

**2006 Sociology**

**Intermediate 1**

**Finalised Marking Instructions**

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## **GENERAL GUIDELINES FOR MARKERS**

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

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

- Consistent use of appropriate sociological terms and language
- Elaboration of responses that go beyond what is required in the question set. For example, by making more points and including good exemplification
- Ideas expressed with a high degree of clarity
- Coherence demonstrated by linking relevant concepts/ideas appropriately.

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

## **SECTION A**

### **Question A1**

A total of **8 marks** may be awarded for this question. Candidates must give four correct descriptions to gain full marks. For each term up to **2 marks** may be awarded for a correct and clear definition, using a descriptive sentence(s). Answers with little or no description should be awarded no more than **1 mark**.

Answers could include:

#### **Social Norms**

- expected or accepted social behaviours
- social behaviours set by members of society
- guidelines and rules for social behaviour.

#### **Values**

- the aspects of social life that people in society see as important
- general guidelines for how people should behave
- these ideas underpin social behaviour.

#### **Roles**

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

#### **Culture**

- the way of thinking and behaving followed by particular societies, including language, dress and behaviour, etc
- social inheritance
- generational.

## Question A2

Award up to **4 marks**, ie **2 marks** for an explanation of the way the value differs between the contrasting cultures. Link words indicating a difference must be used, for instance 'whereas' or 'however'. For full credit, answers must make some comparison between two contrasting cultures and mention a value from each. Only one differing value is required to be compared for each culture.

NB: Appropriate contrasting examples, other than those indicated below, should be credited accordingly. **No marks** should be awarded for identification of contrasting cultures in this question. If the cultures, or the examples used to discuss them, are not sufficiently contrasting, then no more than half marks should be awarded. Historically and culturally relative examples should be appropriately credited.

Answers may include:

### *Values are different*

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

Other answers could include:

<b>Culture</b>	<b>Values</b>
British	freedom of speech politeness and being modest are seen as desirable.
Ju/'oansi	co-operation is seen as important sharing is valued and necessary to keep individuals together, eg sharing the spoils of a hunting trip.
Chinese	expectation of co-operation between members the individual would be expected to conform to others' wishes even if it was not what the individual wanted.

### Question A3

#### (a) and (b)

Total of **5 marks** for this question. Award 1 mark for the correct identification of the primary agent of socialisation. Award up to **2 marks** for each explanation of the role of the secondary agent in the socialisation process. If the candidate only identifies and explains the role of one secondary agent of socialisation, award a maximum of **2 marks** only.

#### Primary agent

- The family

#### Secondary agents:

**Education** – answers could include:

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

**Peer group** – answers could include:

- involved in informal socialisation
- may be involved in learning of deviant behaviour
- becomes increasingly important during adolescence.

**Work** – answers could include:

- can help in transition from adolescence into adulthood
- helps individuals gain independence and assume responsibility and obligations
- way of passing on skills and knowledge.

**Religion** – answers could include:

- can affect things one sees as right or wrong
- can lay down strict rules for everyday living
- can be highly influential in some cultures, less so in UK today
- some argue that traditional role of religion as an agent of socialisation has been taken over by the mass media.

**Mass Media** – answers could include:

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

### Question A4

Total of **4 marks** for this question. Explanation and exemplification are required for full marks. Short or simple answers, with little or no description, should be awarded up to a maximum of **2 marks**.

Answers could include:

<b>Situation</b>	<b>Explanation</b>
Housework	role models when growing up media influences attitudes of society
Clothes	media influence peer group fashion industry role models
Occupation	peer influence school – subjects/advice from teachers/careers advice family expectations and influence.

### Question A5

Up to **2 marks** may be awarded. Candidate must correctly identify each statement for full marks. Unless both statements are accurately matched then **no marks** should be awarded.

*Nature* – Behaviour inherited from parents – genetically inherited.

*Nurture* – Behaviour is a reflection of society – learned from the people around us.

### Question A6

Up to **3 marks** may be awarded for this answer. Identification of two primary methods and one secondary method required – **1 mark** for each correct identification.

#### **Primary methods:**

- questionnaires
- structured interviews
- unstructured interviews
- participant observation
- non-participant observation
- comparative studies
- longitudinal studies.

#### **Secondary methods:**

- official statistics
- other written evidence
- visual evidence.

## Question A7

Total of **4 marks** for this question.

**1 mark** for advantage of primary method, **1 mark** for disadvantage of primary method.

**1 mark** for advantage of secondary method, **1 mark** for disadvantage of secondary method.

## Questionnaires

Advantages:

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

Disadvantages:

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

## Interviews (structured and unstructured)

Advantages:

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

Disadvantages:

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

## **Participant observation**

Advantages:

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

Disadvantages:

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

## **Non-participant observation**

Advantages:

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

Disadvantages:

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

## **Comparative studies**

Advantages:

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

Disadvantages:

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

## **Longitudinal studies**

Advantages:

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

Disadvantages:

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

## SECTION B

### Question B1

Award up to **6 marks** for this question. Candidates must identify two forms of stratification and relate them to relevant cultures for **1 mark each**. If the form and culture are not related, then no marks should be awarded. Candidates must describe link between form of social stratification and chosen culture. Each link must be described clearly and should be awarded up to **2 marks** depending on accuracy and clarity. Short or simple answers, with little or no description of link, should be awarded no more than **1 mark**.

#### Form

#### Links

<b>Wealth and income</b>	<ul style="list-style-type: none"><li>• those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services</li><li>• disadvantaged in many ways</li><li>• can experience low self-esteem, poor health, etc</li><li>• discrimination</li><li>• life chances.</li></ul>
<b>Culture</b>	<ul style="list-style-type: none"><li>• UK</li><li>• USA</li></ul>
<b>Gender</b>	<ul style="list-style-type: none"><li>• power of men who are in positions of authority, eg work, law, parliament/politics</li><li>• violence and abuse against women</li><li>• may support institutions such as economy, family, etc, but be detrimental to the individual</li><li>• poor/no education</li><li>• no political rights</li><li>• space may be divided, eg women only allowed to mix with other women.</li></ul>
<b>Culture</b>	<ul style="list-style-type: none"><li>• Iran</li><li>• Afghanistan</li></ul>
<b>Ethnicity</b>	<ul style="list-style-type: none"><li>• discrimination in housing, education and employment</li><li>• may experience low self-esteem</li><li>• ghettoised</li><li>• experience violence and abuse</li><li>• harassment from authorities, such as police and immigration</li><li>• may lack political rights</li><li>• space may be divided, eg 'no go' areas for particular groups.</li></ul>
<b>Culture</b>	<ul style="list-style-type: none"><li>• Gypsies in Eastern Europe</li><li>• Bosnia</li><li>• Algerians in France</li></ul>
<b>Age</b>	<ul style="list-style-type: none"><li>• divided society</li><li>• discrimination</li><li>• poverty – older people and young people receive very low or no state benefit</li><li>• can lead to abuse and violence</li><li>• may experience low self-esteem because not valued by society.</li></ul>

**Culture**

- UK
- USA

**Religion**

- persecuted
- denied opportunities for promotion or even to particular types of work
- life chances
- excluded from positions of power
- discrimination in terms of education, housing, etc
- denied political/voting rights
- violence and abuse to particular groups.

**Culture**

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

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

## Question B2

Total of **6 marks** for this question. **3 marks** for each part of the question. Candidates must identify one system of social stratification and relate it to a relevant culture for **1 mark each**. Candidates must describe one link with *social inequality* for up to **2 marks** per culture depending on accuracy and clarity. Short or simple answers, with little or no description of link, should be awarded no more than **1 mark**.

### System and culture

### Links with inequality

#### Feudalism

- ascribed status
- closed system but can sometimes buy freedom
- serf and lord
- lord owns the land, property and the serf
- serf owns nothing and must do what is said
- serf has to 'pay' lord in goods or labour, as well as rent (feu).

#### Culture

- Medieval Europe
- Ancient China
- Ancient Japan
- Africa

#### Caste

- ascribed status
- closed system
- people born into particular caste
- caste cannot change – inherited from parents
- strictly ordered society where each knows his/her place.

#### Culture

- mainly in Indian (Hindu) society.

#### Social class

- no one definition or measurement of class
- ascribed and achieved?
- open system – some possibility of change
- based on income, wealth, status, power
- according to some views social class will affect person's life chances
- people can move up or down the class system – known as social mobility.

#### Culture

- United Kingdom
- Western Europe
- United States of America

- Age set**
- ascribed status
  - closed system
  - based on the principle of generation
  - generally applies to men
  - person recruited to a specific age-set or stream and goes through all major life events/roles with others in that age-set
  - age-set will determine behaviour of person, and interactions with others, when they can marry, etc
  - age-sets may share resources
  - loyalty to the age set may be more important than any other obligation
  - as person gets older it is expected they will assume more responsibility.

**Culture** Masai

- Slavery**
- ascribed status
  - closed system
  - slave owned by another person
  - children born into slavery become the property of the owner
  - chances of the slave becoming 'free' are low – could escape or be given 'freedom'
  - often slaves who run away would be punished, even killed, if they were caught.

- Culture**
- Ancient Greece
  - Ancient Rome
  - United States and West Indies in the 19th century
  - Parts of the Sudan in the 20th century.

### Question B3

#### (a) and (b)

Total of **4 marks** for this question. This question allows the candidate to explore the relationship between stratification and mobility. **No marks** to be awarded for identification of form or system. Explanation for the way in which each form and system affects social mobility should be awarded up to **2 marks each**. Short or simple answers, with little or no description of ways form and system affect social mobility, should be awarded no more than **1 mark**. Simple identification of a form or system with no explanation should be awarded **no marks**.

Answers could include:

#### Forms

For example:

- some forms might allow for change in stratification position
- person could change wealth, income or religion
- age and gender are fixed
- if age brings inequality then as the person gets older they may experience downward mobility as their position becomes more unequal
- changes in wealth and income would also lead to upward or downward mobility.

## **Systems**

For example:

- closed systems leave little room for moving up or down
- includes caste, age-set, feudalism and slavery
- open systems, such as class, do allow for movement – this could be upward or downward.

## **Question B4**

There are **6 marks** available for this question. Up to **2 marks** for the correct description of each step.

Answers could include:

### **Hypothesis**

- an idea that the sociologist wants to test.

### **Pilot studies**

- a trial study
- the researcher tests out methods on a trial basis with a small group to see if research design is good
- initial study carried out with a small group of people to see if there are any problems
- could be used to ‘try out’ a questionnaire or interview schedule so that researcher could refine questions.

### **Data collection**

- the sociologist gathers, organises and collates the information
- actual research/sociological material gathering
- putting plan into action.

## **Question B5**

Total of **4 marks** for this question. **No marks** for identification of method. Award up to **2 marks** for description of each method. Short answers, lists or bullet-point answers should be awarded no more than half of the available marks.

Answers could include:

### **Interviews (structured and unstructured)**

- carried out face-to-face by an interviewer
- structured – all people are asked the same questions
- unstructured – interviewer can explore views of the respondent.

### **Questionnaires**

- a list of pre-prepared questions that can be handed out to people to complete
- can be used to find out factual information and/or peoples’ opinions.

### **Participant observation**

- sociologist wants to study an individual/group by participating in the daily life of the individual/group
- could be overt or covert.

### **Non-participant observation**

- sociologist acts as a complete observer
- can obtain a clear picture of social behaviour but does not want to interact with the people.

### **Longitudinal studies**

- looks at long-term trends on one group of people
- allows examination of the effects of a changing context on one group of people.

### **Comparative studies**

- comparison between common social phenomena in different societies
- allows notion of 'cultural relativity' to be explored
- challenges 'ethnocentric' views.

### **Official statistics**

- data gathered through bodies such as central/local government, police, health services, etc
- sociologist makes use of available figures rather than duplicating work or spending time gathering her/his own data.

### **Written evidence**

- sources gathered by people other than researchers, eg novels and newspapers
- historical evidence, eg diaries.

### **Visual evidence**

- data from such sources as paintings, videos, etc

### **Question B6**

Total of **4 marks** for this question. **No marks** for identification of methods. Award up to **2 marks** for the range and **2 marks** for the scope. Short or simple answers, with little or no description, should be awarded no more than **1 mark**.

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

Answers could include:

#### **Participant observation:**

- Range – limited: tends towards situations that involve people in public places, such as education, teenage behaviour, etc.
- Scope – limited: good for small group observation only.

#### **Non-participant observation:**

- Range – limited: tends towards situations that involve people in public places, such as passengers on a bus, etc.
- Scope – limited: good for small group observation only.

#### **Interviews:**

- Range – can cover a wide variety of topics, eg class, attitudes, health, etc.
- Scope – best for research that involves looking at meaning, attitudes, in-depth views, etc.

**Questionnaires:**

- Range – wide: can cover many aspects of social life and behaviour, eg attitudes, poverty, life, class, etc.
- Scope – limited: best for gathering superficial and numerical data with brief and unambiguous questions.

**Comparative studies:**

- Range – very wide: class, power, religion, etc, but can be affected by choice of common phenomena.
- Scope – extensive: comparisons between countries, towns, groups, etc.

**Longitudinal studies:**

- Range – wide: topics that involve the development of people in a social context or where change is an important feature.
- Scope – wide: social structures, such as class and education, good for small scale interactions and processes, such as attitudes and meaning. However, may be difficult to track people unless well supported in terms of funding.

**Official statistics:**

- Range – wide: can be used in a variety of areas, although it is best for looking at sociological phenomena that relates to social structures, broad trends and factual information.
- Scope – limited in giving information about experiences, feelings, motives or meanings.

**Other written evidence:**

- Range – good for historical information, especially social contexts. Also, good for a number of social phenomena that require an element of comparison, eg family, education, place of women, class relations are all covered in a number of novels.
- Scope – limited due to questions of reliability, verification and bias.

**Other visual evidence:**

- Range – good at historical information, especially social contexts, eg power, work, women, body image, etc.
- Scope – limited due to questions of reliability, verification and bias.

[END OF MARKING INSTRUCTIONS]