

2005 Sociology

Intermediate 2

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 2

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 that go beyond what 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

The main agents of socialisation include the mass media, education and work.

Describe the way in which each of the agents given below contribute to the socialisation process.

Award up to **6 marks** for this question. For a clear description of the role each agent plays in the socialisation process, award up to **2 marks**. Answers that include good description and/or exemplification should be awarded **2 marks**, whereas answers that are more descriptive/use one-word answers/ provide no link between sentences should be awarded up to **1 mark**.

Mass Media

Answers could include:

- involved in formal and informal socialisation
- mass media may have taken over the role of other agents such as religion and education – in some cases
- does mass media have an educational or brainwashing role?
- film and sports stars as role models
- generates and reflects values and ideas.

Education

Answers could include:

- involved in all types of socialisation – primary, secondary, anticipatory, formal and informal
- often involves learning skills that are necessary to survive in a particular culture or society
- in the UK, this form of socialisation takes place in school but this differs from society to society.

Work

Answers could include:

- can help in the transition from adolescence to adulthood
- other societies may have more formal “rites of passage”
- helps individuals gain independence and assume responsibilities and obligations
- way of passing on skills and knowledge.

Question A2

Choose two contrasting cultures that you have studied.

Describe two roles from each culture.

Up to **6 marks** can be awarded to this question. Candidates must describe two roles from two contrasting cultures. Candidates who describe roles from similar societies (eg Britain and USA) should be awarded lower marks, as should candidates who give brief description. Clear and elaborated description with good exemplification should be awarded marks at the top of the range. **1 mark** for each culture, providing that the roles described are relevant to that culture. **1 mark** for each role described.

Culture

Roles

British – answers might include:

- doctor – expected to treat people who are ill
- men – work and may have some responsibility for childcare and household chores
- women – responsibility for childcare and housework and may work outside home
- teacher – teaches children in school.

Ju/'hoansi – answers might include:

- women gather food
- when ill go to the healer – healers go into trances to draw the “badness” out
- men go hunting
- children taught by elders.

Tobrianders – answers might include:

- men tend the yam gardens
- toliwaga organises Kula exchanges
- women create own wealth with banana leaves and skirts
- sexual relations between adolescents are very open
- society is characterised by duties and obligations.

American – answers might include:

- doctor – expected to treat people who are ill
- men – work and may have some responsibility for childcare and household chores
- women – responsibility for childcare and housework and work outside home
- teacher – teaches children in school
- the acquisition of wealth is seen as desirable – American dream
- Americans have certain rights, eg freedom of speech.

Chinese – answers might include:

- sons are expected to look after aging parents
- women have a strong role in raising sons
- it is expected that people will co-operate
- individuals are expected to conform to others' wishes – even if it is not what they want.

Question A3

Socialisation makes an important contribution to the maintenance of social order in society.

Explain the relationship between social order and the socialisation process.

Up to **6 marks** can be awarded for this question. Candidates can be awarded up to **2 marks** for each developed point based on accuracy, relevance and the quality of the answer. Exemplification and elaboration should be awarded appropriately. Explanations are required and responses should have some type of reasoning phrases and words in it.

Points may include:

- learning the rules – formal and informal
- learn about roles each person plays – means that each has predictable expectations/obligations
- allows people to predict behaviour and learn appropriate responses to others
- can't police society only with formal agents of control
- socialisation process ensures people will behave in an acceptable manner
- examples might include parent/child, teacher/pupil.

Question A4

Choose two contrasting social situations that you have studied.

Explain the part played by socialisation in each of the social situations you have chosen.

Up to **4 marks** can be awarded. Explanation is required, and therefore reasoning words/phrases should be used in order to achieve marks at the top of the range. Up to **2 marks** for each social situation. Full credit answers should make two or more points with some elaboration and/or exemplification for each social situation identified.

SOCIAL SITUATION	EXPLANATION
Attitudes to Housework	<ul style="list-style-type: none">• early socialisation – helping round the house• role models at home – parents and siblings• attitudes of friends and peers• media – TV, newspapers, magazines• attitudes of society – what is seen as women's work and men's work.
Types of job you do as an adult	<ul style="list-style-type: none">• influence of peers and friends• school• parents and family expectations• what is seen as glamorous• advice from careers officer• subjects you take at school.
Clothes teenagers wear	<ul style="list-style-type: none">• role models, eg sports stars, film stars, pop stars• media influence• peer group• fashion industry• TV, magazines and newspapers.

Other examples of social situations should be awarded marks, as appropriate.

Question A5

Sociologists use the research process when carrying out research.

**Choose any two steps in the research process.
Describe *each* of the steps you have chosen.**

Award up to **4 marks** for this question. **2 marks** should be awarded for each accurate description. Minimal description should be awarded only **1 mark**.

STEP	DESCRIPTION
Hypothesis	An idea the sociologist wants to test
Research design	How the research will be carried out
Sampling procedure	The type of sampling to be used
Pilot study	A trial study
Data collection	The sociologist gathers the information
Analysis of data	The sociologist tries to make sense of the information gathered
Presentation of results/findings	The results are written up
Evaluation	Identifying strengths and weaknesses of the way the research was carried out

Question A6.

- Questionnaires
- Structured interviews
- Unstructured interviews
- Participant observation
- Non-participant observation
- Comparative studies
- Longitudinal studies.

Choose one of the research methods listed above.

Describe two advantages and two disadvantages of using this method.

Award up to **4 marks** for the question. Award **1 mark** for each adequately described advantage and **1 mark** for each adequately described disadvantage. Very brief responses should be awarded lower marks.

Research Methods:

Questionnaires

Advantages:

- cheap to administer
- low researcher involvement
- can cover large numbers
- wide geographical area.

Disadvantages:

- poor response rate
- may generate superficial information
- can't probe or expand ideas
- can be misinterpreted
- respondent may be bored if too long
- language and definitions may be misunderstood (no opportunity for clarification).

Interviews (structured and unstructured)

Advantages:

- can explore people's attitudes and feelings
- researcher and interviewee can elaborate and expand
- *structured* – people are asked the same questions
- *unstructured* – views can be explored
- high response rate.

Disadvantages:

- need to train the interviewers
- high cost
- respondent may ramble and therefore need guidance
- reliability – same area of questioning but different answers and interpretations
- high researcher involvement – rapport necessary
- antagonism towards interviewer (especially on thorny issues)
- interviewer can affect the outcome.

Participant observation

Advantages:

- gives access to “natural” settings
- builds empathy
- allows a sociologist to study a social process
- gives a realistic picture of human social behaviour
- sociologists can check on the claims that people make.

Disadvantages:

- can be difficult to quantify results
- the researcher might influence the research unwittingly
- researcher’s presence is automatically a source of bias
- takes long time to do this type of study – one year at a minimum
- highly invasive – impacts upon people’s lives and environment
- can be difficult to quantify and theorise results, eg data can become descriptive
- “getting in”, “staying in” and “getting out” might be difficult or dangerous.

Non-participant observation

Advantages:

- can observe “natural behaviour”
- allows sociologists to study social processes
- good to observe small group or individual interaction
- gives access to natural settings.

Disadvantages:

- cost can be prohibitive
- researchers can influence results – researcher’s presence is automatically a source of bias.
- can be difficult to quantify and theorise results, eg data can become descriptive.

Comparative studies

Advantages:

- allows the idea of cultural relativity to be explored
- can give the sociologist another view of their own society
- gives views of other societies
- can challenge ethnocentric views.

Disadvantages:

- very costly to set up research
- difficulty in matching the sample (ie to re-test for the same results)
- needs co-operation of sociologists in other country/religion.

Longitudinal studies

Advantages

- looks at long term trends
- allows the sociologist to examine changing contexts
- gives more than just a snapshot picture.

Disadvantages

- high cost
- difficulty keeping track of cohort group
- needs a lot of commitment of a research team
- needs a lot of commitment of those being researched
- research participants may change mind about taking part.

SECTION B

Question B1

Describe what sociologists mean by the term social stratification.

This question is worth **2 marks**. Candidates should describe social stratification and must make at least one elaborated and/or exemplified point. For short answers with one point award **1 mark**. For elaborated responses, those that make more than one point, or those which include exemplification, award **2 marks**.

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

- | |
|---|
| <ul style="list-style-type: none">• Wealth and income• Gender• Ethnicity• Age• Religion |
|---|

Choose any two of the above forms of social stratification.

Choose two contrasting cultures.

For each culture, describe a different form of social stratification. Explain two ways in which each form is linked to *social inequality*.

- (a) This part of the question is worth **4 marks**. Must identify **one form** of stratification and relate it to an appropriate culture for **1 mark**. For an appropriate description of the form award **1 mark**. Award **1 mark** for each of the two ways this form links with social inequality in the appropriate culture. Minimal answers should be awarded lower marks.
- (b) This part of the question is worth **4 marks**. Must identify **one form** of stratification and relate it to an appropriate culture for **1 mark**. For an appropriate description of the form award **1 mark**. Award **1 mark** for each of the two ways this form links with social inequality in the appropriate culture. Minimal answers should be awarded lower marks.

FORM	DESCRIPTION & LINKS WITH SOCIAL INEQUALITY
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 changes.
Culture	<ul style="list-style-type: none"> • UK • USA.
Gender	<ul style="list-style-type: none"> • Power of men who are in positions 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 young people receive very low state benefit (younger people often receive no 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.

FORM

DESCRIPTION & LINKS WITH SOCIAL INEQUALITY

Religion

- Persecuted
- Denied opportunities for promotion or even to particular types of work
- Life changes
- Excluded from positions of power
- Discrimination in terms of education, housing, etc
- Denied political/voting rights
- Violence and abuse to particular groups.

Culture

- Jews in pre-war Germany
- Catholics in Northern Ireland
- Muslims in Bosnia.

NB: Other relevant cultures, as appropriate, are acceptable. Issues of cultural and historical relativity should be considered for all examples.

Question B3

Choose any two closed systems of social stratification.

Describe each system and a culture in which it is found.

Describe the ways in which each system is linked to social mobility in the culture chosen.

- (a) A total of **5 marks** can be awarded to this part of the question. Identification of one closed system for **1 mark**, providing it is linked to an appropriate culture. **2 marks** for description and **2 marks** for ways in which each closed system is linked to social mobility in chosen culture. Candidates who make one link to social mobility should be awarded no more than **1 mark** for the appropriate part of the question. Candidates, who make more than 1 point, elaborate on their responses, and use exemplification can be awarded up to **2 marks**.
- (b) A total of **5 marks** can be awarded to this part of the question. Identification of one closed system for **1 mark**, providing it is linked to an appropriate culture. **2 marks** for description and **2 marks** for ways in which each closed system is linked to social mobility in chosen culture. Candidates who make one link with social mobility should be awarded no more than **1 mark** for the appropriate part of the question. Candidates, who make more than 1 point, elaborate on their responses and use exemplification can be awarded up to **2 marks**.

SYSTEM AND CULTURE

DESCRIPTION AND LINKS WITH SOCIAL MOBILITY

Feudalism

- 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 said
- Serf has to “pay” lord in goods or labour, as well as rent (feu).

Culture

- Medieval Europe
- China
- Japan
- Africa.

Caste

- Ascribed status
- Closed system
- People born into particular caste
- Caste cannot change – inherited from parents
- Strictly ordered society where each knows his/her place.

Culture

- Mainly in Indian society.

Social Class

- 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 a person’s life chances
- People can move up and down the class system – known as social mobility.

Culture

- United Kingdom
- United States of America.

Age set

- Ascribed status
- Closed system
- Based on the principal 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.

SYSTEM AND CULTURE

DESCRIPTION AND LINKS WITH SOCIAL MOBILITY

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

Describe what is meant by primary sources of data.

Identify a research method that uses primary sources of data.

Describe two main features of the method chosen.

This question is worth **4 marks**. **1 mark** for a brief description of primary sources of data. **1 mark** for the identification of the research method. **1 mark** should also be given for each elaborated feature of the method identified. Candidates who give an elaborated response should be awarded marks at the top of the range. One-word answers are not acceptable and bullet-points should be awarded low marks.

Answers may include:

Primary sources of data

- Gathered by the researcher, eg through interviews or participant observation
- May describe the differences between primary and secondary socialisation.

Features of primary methods:

Questionnaires

- Can be handed out or posted
- Set questions
- Examples – attitudes, lifestyle, etc.

Interviews (structured and unstructured)

- Face to face
- Set questions or open questions
- Examples – voting behaviour, racial prejudice, and so on.

Participant observation

- Researcher becomes part of a group
- Identity may be known only to a few
- Examples – drug behaviour, gangs, football hooligans.

Non-participant observation

- Observe behaviour but not a participant
- Want to observe natural behaviour
- Examples – football crowds, social behaviour on buses, etc.

Comparative studies

- Study that compares groups, cities, communities, societies
- Generally look at the effect of independent variables on similar groups
- Examples – crime and deviance, different family lifestyles.

Longitudinal studies

- Follow group or cohort through different stages and note differences and similarities
- Example – educational experience and careers, class mobility.

NB Advantages and disadvantages of each of these methods in some cases may be used as advantages and disadvantages and should be credited accordingly, if appropriate.

Question B5

Identify two research methods that use secondary sources of data.

Describe the range and scope of one of the methods chosen.

Describe two main features of the other method chosen.

This question is worth **6 marks**. **1 mark** should be attributed to each method identified. **2 marks** should be attributed to the range and scope of method one. **2 marks** should be attributed to two main features of method two. Answers providing more limited responses should receive no more than half marks.

Methods include:

- official statistics
- written evidence
- visual evidence.

Range and scope:

- range refers to the types 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
- the response for range and scope should tie into the method chosen.

Features

Official statistics

- Data gathered through official bodies, eg government, Local Authorities, police, etc
- Saves time, eg using figures are 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 to print
- Can literally illustrate a point
- Can provide historical comparison
- Difficult to explore in-depth
- Non-sociological
- May be biased.

[END OF MARKING INSTRUCTIONS]