

2006 Sociology

Advanced Higher

Finalised Marking Instructions

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GENERAL GUIDELINES FOR MARKERS

All questions in the paper provide scope for candidates to demonstrate sociological skills in analysis and evaluation.

The questions are open ended 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 marking instructions with guidelines on allocating marks within each question. However, in general strong responses would also be characterised by:

- consistent use of appropriate sociological terms and language
- elaboration of responses such as exemplification
- coherence demonstrated by linking relevant concepts/ideas appropriately
- balance in terms of different theories, sides of debates, and so on
- bringing in wider themes and issues from sociological study.

The marking instructions 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. The responses suggested are **not** checklists. At Advanced Higher level, it would also be expected that candidates would produce integrated answers and marks should be awarded for relevant points made throughout the answer.

SECTION A

Question A1

This is worth **30 marks**. Candidates are being asked to analyse the relevance of the structure versus action debate within Sociology today, by making reference to structuration. To do this, candidates will be expected to examine each side of the structure versus action debate and the recent attempts to move away from an either/or stance through the development of theories such as structuration. At Advanced Higher level, it would be expected that the analysis would include evaluation. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories and evidence are being used in an appropriate way. The guide to the marking allocation has been based on five broad aspects: ie Side 1 of the debate, Side 2 of the debate, Resolution, Evaluation, Conclusion. The suggested marking scheme for this answer is **4/4/10/6/6** but could go **2 marks** either way.

Side 1 – Structure. Discussion might include, for example:

- what the term means
- debate on how the term is used
- the way it has been used in different disciplines, eg Anthropology, Psychology and the way this differs from Sociology
- functionalism uses the notion of structure, eg in terms of the system and institutions (Parsons, Merton)
- some element of determinism in Functionalist use of structure in that the needs of the system determine individual action
- conflict and Marxist theory use notion of structure in terms of economic base and structure of class relations
- criticisms of structure in that some see it as deterministic.

Award up to **4 marks** for this part of the discussion. Recognition of different uses of the term structure should be credited and comparison of use between different perspectives should be highly credited. Exemplification at this level would also be expected and credit should be given for candidates who demonstrate the strengths and weaknesses of structural approaches. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion.

Side 2 – Action. Discussion might include, for example:

- what we mean by action
- the notion of human agency
- the way it is different from structural approaches
- people make society, society does not make people
- notion of social construction
- different notions of action in Weber, Symbolic Interactionism, Ethnomethodology, etc
- why these theories challenge structural theories
- rejection of meta-theories by ethnomethodology and post-modernists
- accused of subjectivity
- analysis is at a micro-level, therefore may be a failure to relate action to wider processes and structures.

Award up to **4 marks** for this part of the discussion. Recognition of the difference between this approach and structural approaches should be credited and comparison of use between different perspectives should be highly credited. Exemplification at this level would also be expected and credit should be given for candidates who demonstrate the strengths and weaknesses of action approaches. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion.

Resolution of the debate? Discussion might include, for example:

- does each approach exclude the other?
- can we combine the two approaches?
- sociologists who have tried to resolve the debate, such as Anthony Giddens, and notion of structuration
- structuration debate might include Giddens' view, such as 'duality of structure', 'knowledgeable agents', constraints brought about by structural elements in society, criticisms of determinism
- evidence/references might include links between different areas of society, such as culture, identity and globalisation.

Award up to **10 marks** for this part of the discussion. The main credit here is for candidates who can demonstrate the way in which theories such as structuration have tried to resolve the debate between the action and structure approaches. Exemplification at this level would also be expected and credit should be given for candidates who can demonstrate the way in which any theory that seeks to resolve the debate is critical and supportive of the original views on structure and action. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion.

Evaluation. Discussion might include, for example:

- extent to which theories such as structuration have resolved the debate
- is this just an eclectic approach that waters down the other two approaches without having distinct characteristics?
- what are the implications for methodology and empirical research if this approach is used?
- some theorists, such as Archer, have challenged the notion of structuration. If we can create our world why can't we change things at will?
- in principle, people may have a choice but this varies greatly
- the usefulness of the structuration approach in specific sociological analysis and study
- Crompton and Sanderson have used the structuration approach when explaining gender and work. For example, in using a structuration approach to work, the labour market has an influence over what jobs are available, but does not totally determine what jobs people will eventually choose.

Award up to **6 marks** for this part of the discussion. The main credit here is for candidates who can demonstrate the uses, strengths and weaknesses of structuration and the extent to which it has or has not resolved the debate between the action and structure approaches. Exemplification at this level would also be expected and credit should be given for candidates who refer to studies/topics where this approach has been used. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion.

NB Markers should note that evaluative comments may be made throughout the essay and may not necessarily be dealt with in a discrete section.

Conclusions. Discussion might include, for example:

- structuration or other approaches do try and resolve the action versus structure debate
- many sociologists would agree there is some overlap of structure and action
- this may be reflected in research that, broadly speaking, starts from a structure or action perspective, but takes account of the other side of the debate in research and analysis
- the acknowledgement that action and structure each have a part to play is seen in many studies where research design takes in individual and structural factors
- only ethnomethodologists disagree with this, as they see society as being totally constructed by social actors.

Award up to **6 marks** for this part of the discussion. The main credit here is for candidates who can draw together elements of the discussion to reach considered conclusions. This would involve the theoretical and evidence aspects of the discussion and the practical application and implications this has for research. Exemplification at this level would also be expected and credit should be given for candidates who refer to studies/topics where this approach has been used. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion. Markers should note that comments may be made at particular points in the essay although it would be expected that the types of comments detailed above would come at the end of an answer.

Question A2

This is worth **30 marks**. Candidates are being asked to look at **two** of the challenges from: feminism, globalisation, sociobiology, ethnomethodology and postmodernism, and to analyse their significance within sociology. The suggested marking scheme is **12/12/6**.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Answers that display balance and coherence should be awarded high marks.

The marks awarded should be approximately **12 for each challenge** with a further **6 marks** to be awarded to either if response is stronger on one challenge than on the other or if candidates find ways of relating the two challenges. To be awarded the full **12 marks** for each challenge, candidates must explain why it has been significant within Sociology.

Feminism

For the outline of the ‘challenge’ including main points, theorists, evidence, references up to **6 marks** could be awarded. This might include some of the following:

- feminism as a social movement or as academic study?
- challenge is to ‘male-stream’ sociology
- study of society from a female perspective
- different types of feminist perspectives, eg Radical, Marxists, Liberal, Black, Dual-systems, Materialist
- Barrett (Marxist), Delphy (Materialist), Anthias (Black).

For the analysis of its significance within Sociology, conclusions and evaluation up to **6 marks** could be awarded. This might include some of the following:

- huge contribution to sociology – half population is women therefore now sociology more balanced
- different feminist perspectives – is this a united theory?
- even though perspectives have been different at least it has ensured coverage of variety of lives and experiences of women
- criticism from traditional Marxists – feminism diluting other interests, eg class division.

Ethnomethodology

For the outline of the ‘challenge’ including main points, theorists, evidence, references up to **6 marks** could be awarded. This might include some of the following:

- challenge to structural ideas and positivism
- do not believe there are universal laws or a given social order
- social world is socially constructed and categorisation is important in this
- social behaviour is reflexive
- Garfinkel – documentary method – interested in the methods people use to account for their lives
- accounts depend on previous experience and underlying assumptions
- Schutz – experiments in social behaviour.

For the analysis of its significance within Sociology, conclusions and evaluation up to **6 marks** could be awarded. This might include some of the following:

- is ethnomethodology subjective and common-sense?
- if correct then most of other sociological theory and research is invalid
- do not question where underlying assumptions come from
- some examples of social phenomenon, such as poverty, are difficult to explain. Does this arise from real circumstances such as distribution of resources or is it just the way the story is told?

Post-modernism

For the outline of the 'challenge', including main points, theorists, evidence, references up to **6 marks** could be awarded. This might include some of the following:

- postmodernism is not just found within sociology but is a movement that relates to arts, economics, culture, etc
- contrasted with clear structures in modernity
- characterised by fragmentation, absence of clear structures and diversity in social institutions and identity
- modern experience is of diversity and dynamism
- reason for changes is because of demise in traditional faiths and ideologies
- also changes in production, globalisation, and so on – sometimes used to explain modern forms of capitalism
- different interpretations of post-modernism, eg Baudrillard, Harvey, Jameson.

For the analysis of its significance within Sociology, conclusions and evaluation up to **6 marks** could be awarded. This might include some of the following:

- challenge to traditional sociological theories
- challenges Functionalism and Marxism
- in turn, claims of postmodernity have been challenged – assumes modernity was an identifiable stage or makes assumptions about the coherence of modernity
- is society really moving to new forms?

Globalisation

For the outline of the 'challenge', including main points, theorists, evidence, references up to **6 marks** could be awarded. This might include some of the following:

- many explanations: Froebel – international division of labour; Becker and Sklair – trans-national companies; Kerr – convergence theory
- involves political, economic, social factors on a global scale although consequences are often local
- need to distinguish between international and global
- global industrialisation, time/space compression, world economy and capitalism
- role of nation states, media, communications, etc.

For the analysis of its significance within Sociology, conclusions and evaluation up to **6 marks** could be awarded. This might include some of the following:

- is globalisation really a new process?
- has its impact been exaggerated?
- challenges to local culture, society and traditional sociological analyses, eg on socialisation
- do we still have discrete cultures with their own norms, values, etc – eg Marcuse
- makes comparison between different cultures difficult?

Sociobiology

For the outline of the 'challenge', including main points, theorists, evidence, references up to **6 marks** could be awarded. This might include some of the following:

- social behaviour has its roots in genetic inheritance and influences
- as advances in gene technology grow then greater claims are being made for these types of explanations
- Caplan, Sahlins, Fox have used this theory to explain social behaviour.

For the analysis of its significance within Sociology, conclusions and evaluation up to **6 marks** could be awarded. This might include some of the following:

- is this biological reductionism?
- questions mainstream sociology and social construction or social causation
- moves away from social explanations to biological ones
- criticisms are that we have socially advanced yet little change in genes and biology; therefore, must be social not genetic factors in progress
- Geertz – argues that it is culture that has allowed us to develop, not our genes.

A further **6 marks** for the whole essay is available if conclusion or discussion of this challenge is very strong or if the candidate has related this challenge to the other one discussed or wider themes and issues in the course.

Question A3

This is worth **30 marks**. Candidates are being asked to examine the interpretivist and positivist approaches. This means candidates are expected to give an analysis of interpretivism and positivism – sociology versus science debate. Description alone would not be sufficient to pass this question and analysis (including evaluation) of both sides of the debate is essential. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way.

The marking scheme suggests four broad areas – Positivism, Interpretivism, Evaluation and Conclusion. Allocation of marks as **8/8/8/6** but could go **2 marks** either way to 10/8/6/6 or 8/10/6/6.

Side 1 – Positivism. Discussion might include, for example:

- can society be studied in a similar way to nature and natural science
- context in which positivism developed, eg the Enlightenment, industrialisation, advance of science
- Saint-Simon. First introduced notion of positivism but developed by others. Saw other fields of study being developed through such things as observation and mathematical calculation. Principles could be applied to social behaviour. Use of the term ‘positive science’
- Auguste Comte. Developed ideas of Saint-Simon. Three stages in societal development of which science is the final stage. Can use similar methods in social and natural sciences
- Emile Durkheim. View differed from Comte’s. Society could be studied objectively. Believed in ‘social facts’. Acknowledged that not all things could be observed
- studies on suicide and social distribution support positivism.

Award up to **8 marks** for this part of the discussion. Recognition of the way different theorists built on and developed the notion of positivism and comparison of these views should be highly credited. Comparison with interpretivism should also be credited. Exemplification at this level would also be expected and credit should be given for candidates who use examples or studies to illustrate their answer. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion.

Side 2 – Interpretivism. Discussion might include, for example:

- argue that all scientific knowledge is contaminated by human interpretation
- includes many theories which focus on meaning and interpretation to understand society
- includes post-modern theories and ethnomethodology
- reject any notion of objective facts
- Max Weber. Disagreed with positivism. No universal laws but still thought sociology could be objective. Knowledge and thought not independent of each other. Values are important and all knowledge, including scientific knowledge, is interpreted in what we find significant. Need to be transparent in methodology, interpretation and values. Methodological individualism was Weber’s approach
- studies/references could include Weber on social action and ethnomethodological studies by Garfinkel and Schutz.

Award up to **8 marks** for this part of the discussion. Recognition of differences between this view and positivism should be credited and comparison of different interpretive views should be highly credited. Exemplification at this level would also be expected and credit should be given for candidates who illustrate their answer with studies or references. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion.

Evaluation of both sides:

- subject matter in social sciences different from natural sciences, therefore cannot apply the same methods of science
- positivism implies society operates according to laws. Does this mean there is no hope for change?
- link between positivism and empiricism? Is only what is observable valid?
- research process has developed based on hypothetico-deductive model, but this has been challenged?
- Popper – believed scientist should seek to falsify the hypothesis
- Kuhn – argued that science was not objective and was self-interested.

Award up to **8 marks** for this part of the discussion. The main credit here is for candidates who can demonstrate the difficulties in the different views and the way they link to other issues to do with objectivity, the research process and the nature of scientific enquiry as encapsulated in the Kuhn/Popper debate. Any exemplification at this level should be highly credited. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the essay question and the rest of the discussion. Markers should note that evaluative comments may be made throughout the essay and may not necessarily be dealt with in a discrete section.

Conclusions. Discussion might include, for example:

- all sociology is to some degree interpretive
- sociologist may use both approaches
- is interpretive sociology non-scientific or is rigour in method still important?
- range of methodologies used to try and increase objectivity.

Award up to **6 marks** for this part of the discussion. The main credit here is for candidates who can draw together elements of the discussion to reach considered conclusions that tie in with the essay question of whether the scientific approach is still appropriate to the contemporary study of society. The number of points made is less important than the integration of ideas and the way this part of the debate is related to the rest of the discussion. Markers should note that comments may be made at particular points in the essay although it would be expected that the types of comments detailed above would come at the end of an answer.

SECTION B

Question B1

This is worth **30 marks**. Candidates are being asked to examine the impact of the study of gender within sociological study and the way gender relates to wider themes and issues. At Advanced Higher it would be expected that evaluation would be included in the analysis. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Candidates include the answers suggested below, but essay structure may differ from that given below.

The marking scheme suggests that the essay might include five broad areas – general introduction, theories, its contribution to Sociology, the way it relates to wider themes and issues, and evaluation and conclusion. Suggested marking scheme is **2/10/8/6/4** but could go **2 marks** either way, eg 2/10/10/4/4 or 4/8/10/4/4.

Candidates would be expected to make some introductory and general remarks in relation to the topic. Up to **2 marks** can be awarded to this part of the essay.

This might include, for example:

- definitions
- the way sex and gender differ
- differences between social and biological/other explanations
- gender as a social construction.

At this level candidates would be expected to explain the way different theorists have explained gender. Up to **8 marks** could be given to this part of the discussion. Candidates who are able to compare different perspectives and show their relative strengths and weaknesses should be highly credited. Elaboration, exemplification, use of studies or references should also be highly credited.

This might include, for example:

Radical feminists

- patriarchy
- exploitation and oppression occurs in all societies and all areas of life
- family often criticised as means of oppression, but also found in other social institutions
- within radical feminism get separatists, supremacists and those arguing for matriarchal societies
- practical objections to this view
- also, how would society continue and what about male children
- some sociologists would agree with the analysis, but do not see the solutions as working
- is good at explaining male power in different types of societies.

Liberal feminists

- More moderate than other feminist views?
- See that gender inequalities has detrimental effects on both men and women
- Need to develop society where everyone could be equal
- This could be done through legislation, education and changing of attitudes
- Men and women need to work together to change things
- Good at looking at both sides in the gender debate
- If we wait for change to come about through legislation things may only change very slowly.

Black feminists

- Critical of other forms of feminism
- Black women may face particular problems that have been ignored
- Black women suffer from compounded discrimination – racial as well as gender
- Highlights bias in the view of traditional feminist arguments, but some would suggest that by having a separate strand of feminism it weakens women's position overall.

Part of the question relates to why the study of gender has become important within sociology. Candidates would be expected to give a clear account of this and could refer to the impact on women and the development of the feminist perspective within Sociology. Award up to **10 marks** for this part of the question. Elaboration, exemplification, use of studies or references should be highly credited.

Discussion could include, for example:

- more than 50% of population is female
- role of socialisation
- inequalities arising from gender differences
- changing place of women in the home and workplace
- changes in law and expectations
- rise of feminism
- areas of social life such as the family, mass media, poverty and so on.

Candidates are expected to include in their analysis the way gender relates to wider themes and issues. Up to **6 marks** can be awarded to this part of the discussion.

Wider themes and issues could include, for example:

- feminism – sociological study and the feminist movement – has it helped women and made them more visible? Is this true of all women or only of some women?
- race and ethnicity – do gender issues reflect all women or are the needs of black and ethnic women ignored?
- power and politics – are women fairly represented in political and other institutions? Is power still a male preserve?
- organisations – is there gender bias in organisations. For example, promotion?

Candidates are expected at this level to include evaluation and to draw conclusions. Up to **4 marks** can be awarded to discussion which includes such aspects. Discussion that clearly ties the evaluation and conclusion to other parts of the discussion should be highly credited.

Points could include, for example:

- evidence that gender is still an issue, eg studies which still show inequalities in pay, conditions, child-care, and so on
- has sociological study helped women, eg feminism? Girls doing better at school?
- has the inclusion of gender in sociological study given a more balanced view of society?
- changing attitude of society – has this happened and has it translated into practical measures?
- are gender issues still ignored in some societies?
- feminism – has it helped women in all societies? What about societies where women are still oppressed?
- evidence could draw on studies on life-chances, conjugal roles, etc
- looks at a particular form of division and power within society although some criticise this as divisive of class divisions
- lack of one unified theory on gender sometimes leaves it open to criticism.

Question B2

This is worth **30 marks**. Candidates are being asked to analyse some of the theories of race and ethnicity including an evaluation of the development of race and ethnicity as a sociological topic. As theories are asked for in the question, candidates must analyse **at least two** theories. Description of each theory would not be sufficient to pass and candidates would be expected to compare the theories discussed and display balance and coherence in their answer.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Candidates include the answers suggested below, but essay structure may differ from that given below. **2 marks** should be awarded to the introduction, 16 to the analysis of theory and use of supporting studies/evidence, 6 for further evaluation and 6 for further analysis. Mark allocation suggests would **4/18/8** but go to **2 marks** either way, eg 4/16/10 and so on.

Candidates would be expected to make some introductory and general remarks in relation to the topic. Up to **4 marks** can be awarded to this part of the essay.

Discussion could include, for example:

- definitions
- differences in the meaning of race and ethnicity
- sociological explanations and rejection of biological explanations
- prejudice and discrimination.

At this level candidates would be expected to analyse different explanations of race and ethnicity and the studies that support these theories. Up to **18 marks** could be given to this part of the discussion. Candidates who are able to compare different theories and show their relative strengths and weaknesses should be highly credited. Elaboration, exemplification, use of studies or references should also be highly credited. Marks at the upper range will include substantive analysis and evaluation.

Discussion could include, for example:

Race relations

- In early part of 20th century mainly undertaken by American sociologists
- Robert Park – highly influential, but based on ideas of defining racial characteristics
- Sociologists look at social and economic inequalities of black people
- From 1950s studies in UK carried out by Glass, Patterson, Rex
- Defines and highlights race relations as a ‘problem’ and detracts from other aspects
- Early work in this field was descriptive rather than theoretical, and tended to be historical and ethnocentric
- Later work did establish the study of race relations as an area of sociological enquiry.

Power and politics in relation to racism

- Interested in the role of government, trade unions and political parties in the study of race
- Redressed the absence of power and politics in earlier explanations
- Dearlove, Saunders, Preston, McAdam – looked at the above aspects
- Has given a new perspective to the study of race
- Seen as a useful addition because without reference to power and politics cannot give clear explanation
- Gave a clear context to race relations.

Critical view of race relations approach

- Mainly developed by Marxists and early theorists include Cox. More recent theorists include: Jessop, Evans and Miles
- Traditional Marxism did not deal with this issue
- Interested in class relations and other forms of differentiation, eg ethnicity
- Also look at role of the state and the impact of racism on class struggle, etc
- Addresses non-class divisions – often ignored by Marxists
- Challenges other theories that look at social action, eg race relations.

Conclusion and further evaluation and analysis might include, for example:

Discussion that clearly ties the evaluation and conclusion to other parts of the discussion should be highly credited as should any discussion that relates to wider themes and issues. For the conclusion a further **8 marks** can be allocated to analysis and evaluation that goes beyond the points raised in the theory/study discussion.

- Approaches tend to focus on different aspects of race and ethnicity.
- Move away from explanations based on historical factors in explaining issues of race and ethnicity.
- Evidence for increasing/decreasing discrimination.
- Has globalisation had an impact on issues of race and ethnicity?
- Do ethnic minorities lack representation and is there white, male bias in political organisations and institutions?
- Black feminism relates issues of gender and ethnicity.

Question B3

This is worth **30 marks**. Candidates are being asked to examine changes in the sociological study of development. At Advanced Higher analysis would include evaluation. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Candidates include the answers suggested below but essay structure may differ from that given below. The suggested marking scheme has four broad areas – introduction, theories and studies/evidence, conclusions and evaluation. Marking scheme suggested is **2/16/6/6** but could go **2 marks** either way, eg 2/14/8/6 or 4/16/6/4 and so on.

Candidates would be expected to make some introductory and general remarks in relation to the topic. Up to **2 marks** can be awarded to this part of the essay.

Discussion could include, for example:

- the meaning of development and underdevelopment
- what areas does it cover – economic, social, political, cultural? Does development/underdevelopment in these areas occur concurrently?
- depending on which definition taken will get different hierarchies and relationships.

There are numerous explanations of development and underdevelopment and candidates would be expected to analyse **at least 2** of these and use studies/evidence to support their argument. Up to **16 marks** could be given to this part of the discussion. Candidates who are able to compare different theories, show their relative strengths and weaknesses, and consider the implications of applying different theories in practice should be highly credited. Elaboration, exemplification, use of studies or references should also be highly credited. Candidates are expected at this level to include analysis and evaluation.

Discussion could include, for example:

Modernisation theory

- Rostow, Parsons, Apter
- See stages through which societies progress with emphasis on internal factors
- However, some emphasise political factors, some technology, some education
- Societies go through transitions from one type to another
- Implication is that it is inevitable, will occur at some stage
- Focus on internal organisation means external factors may be ignored
- Criticised for its idealised picture of progress
- Is modernisation necessarily a good thing?

Traditional Marxist and neo-Marxist approaches

- Theorists differ slightly on aspects they emphasise. Warren, Harris, Kitching (traditional), Mouzelis, Lipeitz (neo-Marxist)
- Generally argue against the view of modernisation put forward by the pro-capitalists
- Locate explanations in class relations and argue that class interest should come above nationalist concerns
- Problems of underdevelopment cannot be solved within capitalism
- Approach offers solution beyond narrow national concerns.

Dependency theory

- Emphasises the relationship between developed and undeveloped nations
- Underdeveloped countries need to produce more in order to buy manufactured goods from developed nations
- Colonialism has encouraged this system
- Ruling class in developed countries exploit ruling class in underdeveloped countries who in turn exploit their own subject class
- Theory takes a global perspective, and includes historical factors and the relationship of countries to one another
- Examples of the Asian economy in the 1980s and 1990s would suggest not all countries have experienced disadvantage.

A further **6 marks** can be awarded to conclusions that clearly tie in the different aspects of the discussion and which are based on reasoned argument.

Further evaluation and conclusions might include, for example:

- no one single way of explaining development
- because it is such a wide area it impinges on all aspect of life – economic, political, social and cultural
- different perspectives of the causes of underdevelopment offer different solutions
- if these explanations are taken up at a political level then this would have an impact on the way responses are formulated, eg to give aid, to wipe out debt, to introduce legislation which prevents exploitation, etc
- globalisation has in some respects always been an ongoing process but communication and technology have highlighted differences and also made more possible
- gender – women often bear the brunt of underdevelopment
- race and ethnicity – is there a Western, white bias related to imperialist, ethnocentric and racist ideas?
- globalisation – development/underdevelopment now a global issue
- feminism – males have been source of oppression either through patriarchy or capitalism. Has caused women to suffer and bear brunt of underdevelopment
- power and politics – ability of particular nations or groups of nations to exploit others
- organisations – multinationals and ability of capitalist organisations to exploit developing nations.

SECTION C

Question C1

This is worth **30 marks**. Candidates are being asked to examine the concepts of power and politics and their relevance to wider themes and issues. To do this, candidates must analyse and evaluate different sociological explanations of power and politics. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Candidates may include the answers suggested below, but essay structure may differ from that given below. Mark allocation suggested is **4/10/12/4** but could go **2 marks** either way, eg 2/12/10/6 or 4/10/12/4, etc.

Candidates would be expected to make some introductory and general remarks in relation to the topic. Up to **4 marks** can be awarded to this part of the essay.

Discussion might include, for example:

- what is power?
- types of power
- formal and informal political power
- link between power and politics
- role of the state, political parties, interest groups, etc.

Candidates are asked to relate power and politics to other areas of social life. Up to **10 marks** could be awarded to this part of the question. Candidates who address one area of social life substantively and with appropriate analysis and evaluation may be awarded marks at the higher range. Candidates who discuss two or more areas substantively with appropriate evaluation and analysis may also be awarded marks at the top of the range.

Areas and points might include, for example:

The state

- Role of government
- Difference between political parties and government
- Role of the state – Neutral? Arbiter between powerful groups? Agent?

Stratification

- Relationship of power to stratification
- Class analysis of infrastructure and superstructure
- Do particular political groups support particular social groups?
- Power of particular groups, eg class, gender, ethnicity
- Power of groups and their political representation.

Mass media

- Who owns the media?
- Who controls the media – is editorial control unbiased?
- Role of the media in elections
- Political interference in the media.

Candidates would be expected to evaluate **at least 2** different explanations and the studies that support the theories discussed. Up to **12 marks** could be given to this part of the discussion. Candidates who are able to compare different theories, show their relative strengths and weaknesses, and consider the implications of different theories should be highly credited. Elaboration, exemplification, use of studies or references should also be highly credited. Candidates are expected at this level to include evaluation and to draw conclusions.

Discussion might include, for example:

Elite theory

- Interested in ruling minorities
- Challenges Functionalist and Pluralist theories
- Pareto and Mosca first developed theory – based on superiority of those with power
- Democracies may be another form of elite rule
- C. Wright Mills, looked at elite power in the USA and formulated a different version of elite theory
- UK studies include those by Lupton and Wilson
- Need to ask if elite rule is desirable and who comprises the elite
- Does the theory really measure the distribution of power?
- Criticisms tend to focus on the way elite theory focuses on decision-making.

Pluralist theories

- Looks at different groups who may hold power
- Classical pluralism – mainly positive view of power
- Dahl – *Who Governs?*
- Is power shared and positive?
- Critique from other perspectives
- Highlights the difficulties in measuring power
- Does not really question the base of that power
- Tries to measure power, but this is difficult as power may be unseen and hidden.

Conflict theories

- Emphasises relation of power to capitalism and class
- Ruling class have power
- Power is part of superstructure, which reflects infrastructure
- Politics will reflect the superstructure
- Good at analysing power within class societies
- Less scope when looking at power in non-class societies.

A further **4 marks** can be awarded to conclusions that clearly tie in the different aspects of the discussion and which are based on reasoned argument.

Further evaluation and conclusions might include, for example:

- Need to study power and politics to understand society
- Not all power is formal, but may still exert influence
- Models of power, eg zero-sum, variable-sum, are often tied to particular sociological theories, such as Functionalism, Marxism
- Locus of power is different in each model and different approaches will use different methods to determine where power lies.

Question C2

This is worth **30 marks**. Candidates are being asked to evaluate the sociological study of organisations and relate this to one other area of social life. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Candidates include the answers suggested below but essay structure may differ from that given below. **2 marks** should be awarded to the introduction, 14 to the discussion (including evaluation) of the theories and studies, 8 to other areas of social life, 6 for further evaluation. Mark allocation suggested is **2/14/8/6**, but could go **2 marks** either way, eg 2/12/10/6.

Candidates would be expected to make some introductory and general remarks in relation to the topic. Up to **2 marks** can be awarded to this part of the essay.

This might include, for example:

- types of organisations
- features within organisations
- role of organisations within society
- different organisations needed for different types of society, eg bureaucracy and complex societies?

At this level candidates would be expected to evaluate the way different theorists have explained the development of organisations within society and studies that support/refute these theories. Up to **14 marks** could be given to this part of the discussion. Candidates who are able to compare different perspectives and show their relative strengths and weaknesses should be highly credited. Elaboration, exemplification, use of studies or references should also be highly credited.

This might include, for example:

Weberian view and bureaucracy

- Envisaged society becoming increasingly complex
- Need efficient form of organisation to cope with complexity – bureaucracy ideal form
- Bureaucracy has key aspects such as objectivity
- Ties organisations to forms of social action
- Is bureaucracy the best form of organisation?
- Blauner – demonstrated negative aspects of bureaucratic organisation
- Merton – dysfunctions of bureaucracy.

Managerial theories

- Some overlap between sociological study of cultures and management of organisations and managerial theories
- Taylor, scientific management, Fordism and post-Fordism
- Human Relations School – emphasis on motivation and interaction – Mayo, Herzberg, Maslow
- Sociologists interested in the way these different approaches seek to control the work process
- Whose interests do management practices serve?
- Can organisations work without managers?
- Some have suggested sociology has adopted managerial theories uncritically and adopted the discourse of management as explanatory frameworks
- Managerial approaches may change, but the aim is still the same – to increase productivity.

Conflict and Marxist views

- Organisations and owners of the means of production
- Owners may be ‘hidden’ but structure still acts to make profit and exploit workers
- Organisations in society will reflect infrastructure and superstructure
- Need to look at ideology behind workers willingness to co-operate with exploitation
- Organisations and their structures support particular power interests of groups or classes
- Capitalist organisations – ability to exploit labour globally
- Capitalist organisation and control of labour – Braverman
- Offers explanation related to economic and political power structures
- However, conflict, exploitation and control have been exercised in non-capitalist societies to the detriment of workers.

Part of the question asks candidates to discuss the way organisations relate to one area of social life. Award up to **8 marks** for this part of the question.

Other areas could include:

Power

- Where does power lie within organisations, eg owner, executive, shareholders, members?
- Relationship of organisation to formal power such as governments
- Relationship of organisations to informal power, eg ‘old-boy network’, other affiliations such as the Masons
- Power of organisations to effect political, economic and social outcomes, eg multinationals, mass media influence on politics, etc.

Work

- Most work characterised by formal organisation
- Most work carried out for and inside formal organisation
- Organisational control will determine way work is carried out and supervised.

Candidates are expected at this level to include evaluation and to draw conclusions. Up to **6 marks** can be awarded to discussion which includes such aspects. Discussion that clearly ties the evaluation and conclusion to other parts of the discussion should be highly credited.

Discussion might include, for example:

- organisations an integral part of advanced society
- can be important in every area of social life, eg family, religion, law, education, work, etc
- positive and negative effects of different types of organisation is recognised by sociologists
- organisations have two main aspects – internal culture and relation to external agencies
- where does power lie within organisations, eg owner, executive, shareholders, members?
- many organisations operate on a global scale, eg media, computer software companies, etc, but affect people at a local level
- relationship of organisation to formal power such as governments
- relationship of organisations to informal power, eg ‘old-boy network’, other affiliations, such as the Masons
- power of organisations to effect political, economic and social outcomes, eg multi-nationals, mass media influence on politics, etc
- are women fairly represented in organisations? Many would say they are not
- modern industrial society has a huge impact on work. Most work characterised by formal organisation. Most work carried out for and inside formal organisation
- organisational control will determine way work is carried out and supervised.

Question C3

This is worth **30 marks**. Candidates are being asked to evaluate changes that have taken place in both the practice and sociological study of religion. Answers that display balance and coherence should be awarded high marks.

The guidelines given below are not exhaustive and credit should be awarded where references, examples, theories, evidence are being used in an appropriate way. Candidates include the answers suggested below, but essay structure may differ from that given below. Mark allocation suggested is 2 for introduction, 14 for theories and studies, 8 for wider themes and issues and 6 for further evaluation. The suggested scheme is **2/14/8/6**, but could go **2 marks** either way, eg 2/12/10/6.

Candidates would be expected to make some introductory and general remarks in relation to the topic. Up **2 marks** can be awarded to this part of the essay.

Discussion might include, for example:

- not about supernatural belief
- many varieties of belief
- the aspects in which sociologists are interested in include: institutions, power, rituals, social groups.

At this level candidates would be expected to evaluate **at least 2** sociological explanations of religion and studies that support/refute the theories discussed. Up to **14 marks** could be given to this part of the discussion. Candidates who are able to compare different perspectives and show their relative strengths and weaknesses should be highly credited. Elaboration, exemplification, use of studies or references should also be highly credited.

Discussion might include, for example:

Functionalist

- Religion as an integrating force
- Durkheim – totemism and religion as the ‘worship’ of society
- Religion promoting social solidarity
- Parsons – value consensus, social order and meaning
- Malinowski – role of religion in controlling the unpredictable
- Is all religion integrative?
- Many examples where religion has been divisive, eg Northern Ireland, former Yugoslavia, etc.

Marxist

- Part of the superstructure reflecting the infrastructure
- Helps oppressed cope with this life by promising rewards in the next
- Sees religion as helping to maintain class domination
- Also reinforces right of ruling class to be in dominant position
- Under socialism, religion will no longer be necessary
- Religion not always used to keep people in their place. It has also been used to challenge the powerful, eg Catholic left in Latin America (liberation theology), Catholic Solidarity in Poland
- What about religion in non-capitalist countries?

Weber

- *Protestant Ethic and the Spirit of Capitalism* – religion as a catalyst for change
- Religion as producing a change in values that allows different form of social action and behaviour to emerge
- Sees increasing secularisation
- Demonstrates the way values and meaning underpin social action and that change in these is necessary in order to engender wider social change
- Is religion always positive? It can act as an oppressive, conservative force.

Part of the question asks candidates to relate religion to wider themes and issues. Candidates would be expected to give a clear account of this. Award up to **8 marks** for this part of the question. Elaboration, exemplification, use of studies or references should be highly credited.

Discussion might include, for example:

Family

- Can be used as a way of restraining, modifying behaviour
- Can be used to keep people in particular role, eg women
- Family is seen as important in most religions
- Family can be used to reinforce religious principles and practices, eg going to mass or attending the mosque.

Education

- Look at the way religion is used in particular educational establishments, eg Catholic schools
- Specific religions may use educational establishments to put across religious views of world
- Religions can influence other parts of the curriculum, eg New Right Fundamentalists support for creation theory being taught in schools in some states in the USA
- For some it is seen as integral to education – even the broad approach of current school policy is to reflect broad Christian principles
- Children a captive audience – have to attend school
- Are religious schools divisive, eg Northern Ireland?

Other areas of discussion might include, for example:

- the role of religion in defining gender roles
- religion's role in oppressing women
- many religious organisations are vast and powerful, eg the Catholic Church
- religious ideas often associated with powerful groups who have wide influence, eg the clerics in Iran, the New Right Fundamentalists in the USA.

Candidates are expected at this level to include evaluation and to draw conclusions. Up to **6 marks** can be awarded to discussion which includes such aspects. Discussion which clearly ties the evaluation and conclusion to other parts of the discussion should be highly credited.

Discussion might include, for example:

- sociologists not interested in the content of religious belief but the role it plays in society
- wide range on views, eg integrating and stabilising, maintaining status quo and oppressive regimes, help to change society
- although disagreement between theories, all see increasing secularisation.

SECTION D

Question D1

This question is worth **30 marks**. It examines the purpose of research design within sociological research and candidates are asked to relate this to their own experience of designing research. Because of the nature of the research unit, answers are likely to be open and very varied. The guidelines given below are therefore very general but some key features should be evident in the response from the candidate. **8 marks** should be given for the features of a research design, **10 marks** for explaining why it is important, **8 marks** for relating it to own and others research and a further **4 marks** for conclusions and evaluation. Mark allocation suggested is **8/10/8/4**, but go **2 marks** either way, eg 8/8/10/4.

Candidates would be expected to explain what a research design *is* and how each stage would be used. It is recommended that up to **8 marks** be awarded to this depending on elaboration, depth of explanation and exemplification.

Answers might include, for example:

Design – explanation and description

- The stages in research design, eg hypothesis testing, selection of methods, analysis of data, etc
- An explanation of what is involved in each stage
- An explanation of how the stages relate to each other.

Candidates are expected to discuss why research design is important to the credibility of any research. It is recommended that up to **10 marks** be awarded to this depending on elaboration, depth of explanation and exemplification.

Why research needs to be planned in order to be credible

- The importance of hypothesis testing
- The importance of being able to verify and re-test using design
- The importance of others being able to look at design and be critical of it
- The importance of research design in distinguishing sociological study from common sense views or journalistic research
- Can identify if any problem at a particular stage.

Candidates need to relate the general discussion to specific aspects of their own or others research. It is recommended that up to **8 marks** be awarded to this depending on elaboration and depth of explanation. Simple description should be awarded lower marks. Explanations which clearly relate candidate's own experience to general points should be highly rewarded. Candidates may use own experience throughout the essay and may not necessarily write this as a discrete section.

Use of own research and studies

- The way own research or others was designed
- Specific stages explained to exemplify general points above
- Difficulties in own or others research design.

A further **4 marks** can be awarded throughout the essay to other evaluative points or conclusions.

Question D2

This question is worth **30 marks**. It focuses on the factors sociologists need to consider when undertaking sociological research and candidates are asked to relate this to their own and others experience of research. Due to the nature of the research unit, answers are likely to be open and very varied. The guidelines given below are therefore very general but some key features should be evident in the response from the candidate. **4 marks** should be awarded to the introduction (including description of range of methods) 12 to factors influencing choice, 12 to discussion of own research and 2 for conclusions. Mark allocation suggested is **4/12/12/2** but go **2 marks** either way.

It is expected that candidates will introduce the essay by discussing some of the methods that can be used and the features of methods and data. It is recommended that up to **4 marks** be awarded to this depending on elaboration, depth of explanation and exemplification.

Answers might include, for example:

- various methods that can be used, eg participant observation, questionnaires, statistics, etc
- difference between qualitative and quantitative
- difference between primary and secondary sources of data.

Candidates must analyse some of the factors sociologists have to consider. This entails weighing up the relative strengths and weaknesses of factors, eg one method may cost less than another but not generate appropriate information therefore may be rejected as a method. It is recommended that up to **12 marks** be awarded to this depending on elaboration, depth of explanation and exemplification.

Some considerations in choosing particular methods:

- different methods will generate different types of information
- theory and hypothesis may lend themselves to particular methods
- cost
- time
- ethics
- access.

Candidates are expected to relate the discussion to their own and others research. It is recommended that up to **12 marks** be awarded to this depending on elaboration and depth of explanation. Simple description should be awarded lower marks. Explanations which clearly relate candidate's own experience or the research of others to general points should be highly rewarded. Candidates may use own experience throughout the essay and may not necessarily write this as a discrete section.

- Description of methods used
- Reasons for choice
- What type of information they generated and why it was appropriate for their particular piece of research.

A further **2 marks** can be allocated throughout the essay to further evaluation and conclusions. For example:

- importance of methods
- may draw conclusions regarding positivism and interpretivism
- may link particular methods to particular theoretical approaches.

Question D3

This question is worth **30 marks**. It focuses on hypothesis testing within research and asks candidates to analyse its place within the research process. This could be tackled from the point of view that hypothesis testing is a crucial part of research – particularly for some type of research and particular research methods – or it could be argued that this is not important to some types of research or methods, eg inductive reasoning/theories and qualitative methods. Candidates are asked to relate this to their own experience of research and research carried out by others. Due to the nature of the research unit, answers are likely to be open and very varied. The guidelines given below are, therefore, very general, but some key features should be evident in the response from the candidate. **4 marks** for introduction, 12 for discussion of the hypothesis within the research process, **8 marks** for relating it to own research and 6 for conclusions and analysis. Mark allocation suggested is **4/12/8/6** but go **2 marks** either way, eg 6/10/8/6, 4/12/10/4, etc.

Candidates might start the essay by introducing general features. It is recommended that up to **4 marks** be awarded to this depending on elaboration, depth of explanation and exemplification.

Answers might include, for example:

- done in a considered way
- specific stages followed – should explain these
- issues, cost, difficulties can be ironed out if research is planned.

Candidates are expected to analyse the place of hypothesis testing by discussing what it involves, who might use it and when. They may also include the relative merits and demerits of its use within sociological research. It is recommended that up to **12 marks** be awarded to this depending on elaboration, depth of explanation and exemplification. Answers might include, for example:

Hypothesis testing

- What is an hypothesis?
- To test hypothesis need specific information
- Research design – including methods – should generate the data needed to test hypothesis
- This done in a logical way
- What type of information you want
- Needs to be verifiable and research design helps to ensure this
- Hypothesis testing is not used in all sociological research
- Inductive reasoning does not use hypothesis testing
- Some theoretical perspectives would reject hypothesis testing, eg ethnomethodology.

Candidates should relate the discussion on hypothesis testing to their own research and that carried out by others. It is recommended that up to **8 marks** be awarded to this depending on elaboration and depth of explanation. Candidates may use own experience or use examples from research carried out by others throughout the essay and may not necessarily write this as a discrete section. This may include for example:

- explanation of plan and research design
- demonstration of the way in which design related to hypothesis
- evaluation of research – should design have been different?

A further **6 marks** can be allocated to general conclusion or further evaluative points which may be included in any part of the answer. This could include, for example:

- research design – is it always followed?
- difference between inductive or deductive reasoning?
- research design and link to different theoretical approaches
- ways of improving research design.

[END OF MARKING INSTRUCTIONS]