

2005 Sociology

Intermediate 1

Finalised Marking Instructions

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

Sociology Intermediate 1

General Guidelines for Markers

Sections A and B both provide scope for candidates to demonstrate sociological knowledge, understanding and skills at different levels.

Some questions 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 a strong response 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, which go beyond that which is, required in the question set, for example 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, which are judged to be acceptable. However, given the range and scope of sociological enquiry, the guidelines are not exhaustive and markers may accept alternative responses, which they judge to be acceptable.

SECTION A

Question A1

Choose **two** of the sociological terms below and describe the meaning of the terms chosen. Give an example of each.

A total of **4 marks** can be awarded for this question. Candidates must give two correct descriptions and two appropriate examples to gain full marks.

For each term up to **1 mark** may be awarded for a correct and clear definition, using a descriptive sentence(s).

For each term up to **1 mark** may be awarded for a relevant example.

Values

- The aspect of social life that people in society see as important
- General guidelines for how people should behave
- These ideas underpin social behaviour.

Examples may include:

- respect for elders
- working hard to get just rewards.

Social Norms

- Expected or accepted social behaviours
- Social behaviours set by members of society
- Guidelines and rules for social behaviour.

Examples may include:

- how members of society dress
- how people greet each other
- marriage arrangements
- how people eat their food.

Roles

- Specific behaviours expected from people who occupy particular positions in society
- Each person has different roles, eg child, mother, husband, worker etc
- The behaviour associated with different roles differs from one society to another.

Examples may include:

- mother
- father
- teacher
- worker
- healer.

Culture

- The way of thinking and behaving followed by particular societies, including language, dress and behaviour, etc
- Social inheritance
- Generational.

Examples may include:

- habits/mores learned that are culturally related
- fashion & teenagers
- religion
- social class.

Question A2

Explain one difference between primary and secondary socialisation.

Up to **2 marks** may be awarded depending on accuracy and quality of explanation. A difference must be explained and candidates should use contrasting phrases, such as 'whereas' or 'however'.

Candidates who use one-word answers or very short phrases should be awarded no more than **1 mark**.

Answers that include description, explanation and or exemplification, should be awarded **2 marks**.

Answers may include

- Primary socialisation takes place between the ages of 0-5 years, whereas secondary socialisation takes place from aged 5 onwards.
- Primary socialisation involves close family and carers, whereas secondary socialisation involves agents such as media, religion, peer groups, etc.

Question A3

The nature versus nurture debate is an important part of the study of socialisation.

Describe both sides of the nature versus nurture debate.

Up to **4 marks** may be awarded. Candidates must give clear explanations of both sides of the debate to gain **4 marks**.

Award **1 mark** per relevant point made. A maximum of **2 marks** for each side of the debate.

Candidates who use one-word answers or very short phrases should be awarded no more than **1 mark** for each side of the debate.

Answers should include:

Nature

- Genetic inheritance
- Behaviour determined by genes
- Born with certain predispositions
- Behaviour can be explained solely in terms of genetic disposition.

Nurture

- Social behaviour is learned
- Social behaviour is not fixed and can change
- Environment, upbringing and surroundings can shape behaviour
- What we are and what we do is a reflection of society.

Question A4

Complete the table below by writing the correct description of the role of the agents of socialisation in the spaces provided.

Award up to **4 marks** for this question.

1 mark should be awarded for each accurate description.

Agent of Socialisation	Description of Role
Family	Family – answers could include: <ul style="list-style-type: none">• involved in primary socialisation• learning formal and informal rules eg manners, forms of address, etc• learning gender roles• learning other roles, eg sister, brother, grandchild• learning of ideas and values.
Work	The way people can earn their living or learn necessary skills. Usually begins in adulthood.
Mass Media	Mass Media – answers could include: <ul style="list-style-type: none">• involved in formal and informal socialisation• mass media may have taken over role of other agents such as religion and education – in some case• does mass media have an educational or brainwashing role?• film and sports stars as role models• generates and reflects values and ideas.
Peer Group	People of similar age groups influencing each other.
Religion	Set of spiritual beliefs and values. Can be influential in some societies, but may have less influence in the UK.
Education	Often involves learning skills necessary to survive in a particular culture or society.

Question A5

Identify two *contrasting* cultures you have studied.
Describe one social norm from *each* culture.

Up to **4 marks** can be awarded for this question. To gain full marks **two** contrasting cultures must be identified.

Award **2 marks** for each norm applied to the appropriate contrasting culture. Where cultures are not particularly contrasting, significant contrasting differences should be awarded marks as appropriate. NB Appropriate contrasting examples, other than those indicated below, should be credited accordingly.

Answers could include:

Culture	Norm
British	<ul style="list-style-type: none">• Women work outside the home and also take care of childcare and housework• Children go to school to be educated• If someone gets ill we go to the doctor• Doctor prescribes medicine.
Ju/'hoansi	<ul style="list-style-type: none">• Women gather food• Men do the hunting• Children are taught by their elders• When a person is ill they go to the healer• Healer goes into a trance and draws the 'badness' out.
Trobriander Islanders	<ul style="list-style-type: none">• Residence is avunculocal• Sexual relations between adolescents are very open• Obligation and duties, especially men towards sisters and daughters characterise this society.

Question A6

Identify two *contrasting* cultures you have studied.

(a) Identify two values and explain the way in which they differ between the cultures chosen.

Award up to **4 marks** for part (a); **2 marks** for each explanation. Link words indicating a difference must be used, for instance 'whereas' or 'however'.

For full credit, answers must make some comparison between two contrasting cultures and mention a value from each.

NB Appropriate contrasting examples, other than those indicated below, should be credited accordingly. No marks for identification of contrasting cultures in this question. Candidates may use contrasting cultures from previous question.

Answers may include:

Values are different

- Wealth and the individual are very important in USA, but in Chinese society family relations are seen as being important. In Trobriander culture, reciprocity and mutual obligations and duties are important.
- Freedom of speech, thought and action are very important in USA, but obedience and compliance to family are valued in Chinese society. In Trobriander culture, it is the mother's brother who assumes authority in family matters.

(b) Identify one role and describe the way in which it differs between the cultures chosen.

Award up to **2 marks** for part (b). Candidates must identify one role and use two contrasting cultures. Description must be given – award up to **2 marks** for elaborated responses and/or good exemplification.

Roles are different

- Roles may include – healer, mother, men, women, father
- Cultures could include – Chinese, UK, Trobriander, Ju/'hoansi.

Answers may include:

Culture	Role
British	<ul style="list-style-type: none">• Children go to school to be educated• Go to the doctors if you are ill.
Ju/'hoansi	<ul style="list-style-type: none">• Children taught by elders• When ill go to the healer.
Trobrianders	<ul style="list-style-type: none">• Sexual relation between adolescents are very open• Society is characterised by duties and obligations.
American	<ul style="list-style-type: none">• The acquisition of wealth is seen as desirable – American dream• Americans have certain rights, eg freedom of speech.
Chinese	<ul style="list-style-type: none">• It is expected that people will cooperate• Individuals are expected to conform to other wishes – even if it is not what they want.

Question A7

Explain what is meant by primary sources of data.

Up to **2 marks** may be awarded for this answer.
Award **2 marks** for correct explanation

Primary source of data

- When a sociologist collects evidence for himself/herself

Question A8

Sociologists can use the following methods:

- official statistics
- visual evidence
- written evidence

Choose one of the above methods that uses secondary sources of data.

Describe the method chosen.

Describe the range and scope of the method you have identified.

Award up to **4 marks** for this question. **2 marks** should be awarded for an accurate description of the method and **2 marks** for accurate description of range and scope.

Answers providing more limited responses should receive no more than half marks.

Official statistics

- Data gathered through official bodies, eg government, Local Authorities, police etc
- Saves time, eg using figures already collated
- Low cost
- Good at identifying trends but limited in giving information about feelings and motives
- May not be reliable
- Quantitative data.

Written evidence

- Using sources gathered by other researchers
- Useful for finding out how people saw particular situations at specific moments in time
- Lay source
- Provides views other than that of researchers
- Historical material
- May lack objectivity/non-sociological/biased
- Can provide a social context for research.

Other visual evidence

- Paintings, magazines, video, photographs, etc
- Can provide information not available in print
- Can literally illustrate a point
- Can provide historical comparison
- Difficult to explore in-depth
- Non-sociological
- May be biased.

Range and scope

- Range refers to the type of topics that could be investigated using a particular method
- Scope includes the depth to which a topic could be investigated and what type of information could be obtained using a particular method.

SECTION B

Question B1

Describe what sociologists mean by the term social stratification.

There are **4 marks** available for this question. Candidates should describe social stratification and must make two main points. For brief answers not described, no more than **1 mark** for each point made should be given. For each elaborated response and/or response that includes exemplification, award **2 marks** for each point made.

Answers could include:

- Structured inequality
- Social hierarchy
- System where members of society are ranked in some order
- Ranked inequality which persists over generations.

Question B2

- (a) **Choose one form of social stratification that you have studied. Identify one culture that you have studied where this form is found. Describe two effects of the chosen form of social stratification on individuals within that culture.**

Award up to **5 marks** for this part of the question. Must identify one form of stratification and relate it to a relevant culture for **1 mark**. Candidates must describe two effects of social stratification on individuals in the chosen culture. Each effect described adequately should be awarded **2 marks**.

<u>Form</u>	<u>Description and links with social inequality</u>
Wealth and Income	<ul style="list-style-type: none">• Those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services• Disadvantaged in many ways• Can experience low self-esteem, poor health, etc• Discrimination• Life chances.
Culture	<ul style="list-style-type: none">• UK• USA.
Gender	<ul style="list-style-type: none">• Power on men who are in position of authority, eg work, law, parliament• Violence and abuse against women• May support institutions such as economy, family, etc but be detrimental to the individual• Poor/no education• No political rights• Space may be divided, eg women only allowed to mix with other women.
Culture	<ul style="list-style-type: none">• Iran• Afghanistan.

Ethnicity	<ul style="list-style-type: none"> • Discrimination in housing, education and employment • May experience low self-esteem • Ghettoised • Experience violence and abuse • Harassment from authorities, such as police and immigration • May lack political rights • Space may be divided eg 'no go' areas for particular groups.
Culture	<ul style="list-style-type: none"> • Gypsies in eastern Europe • Bosnia • Algerians in France.
Age	<ul style="list-style-type: none"> • Divided society • Discrimination • Poverty – older people and younger people receive low state benefit • Can lead to abuse and violence • May experience low self-esteem because not valued by society.
Culture	<ul style="list-style-type: none"> • UK • USA.
Religion	<ul style="list-style-type: none"> • Persecuted • Denied opportunities for promotion or even to particular types of work • Life chances • Excluded from positions of power • Discrimination in terms of education, housing, etc • Denied political/voting rights • Violence and abuse to particular groups.
Culture	<ul style="list-style-type: none"> • Jews in pre-WWII Germany • Catholics in Northern Ireland • Muslims in Bosnia.

NB Each of the above forms of social stratification must take into account both culturally and historically relevant answers, as appropriate.

- (b) Choose one other form of social stratification.
Identify one other culture that you have studied where this form is found.
Describe the link between this form of social stratification and social *inequality* in the culture chosen.
Describe the link between this form of social stratification and social *mobility* in the culture chosen.

Award up to **5 marks** for this part of the question. Must identify one other form of stratification and relate it to a relevant culture for **1 mark**. Candidates must describe one link with *social inequality* for **2 marks**, and link with *social mobility* for a further **2 marks**.

The same cultural examples and forms as above can be applied. Other relevant cultural examples should be credited, as appropriate.

Links with social inequality and social mobility

- Some forms may allow for change in stratification position
- Person could change wealth, income or religion
- Age and gender are fixed
- Ethnicity can affect employment prospects that can hinder mobility
- If age brings inequality, then as a person gets older, they may experience downward mobility as their position becomes more unequal
- Changes in wealth could lead to upward or downward mobility
- Religion can hinder a person's employment prospects, eg Catholics in Northern Ireland.

Question B3

Systems of social stratification include:

- feudalism
- age-set
- caste
- social class
- slavery

Choose two of these systems of social stratification.

Describe the ways in which each system works.

Provide an appropriate example of a culture in which one of the chosen systems is found.

This question is worth **5 marks**. Description of two systems for **2 marks** each is required for this question. Candidates who make only one point should be awarded no more than **1 mark**. Candidates who make more than one point and/or elaborate on their responses and/or use exemplification can be awarded up to **2 marks**. **1 mark** is available for correctly identifying an appropriate example for one of the chosen systems of social stratification.

<u>System and culture</u>	<u>Description</u>
Feudalism	<ul style="list-style-type: none">• Ascribed status• Closed system but can sometimes buy freedom• Serf and lord• Lord owns the land, property and the serf• Serf owns nothing and must do what is told• Serf has to 'pay' lord in goods or labour, often in addition to rent (feu).
Culture	<ul style="list-style-type: none">• Medieval Europe• Ancient China• Japan• Africa.
Caste	<ul style="list-style-type: none">• Ascribed status• Closed system• People born into particular caste• Caste cannot change it is inherited from parents• Strictly ordered society where each knows his/her place.
Culture	<ul style="list-style-type: none">• Mainly in Hindu societies (mainly in India)
Social class	<ul style="list-style-type: none">• No one definition or measurement of class• Ascribed and achieved?• Open system – some possibility of change• Based on income, wealth, status, power• According to some views social class will affect person's life chances• People can move up or down the class system – known as social mobility.
Culture	<ul style="list-style-type: none">• United Kingdom• United States of America.

- Age-set
- Ascribed status
 - Closed system
 - Based on the principle of generation
 - Generally applies to men
 - Person recruited to a specific age-set or stream and goes through all major life events/roles with others in that age-set
 - Age-set will determine behaviour of person, and interactions with others, when they can marry, etc
 - Age-sets may share resources
 - Loyalty to the age set may be more important than any other obligation
 - As a person gets older it is expected they will assume more responsibility.
- Culture
- Masai
- Slavery
- Ascribed status
 - Closed system
 - Slave owned by another person
 - Children born into slavery become the property of the owner
 - Chances of the slave becoming 'free' are low. Could escape or be given 'freedom'
 - Often slaves who run away would be punished, even killed if they were caught.
- Culture
- Ancient Greece
 - Ancient Rome
 - United States and West Indies in the 19th century
 - Parts of the Sudan in the 20th century.

Question B4

The steps in the research process are presented in the table below. Step one has been completed for you.

(a) Place the remaining steps in the correct order by numbering them steps 2 to 7.

There are **3 marks** available for this part of the question. Place all six remaining steps in the correct order for **3 marks**. Three or more steps in the correct order, but with the *overall* pattern being incorrect, should be awarded only **1 mark**.

Step	Number
Data collection	5
Pilot studies	4
Hypothesis	1
Research design	2
Sampling procedures	3
Presentation of findings and evaluation	7
Recording and analysis of data	6

(b) Describe any two of the above steps.

There are **4 marks** available for this part of the question. Up to **2 marks** should be given for an elaborated or exemplified description of each step. Brief, limited responses should be given no more than **1 mark**.

Hypothesis

An idea that the sociologist wants to test.

Research design

The way the research will be carried out and the methods to be used.

Sampling procedures

Type of sampling that will be used.

Pilot study

A trial run to see if any problems emerge.

Data collection

The sociologist gathers and organises/collates the information.

Analysis of data

The sociologist tries to make sense of the information gathered.

Presentation of results and evaluation

The results are written up and evaluated.

Question B5

Describe one advantage and one disadvantage of a research method that uses secondary sources of data.

There are **4 marks** available for this question. **2 marks** should be attributed to the advantage and **2 marks** to the disadvantage. Responses not adequately described should *not* be awarded full marks.

Official statistics

Advantages:

- Saves time
- Low cost
- May involve a large sample, eg Census.

Disadvantages:

- May not tell researcher exact information needed
- No way of controlling the way statistics were gathered
- Can be open to many interpretations.

Written evidence

Advantages:

- Gives a view other than that of the researcher
- Can provide a social context for research
- May give information that is otherwise not available (eg historical material).

Disadvantages:

- May lack objectivity
- Non-sociological
- May be no way of verifying information.

Visual evidence

Advantages:

- Useful for historical comparisons
- Can give information not available in written form (eg Bayeaux Tapestries).

Disadvantages:

- May be biased
- May be difficult to explore in depth.

[END OF MARKING INSTRUCTIONS]