

**2006 Sociology**

**Higher**

**Finalised Marking Instructions**

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## **GENERAL GUIDELINES FOR MARKERS**

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

Section A is specific in the type of information required and more detailed marking guidelines are given for this section. Lists are examples of points that can be made and not examples of the way in which the point should be made.

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

- consistent use of appropriate sociological terms and language
- elaboration of responses that go beyond that which is required in the question set. 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.

Please note that while candidates are expected to mention the main theorist's names in their discussion perspectives – no marks may be allocated for this.

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

## **SECTION A**

### **Question A1**

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

In this question candidates are asked to describe, so if candidates describe two features accurately using technical phrases such as 'patriarchy', then they should be given **2 marks** for each feature identified. If answers tend to be short phrases then a maximum of **1 mark** for each feature should be given.

#### **Feminist theories**

- Three types of feminist perspectives – Marxist, Radical, Liberal. (Other relevant feminist perspectives may also be accepted.)

#### **Features could include:**

- Marxist – capitalism and male domination. Issues of production and reproduction
- Radical – patriarchy irrespective of economic system. Issues relating to any type of male power
- Liberal – inequality between men and women arising due to unfair laws. Redress male-dominated sociological analysis and analyse society from female perspective.

## Question A2

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

Candidates can be awarded a total of **4 marks** if they make two elaborated differences. Up to **2 marks** for **each** elaborated difference. For example, if a candidate explains that common sense explanations are based on opinion, whereas sociological explanations are grounded in theory and research, then this would count as one elaborated difference. Description that merely states the opposite without exemplification or elaboration should be awarded **no marks**.

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

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

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

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

Candidates must express points as differences eg using words such as ‘whereas’ or ‘however’.

Candidate should be awarded up to **2 marks** for a relevant example that illustrates both sides of the argument. If a candidate only gives an example illustrating one side of the argument then they should be awarded only **1 mark**.

### **Examples could include:**

- people marry because they love each other versus people marry because it is a social expectation
- people are unemployed because they are lazy and don’t want to work versus the structure of employment has changed
- people are poor because they don’t budget properly versus people are poor because of low wages and benefits
- people commit suicide because they are unhappy versus rates of suicide are socially distributed and can be attributed to factors such as unemployment, religion, urbanisation.

### Question A3

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

Up to **2 marks** for each weakness **explained**. The question requires the candidate to explain **three** weaknesses of the action perspective. Evaluative comments should be awarded higher marks. Answers that merely identify but do not explain the weaknesses should be awarded **no more than half** of the available marks.

**Answers may include an explanation of the following points:**

- tends to locate explanations at the level of the individual
- tends to see human interaction in a vacuum, ignoring history and social structure
- may look at ‘meaning’, but does not always provide analysis of the origin of that meaning
- leaves itself open to accusations of ‘subjectivity’ and ‘common sense’.

### Question A4

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

Up to **2 marks** can be awarded for each difference explained – a total of **4 marks**. Up to **2 marks** may be awarded for **one** difference explained. If a candidate simply identifies differences, then only award **1 mark** for each one identified. If a candidate makes a clear distinction between each perspective, then award **2 marks** for each one identified. Similarly, if a candidate simply identifies a similarity, then only award **1 mark**. If a candidate makes a clear similarity between the perspectives, then award **2 marks**. Description that merely states the opposite without exemplification or elaboration should be awarded **no marks**.

**Differences between the two perspectives could include:**

- structural perspectives see society as shaping the individual whereas social action perspectives see individuals shaping society
- structural perspectives see society as more than the sum of its parts whereas social action perspectives see society as being comprised of its members
- structural perspectives are interested in trends, structures and social forces whereas social action perspectives emphasise the role of social structures
- social action perspectives tend to use more qualitative methods of research whereas structural perspectives tend to use more quantitative methods of research
- social action perspectives give more weight to the role of the human agency whereas structural perspectives emphasise the role of social structures
- structural perspectives start with the whole and work towards the parts, whereas social action theorists start with the parts and work towards the whole.

**Similarities between the two perspectives could include an explanation of the following points:**

- both perspectives are good at explaining human behaviour and social life
- both perspectives use research to justify their arguments.

### Question A5

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

Candidates are asked to describe three ways in which consensus theory explains human social behaviour for full marks. Award up to **2 marks** for each description depending on clarity and link. Where features are described but do not seek to explain human social behaviour award **no more than half** of the available marks.

**Answers may include development of the following points:**

#### Consensus theory

- explains behaviour through the notion of social structure
- explains behaviour in terms of the influence of consensus values
- sees people as being socialised into consensus values that then determine their behaviour
- sees individuals and their behaviour as being a product of society
- claims people are socialised into consensus values by institutions such as the family and that these values determine their behaviour.

### Question A6

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

Candidates can be awarded up to **1 mark** for correct identification of step and **1 mark** for description of the identified step.

#### Theory:

- a set of ideas and explanations relating to a particular subject area produced by the sociologist or other sociologists.

#### Hypothesis:

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

#### Fieldwork:

- conducting the research.

#### Processing results:

- data are collated and analysed and a formal report is produced.

### **Question A7**

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

Allow up to **2 marks** for each advantage and disadvantage, but only **1 mark** should be given if the response is limited. Answers could include:

#### **Advantages:**

- researcher and respondent meet face-to-face
- questions can be repeated if something is not initially understood
- people can answer questions even if they cannot read or write
- good response rate.

#### **Disadvantages:**

- can be high cost due to researcher time
- can be time consuming for researcher and respondent
- people may not answer questions honestly
- people may give the answer they think the researcher wants
- closed questions therefore cannot explore points.

## **Question A8**

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

Award **1 mark** for correct identification of a method, up to **2 marks** per feature and **2 marks** for the advantage. Full marks should be provided for each feature and the advantage, but only **1 mark** should be given for each if the response is limited.

**Methods that generate qualitative data could include the following:**

### **Observation**

#### **Key features:**

- researcher observes behaviour but does not participate in the group/behaviour he/she is observing
- has to interpret behaviour that is being observed – has to take this at face value
- difficult to quantify
- time consuming
- high cost
- no way of checking details or exploring issues further.

NB: Disadvantages may be identified by candidates as features and these should be awarded marks as appropriate.

#### **Advantages:**

- gives a realistic picture
- high researcher involvement
- good for particular groups, eg children
- provides a context.

### **Participant observation**

#### **Key features:**

- researcher becomes a participant in the group/behaviour he/she wishes to study – overt or covert
- high researcher involvement – time consuming
- high cost
- can be biased
- can be dangerous
- difficult to record
- difficult to quantify results
- may be difficult to extrapolate and generalise findings
- has to 'get in', 'stay in', and 'get out'
- 'Hawthorne effect'.

NB: Disadvantages may be identified by candidates as features and these should be awarded marks as appropriate.

**Advantages:**

- gives a realistic picture of behaviour
- allows researcher to check details closely
- can look at processes and interactions in an in-depth way.

**Personal Documents****Key features:**

- can provide a social commentary on the society in which a person lives
- if person no longer alive, no way of checking details
- may be biased – author may be aware someone would read them
- does not tell you what is missed out
- may be difficult to get permission to use in research.

NB: Disadvantages may be identified by candidates as features and these should be awarded marks as appropriate.

**Advantages:**

- can help with comparison with ‘official’ documentation by giving more personalised accounts
- may be good source for in-depth account/case studies
- can fill gaps with information not available from other sources.

**Unstructured Interviews****Key features:**

- carried out face-to-face
- open questions
- can be difficult to quantify results
- can be time-consuming
- high cost.

NB: Disadvantages may be identified by candidates as features and these should be awarded marks as appropriate.

**Advantages:**

- respondent can elaborate on answers
- researcher can explore ideas and views
- researcher can clarify and explore points with respondent.

## SECTION B

### Question B1

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

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

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

#### Introduction

Candidates may be awarded up to **2 marks** and may include definitions of inequality, stratification or class stratification.

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

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

#### Theories

In answering the question, candidates must discuss 2 contrasting theories. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

### **Theories could include:**

- functionalist
- Marxist
- Weberian
- neo-Marxist
- neo-Weberian
- structuration
- feminist.

### **Studies**

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

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

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

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **8 marks** could be given to candidates who demonstrate knowledge of the points below. These aspects could be throughout the answer and/or in the conclusion. These marks should be awarded where:

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

## SECTION C

### Question C1

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

<b>Area of social life</b>	<b>6</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>6</b>

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

#### **Area of social life**

Up to **6 marks** could be given to this part of the answer. Candidates who outline key features of education as a social institution prior to linking to the area of social life, should be awarded up to **2 marks** for this part of the answer.

These points may include:

- socialisation – including formal, informal, secondary and anticipatory
- providing society with a skilled workforce
- nursery to university and beyond
- academic and vocational aspects
- range of provision (comprehensive, private, religious)
- recent changes to educational structure and policy.

Award up to **4 marks** for explaining the link between education and one other area of social life. However, candidates who provide strong responses to the area of social life but **not** features can be awarded up to **6 marks**. Simple descriptions should be awarded marks at the lower end of the range.

#### **Area of social life such as:**

##### **Work:**

- effects of type of education and qualifications
- expectations in terms of income
- informal networks and type of education
- life chances, pensions, income, conditions of work.

**OR**

**Power:**

- link between education and entry to powerful groups
- educational background of political representatives
- link to private schooling and university to civil service, finance and industry
- cultural capital.

**OR****The state:**

- legislation ensuring education for all
- system of state education in UK
- educational provision from other sources, for example private and religious
- legislation introduced to reform and change education
- emphasis on improving skills or workforce.

These points may be included/integrated throughout the essay or as a separate section.

**Theories**

In answering the question, candidates must discuss at least 2 contrasting theories. Up to **12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

**Theories might include:**

- functionalist
- Marxist
- neo-Marxist
- interactionist
- liberal theories
- feminist.

### **Studies**

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

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

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

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **6 marks** could be given to candidates who demonstrate all of the points below. These aspects could be throughout the answer or in the conclusion.

#### **These marks should be awarded where:**

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

## Question C2

This is worth **30 marks**. Theories and studies must be used to demonstrate how sociologists would explain the transformation in, and future of, work and non-work. The lists are not exhaustive and the Marker should award marks if other valid theories are being used in an appropriate manner. The suggested marking guideline is as follows:

<b>Changes</b>	<b>6</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>6</b>

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

### Changes

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

Answers may include:

- changes in the nature of work, for instance, technology, computers, home working, less heavy industry
- leisure time – which groups?
- occupational structure
- gender balance changing
- more complex relationship between producers and consumers.

### Theories

In answering the question, candidates must discuss at least 2 contrasting theories. **Up to 12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

Theories might include:

- Marxist
- neo-Marxist
- functionalist
- Weberian
- neo-Weberian
- structuration
- feminist.

### **Studies**

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

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

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

### **Further Evaluation**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **6 marks** could be given to candidates who demonstrate all of the points below. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

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

### Question C3

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

<b>Features</b>	<b>4</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

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

#### **Features**

Candidates should introduce the topic by discussing some general features of crime and deviance. Up to **4 marks** should be given to this part of the discussion.

These could include:

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

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

#### **Theories**

In answering this question candidates must discuss at least 2 contrasting theories. Up to **12 marks** should be given to this part of the discussion. Candidates are asked to discuss 2 contrasting theories – there must therefore be a clear distinction between the 2 theories used. Discussion of theories within a particular perspective, eg sub-cultures and interactionism should be awarded **no more than 8 marks** in total.

To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

Theories could include:

- interactionist
- subcultural
- functionalist
- Marxist
- neo-Marxist
- new Left Realist
- right Realism
- feminist.

### **Studies**

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

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

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

### **Further Evaluation**

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

These marks should be awarded where:

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

## SECTION D

### Question D1

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

<b>Features</b>	<b>4</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

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

#### **Features**

Award up to **4 marks** for this part of the discussion.

Answers may include:

- found in all societies in some form
- almost everyone has had experience of being in a family, therefore may be seen as natural and inevitable
- takes many forms, eg nuclear, extended, reconstituted, lone parent
- experiences of family may differ – some positive, some negative
- seen to be one of the main social institutions.

#### **Theories**

The candidate is required to discuss at least two contrasting theories. Up to **12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

Theories might include:

- functionalist
- Marxist
- feminist.

### **Studies**

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

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

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

### **Further Evaluation**

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

#### **These marks should be awarded where:**

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

## Question D2

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

<b>Aspect</b>	<b>4</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

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

### Aspect

Up to **4 marks** should be given to this part of the discussion. Award up to **2 marks** for each developed point.

This could include:

#### Class:

- the relationship between poverty and the stratification system
- the underclass and marginalisation.

#### Work:

- changes in the labour market such as the increase in part-time work and temporary contracts.

#### The state:

- the relationship between poverty and social policy.

### Theories

In answering this question candidates must discuss at least 2 theories. Up to **12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

Theories might include:

- individualistic
- Marxist
- conflict
- new Right
- subcultural
- culture of poverty.

### **Studies**

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

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

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

### **Further Evaluation**

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

These marks should be awarded where:

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

### Question D3

This is worth **30 marks**. Its main focus is to evaluate at least two sociological explanations of health and health care by relating the discussion to one aspect of health/health care. The suggested marking guideline is as follows:

<b>Aspect</b>	<b>4</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

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

#### **Aspects**

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

This could include:

#### **Gender:**

- women are the largest group of users of health services
- in modern medical professions women are often relegated to subordinate roles
- feminists' dissatisfaction with attitudes towards women from health professionals.

#### **Occupation and social class:**

- social distribution of health and disease
- differences in morbidity and mortality rates between different social classes
- accidents, diseases, etc, related to specific occupations.

#### **Ethnicity:**

- morbidity and mortality patterns similar to general population (apart from some particular conditions)
- high incidences of mental illness among some ethnic groups – may be the result of prejudice
- social inequality of some ethnic groups leads to an equivalent health status.

This list is not exhaustive.

## Theories

In answering this question candidates must discuss at least 2 theories. Up to **12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

Theories could include:

- interactionist
- Marxist
- conflict
- feminist
- functionalist.

## Studies

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

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

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

## Further Evaluation

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

These marks should be awarded where:

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

## Question D4

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

<b>Aspect</b>	<b>4</b>
<b>Theories</b>	<b>12</b>
<b>Studies</b>	<b>6</b>
<b>Further Evaluation</b>	<b>8</b>

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

### Aspect

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

This could include:

#### Bias:

- some believe media is biased towards certain groups
- bias evident from reporting news, etc
- bias from newspapers and programmes supporting particular views of political parties, political viewpoints, agendas, etc
- bias may also involve over and under representation, eg white males, women, ethnic minorities.

#### Influence/attitude formation:

- debate on extent to which media influences audience
- particular concerns include advertising, violence and susceptibility of children
- influence of mass media – education or indoctrination?
- does the media reflect or set societal values?

#### Ownership:

- ownership of the media is important as this may lead to particular viewpoints being propagated
- danger of monopoly of media institutions
- purpose of media – to inform or make money for owners/shareholders?
- difficulty in knowing who owns what.

### **Theories**

The candidate is required to discuss at least two contrasting theories. Up to **12 marks** should be given to this part of the discussion. To gain full marks the discussion of each theory must include:

- at least two key features
- at least one strength
- at least one weakness.

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

- pluralist
- Marxist
- neo-Marxist
- feminist.

### **Studies**

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

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

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

### **Further Evaluation**

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

These marks should be awarded where:

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

[END OF MARKING INSTRUCTIONS]