are used issues cannot be explored to greater depth if required
- in a face-to-face interview people may not be honest. They may be too embarrassed or they may try to impress or please the interviewer by giving the answer that they think the interviewer wants to hear.

## Question A8

Give **one** advantage and **one** disadvantage of participant observation and state what type of data it produces.

Candidates can be awarded up to **6 marks** for this question. **2 marks** for stating what type of data it would produce. **2 marks** for each advantage and **2 marks** for each disadvantage. Marking at top of range will depend on clarity of description. Those who use explanation and exemplification should be awarded higher marks. One-word/short phrase answers should be given lower marks.

- Bullet point answers should be awarded no more than half the available marks.

The following responses are not exhaustive and markers must use their professional knowledge for any answers that are not listed below:

### **Participant observation:**

- the researcher becomes a participant in the group/situation that he/she wishes to observe.

### **Advantages:**

- gives a realistic picture
- can look at processes and interactions in an in-depth way.

### **Disadvantages:**

- high cost in terms of researcher time
- high cost in terms of researcher input
- Hawthorne effect. The presence of the sociologist may change the behaviour
- can only do this with small group
- situation may be dangerous
- “getting in”, “staying in” and “getting out” can be problematic
- difficult to record observations when researcher is also a participant.

### **Type of data:**

- the method produces qualitative data.

## SECTION B

### Question B1

*Social class is no longer an important aspect of social life in the UK today.*

Using relevant sociological **theories** and **studies**, evaluate the importance of class stratification in explaining inequalities in contemporary UK society.

This is worth **30 marks** and therefore is difficult. Lists are not exhaustive and marker should award marks if other valid theories are being used in an appropriate manner. The suggested marking guideline is as follows:

<b>Introduction</b>	<b>2</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>8</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and therefore for full marks, candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and therefore to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

#### Introduction

The marks given will depend on way candidate expresses these ideas. For example, for straight definitions of inequality, stratification or class stratification the candidate should be awarded lower marks. Higher marks should be awarded to those who draw a distinction between inequality in general and class stratification in particular. Up to **2 marks** should be given to this part of the discussion.

As a form of introduction and discussion of general features of inequality and class stratification, candidates might include:

- definitions of inequality
- definitions of stratification
- definitions of class stratification
- differences between inequality and class stratification
- stratification as a form of structured inequality, which persists across generations.

#### Theories

In answering this question candidates must discuss at least two theories. To gain full marks the discussion of each theory must include:

- name of key theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Neo-Marxism and Marxism. Up to **12 marks** should be given to this part of the discussion. (eg **8 marks** for description and **4 marks** for evaluation of theories).

Theories could include:

- Functionalist
- Marxist
- Weberian
- Neo-Marxist
- Neo-Weberian
- Structuration
- Feminist.

### **Studies**

Up to **8 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss *more than one* study. To gain full marks candidates must include the following:

- author and/or name and/or date of each study (2 out of 3)
- main point(s) of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of arguments and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These aspects could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidate gives details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the studies section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- comparison is made between perspectives. For example, which ones are strong on particular aspects - Marxism is good at looking at production, whereas Weberian perspectives are often seen as being closer to people's experience
- where strong conclusions are made about the question. For example, have they said why theories remain important or do they think they don't help?

## SECTION C

### Question C1

*Significant changes have been made to the education system in the UK in recent years.*

Using relevant **theories** and **studies**, discuss this statement by examining the impact of major changes on the education system in the UK.

This is worth **30 marks** and therefore is difficult. Lists are not exhaustive and marker should award marks if other valid theories are being used in an appropriate manner. The suggested marking guideline is as follows:

<b>Changes</b>	<b>6</b>
<b>Theories</b>	<b>10</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and, therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

#### Changes

Up to **6 marks** could be given to this part of the answer. Candidates are asked to discuss main changes and well thought out explanations should be awarded marks at the top of the range. Recognition of different changes experienced in education, discussion of the range of provision, and the debate between vocational and academic qualifications should also be awarded higher marks. Very short and simple descriptions should be awarded marks at the lower end of the range.

Changes to the education system and the study of education might include:

- changes in the school leaving age
- changes in the curriculum
- expansion of education provision
- changes in who is educated, eg from privileged to universal
- parental choice in terms of schools
- introduction of fees and abolition of maintenance grants for higher education
- changes in issues of control, eg school boards and governors
- issues such as gender and ethnicity are now being studied, whereas traditional studies often focused on class-based inequalities
- issues of training versus education, academia versus vocationalism.

NB Other important changes should be credited as appropriate.

## Theories

In answering this question candidates must discuss at least two theories. Up to **10 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of key theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Neo-Marxism and Marxism.

Theories might include:

- Functionalist
- Marxist
- Interactionist
- Liberal theories
- Feminist.

## Studies

Up to **6 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author and/or name and/or date of each study (2 out of 3)
- main point(s) of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

## Further Evaluation

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These aspects could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidate gives details that are pertinent to and enhance the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidate makes some comparison of how different perspectives have helped us understand the main characteristics of the education system and the issue of the extent to which it can be described as meritocratic
- cogency of the argument that relates the theories and studies to the features, changes and other areas of society. In particular, it should be clear that different theories would explain the issue of meritocracy in particular ways
- candidates who demonstrate a close relation to theory and studies used should be awarded higher marks. Candidates who relate theory and studies to the chosen aspect and the wider debate should also be given marks at the top of the range.

## Question C2

*Due to the decline of manufacturing and the rise of service sector industries, it has been suggested that the nature of work and non-work will change dramatically in the 21st century.*

Discuss the nature of these changes by evaluating relevant **theories** and **studies** to support your answer.

This is worth **30 marks** and therefore is difficult. It is designed to examine the changes that have taken place in work and non-work. Theories and studies must be used to demonstrate how sociologists would explain the transformation in, and future of, work and non-work. Lists are not exhaustive and marker should award marks if other valid theories are being used in an appropriate manner. The suggested marking guideline is as follows:

<b>Changes</b>	<b>6</b>
<b>Theories</b>	<b>10</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and therefore for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and therefore to gain full marks in this section, candidates must make evaluative comments on the studies used. Elaborated responses, exemplification and answers that relate to the chosen aspect should be given high marks. Features and changes that are appropriate, but which are not consistent with other parts of the answer should be given lower marks. Specific guidelines on each section are given below.

### Changes

Up to **6 marks** should be given to this part of the discussion.

Changes could include:

- is importance of work increasing or decreasing?
- changes in the nature of work, eg technology, computers, home working, less heavy industry, part-time, flexible, temporary
- leisure time – which groups?
- more complex relationship between producers and consumers
- occupational structure
- gender balance changing.

### Theories

In answering this question candidates must discuss at least two theories. Up to **10 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of key theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Neo-Marxism and Marxism.

Theories might include:

- Marxist
- Neo-Marxist
- Weberian
- Neo-Weberian
- Structuration
- Feminist.

### **Studies**

Up to **6 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author and/or name and/or date of each study (2 out of 3)
- main point(s) of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidates give details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidates give an evaluation of whether work is still important or to what extent it has changed. For example, a candidate may say it has changed because of more women, technology, or increase in leisure, but demise is not imminent
- candidates discuss different aspects of change, eg by drawing on theorists who argue change means demise or deskilling, and those who believe reskilling will ensure the survival of work
- candidates who demonstrate a close relation to theory and studies used should be awarded higher marks. Candidates who relate theory and studies to the chosen aspect and the wider debate should also be given marks at the top of the range.

### Question C3

*Sociologists provide differing explanations of crime and deviance.*

Evaluate sociological explanations of crime and deviance, using relevant **theories** and **studies** to support your answer.

This is worth **30 marks** and therefore is difficult. Lists are not exhaustive and marker should award marks if other valid theories are being used in an appropriate manner. The suggested marking guideline is as follows:

<b>Features</b>	<b>4</b>
<b>Theories</b>	<b>10</b>
<b>Studies</b>	<b>8</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and therefore to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

#### **Features**

Up to **4 marks** should be given to this part of the discussion.

These could include:

- definition of deviance
- social construction of deviance
- cultural and historical relativity of deviance and crime
- difference between crime and deviance
- changes in types of criminal and deviant behaviour
- changes in the way sociologists have studied crime and deviance.

For marks at the top of the scale, candidates should identify and explain at least two key features.

#### **Theories**

In answering this question candidates must discuss at least two theories. Up to **10 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of key theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks.

Theories could include:

- Interactionist
- Subcultural
- Functionalist
- Marxist
- Neo-Marxist
- New Left Realist
- Feminist

Candidates who draw on clearly distinct theories such as functionalism and interactionism, sub-cultures and New Left Realism, etc, should be awarded marks at the top of the range. Theories, which include the points detailed below and use exemplification, should also be given marks at the top of the range. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Marxism and New Left Realism.

### **Studies**

Up to **8 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author and/or name and/or date of each study (2 out of 3)
- main point(s) of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidates gives details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidates draw strong contrasts between theories, eg looking at the deviant, at agents of control, structure of society, etc
- candidates discuss the implications of each in terms of solutions to crime and deviance, eg interactionism would look at agents of control, Marxism in ending capitalism.

## SECTION D

### Question D1

*The institution of the family is continually adapting to changing social and economic conditions in society.*

Explain the changing role of the family in contemporary society, using contrasting sociological **theories** and **studies** to support your answer.

This is worth **30 marks** and therefore is difficult. Its main focus is to evaluate the changing role of the family in society and to demonstrate knowledge of the theories of the family and supporting studies. The suggested marking guideline is as follows:

<b>Changing role</b>	<b>6</b>
<b>Theories</b>	<b>10</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and therefore for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and, therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

#### Changing role

Up to **6 marks** should be given to this part of the discussion.

Changing roles may include the following:

- reducing family size as a result of changing job market
- changes in labour market and effects on family life
- changing patterns of work and effects on family life
- increasing trend towards work and lessening of family centred life
- change in family structure – takes many forms, eg nuclear, extended, reconstituted, lone parent
- notion of family life cycle – individual may be part of extended family then nuclear then reconstituted
- changes in marriage and divorce
- state role in supporting the nuclear family.

#### Theories

The candidate is required to discuss at least two contrasting theories. Up to **10 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Neo-Marxism and Marxism.

Theories might include:

- Functionalist
- Marxist
- Feminist.

### **Studies**

Up to **6 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author(s) and/or name and/or date of each study (2 out of 3)
- main point(s) of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidates give details that are pertinent to and enhance the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidates demonstrate the use of contrasting theories and the way they differ, eg looking at serving the needs of society (functionalist), or the needs of men (feminist), or the needs of capitalism (Marxist)
- candidates discuss the implications of each, eg freeing women from labour, ending capitalism.

## Question D2

*The poor have no one to blame for their poverty but themselves.*

Discuss the extent to which this statement explains the persistence of poverty. Your answer should include an evaluation of relevant **theories** and **studies**.

This is worth **30 marks** and therefore is difficult. Its main focus is to demonstrate knowledge of the various explanations of poverty. Lists are not exhaustive and marker should award marks if other valid theories are being used in an appropriate manner. The suggested marking guideline is as follows:

<b>Introduction</b>	<b>4</b>
<b>Theories</b>	<b>10</b>
<b>Studies</b>	<b>8</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and, therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

### Introduction

Up to **4 marks** should be given to this part of the discussion.

This could include:

- differences in absolute and relative poverty
- poverty is socially distributed
- some groups affected more than others, eg the elderly and the unemployed
- children and women particularly affected by poverty
- effects include malnourishment, undernourishment, morbidity and self-esteem
- the relationship between poverty and the stratification system
- the underclass and marginalisation
- changes in the labour market, such as the increase in part-time work and temporary contracts
- the relationship between poverty and social policy.

Candidates who provide elaborated discussion of at least two of these or other relevant features and/or exemplification should be awarded marks at the top of the scale.

### Theories

In answering this question candidates must discuss at least two theories. Up to **10 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg individualistic and New Right theories.

Theories might include:

- Individualistic
- Marxist
- Conflict
- New Right
- Subcultural
- Culture of poverty.

### **Studies**

Up to **8 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author(s) and/or name and/or date of each study (2 out of 3)
- main point of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidate gives details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidates discuss the way in which different theories would advocate different solutions to poverty, eg individuals helping themselves, change to distribution of wealth, etc
- candidates point out that definitions and measurement of poverty carry political implications. For example, in the UK measurement of relative poverty has greater emphasis than that of absolute poverty.

### Question D3

*Unequal patterns of health and health care provide the basis for considerable debate within sociology.*

Using contrasting sociological **theories** and **studies**, explain inequalities in health and health care provision in the contemporary UK.

This is worth **30 marks** and therefore is difficult. Its main focus is to evaluate two contrasting explanations of health and health care and to be able to show how each differs. The suggested marking guideline is as follows:

<b>Introduction</b>	<b>2</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>8</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and, therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

#### **Introduction**

Up to **2 marks** should be given to this part of the discussion.

This could include:

- difficulty in defining health
- are health and illness medical or social?
- mortality and morbidity rates would suggest it is socially distributed
- inequalities in health care also suggest social distribution of care and treatment.

#### **Theories**

In answering this question candidates must discuss at least two theories. Up to **12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Marxist and conflict.

Theories could include:

- Interactionist
- Marxist
- Conflict
- Feminist
- Functionalist.

### **Studies**

Up to **8 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author(s) and/or name and/or date of each study (2 out of 3)
- main point of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidate may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidates give details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidates include comments that health and medicine is not simply about biology, but can be understood from a sociological perspective (eg socio-economic)
- candidates include comments that give some indication of candidates' preference in terms of sociological explanation, based on the relative merits of each theory.

## Question D4

*The mass media reflects rather than determines the interests of its audience.*

Evaluate the role of the mass media, using relevant **theories** and **studies** to support your answer.

This is worth **30 marks** and therefore is difficult. Its main focus is to evaluate at least two contrasting explanations of the mass media and to be able to show how each differs. The suggested marking guideline is as follows:

<b>Role</b>	<b>6</b>
<b>Theories</b>	<b>10</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *theories* refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of studies includes *evaluation* and, therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Specific guidelines on each section are given below.

### Role

Up to **6 marks** should be given to this part of the discussion.

This could include:

- form of mass communication, particularly important with rise in literacy rates
- influence of mass media – education, manipulation or indoctrination?
- does mass media have a bias?
- purpose of the media – to inform or make money?
- does the media reflect or set societal values?
- does mass media replace other forms of socialisation (eg playing, reading, etc)?

### Theories

The candidates are required to discuss at least two contrasting theories. Up to **10 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- name of theorist(s) associated with each theory
- at least two key features
- at least one strength
- at least one weakness.

Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Even if theories are similar, candidates should be able to demonstrate how one may have built on another, eg Neo-Marxism (hegemonic model) and Marxism (manipulative model).

Theories could include:

- Pluralist
- Marxist
- Neo-Marxist
- Feminist.

### **Studies**

Up to **6 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following:

- author(s) and/or name and/or date of each study (2 out of 3)
- main point of study
- findings
- if they support/refute the theory/argument (evaluation).

Higher marks should be given if all points above are discussed. Cogency of argument and relation of studies to theory should also be rewarded. Studies should be relevant to the theories that are being discussed or to a point the candidates wish to support. Candidates may discuss only one perspective, but draw on a number of studies that give different points of view. Lower marks should be awarded for this.

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidates give details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theory section, eg describes more than one strength
- and/or more than one weakness
- evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- candidates use contrasting theories to review the way they see the consumer, eg recipient as active, recipient as passive
- candidates comment on the implications of theories discussed, eg media needs to be controlled, or no control as people are rational and will make their own choices.

[END OF MARKING INSTRUCTIONS]