

**2006 Sociology**

**Intermediate 2**

**Finalised Marking Instructions**

© The Scottish Qualifications Authority 2006

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the Assessment Materials Team, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Assessment Materials Team at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## **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 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 what is required in the question set. For example, by making more points and good exemplification
- Ideas expressed with a high degree of clarity
- Coherence demonstrated by linking relevant concepts/ideas appropriately.

The guidelines illustrate the kinds of responses 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) and (b)

A total of **6 marks** may be awarded for this question. Candidates must give two correct descriptions with relevant examples 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). Each relevant example should be awarded **1 mark** for a total of up to **3 marks**.

Answers could include:

#### 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.

Examples – freedom, co-operation, etc.

#### Roles

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

Examples – mother, father, soldier, doctor, etc.

### Question A2

A total of **6 marks** are available for this question. Up to **2 marks** for each way the value identified differs in each of the three contrasting cultures. Candidates should explain clear differences. Exemplification is required for full marks, including the use of words such as ‘whereas’ ‘by comparison,’ etc. Limited answers with little or no exemplification should be awarded marks at lower end of scale. Examples should be culturally and/or historically relevant.

Answers could include:

<b>Culture</b>	<b>Values</b>
British	Freedom of speech Personal achievement
Chinese	Family ties Compliance and conformity
Ju/'hoansi	Sharing Equality
Trobriander	Reciprocity and mutual obligations Duty
USA	Wealth and income Individualism and materialism

### Question A3

Award up to **6 marks** for this question. For a clear explanation of the role each agent plays in the socialisation process, award up to **3 marks**. Answers that include good explanation and/or exemplification should be awarded **3 marks**, whereas answers that are more descriptive/use one-word answers/provide no link between sentences, should only be awarded up to **1 mark**.

Points may include:

- Learning the rules – formal and informal
- Can't police society only with formal agents of control
- Socialisation process ensures people will behave in an acceptable manner.

Answers could include:

#### Mass media

- 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, TV and sports stars as role models
- Generates and reflects values and ideas.

#### Education

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

#### Work

- Can help in the transition from adolescence into adulthood
- Other societies may have more formal 'rites of passage'
- Helps individuals gain independence and assume responsibilities and obligations
- Way of passing on skills and knowledge.

#### Family

- Involved in primary socialisation
- Learning formal and informal rules, eg manners, forms of address, etc.
- Learning gender roles
- Learning other roles, eg sister, brother, grandchild
- Learning of ideas and values.

#### Religion

- Can be highly influential in some cultures
- May have less of an influence in British society
- Some argue that traditional role of religion as an agent of socialisation has been taken over by the mass media.

#### Peer groups

- Involved in informal socialisation
- May be involved in learning of deviant behaviour
- Becomes increasingly important during adolescence.

#### Question A4

Award up to **6 marks** for this question. Award **1 mark** for identification of each step. Up to **2 marks** should be awarded for the accurate description of each of *two* steps in the research process. Minimal description should be awarded only **1 mark**.

<b>STEP</b>	<b>DESCRIPTION</b>
Hypothesis	An idea the sociologist wants to test, which might or might not be true
Research design	Way the sociologist will test hypothesis/ideas or plan the sociologist will use to test hypothesis/ideas
Sampling procedure	Sample of the population/material to be studied or use of particular sampling technique
Pilot study	Trial basis/small scale/preliminary study before actual study/main study/research. Purpose is to identify weaknesses/problems
Data collection	The sociologist actually gathers the information/researcher carries out the investigation
Analysis of data	The sociologist analyses and tries to make sense of the data gathered. May use statistical analysis and will then interpret this. May interpret meaning behind more qualitative data
Presentation of results/findings	The results are written up and formally presented. This may be through reports, papers, books, journals or seminars
Evaluation	Identifying strengths and weaknesses of the way the research was carried out

### Question A5

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

Examples could include:

<b>SOCIAL SITUATION</b>	<b>EXPLANATION</b>
Attitudes to housework	<ul style="list-style-type: none"><li>• Role models – peers and media</li><li>• Attitudes of friends and peers</li><li>• Media – TV, newspapers, magazines</li><li>• Attitudes of society – what is seen as women’s work and men’s work.</li></ul>
Types of job you do as an adult	<ul style="list-style-type: none"><li>• Influence of peers and friends</li><li>• School</li><li>• What is seen as glamorous</li><li>• Advice from careers officer</li><li>• Subjects you take at school.</li></ul>
Clothes teenagers wear, teenagers dancing in disco	<ul style="list-style-type: none"><li>• Role models, eg sports stars, film stars, pop stars</li><li>• Media influence</li><li>• Peer group</li><li>• Fashion industry</li><li>• TV, magazines and newspapers.</li></ul>
Classroom situation	<ul style="list-style-type: none"><li>• Influence and attitude of teacher</li><li>• Influence and attitudes of peers</li><li>• Influence and attitudes of society.</li></ul>

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

## **Question A6**

Award up to **2 marks** for this question. Award marks for correct description only. Short responses and bullet-point answers should be awarded no more than half the available marks.

Answers could include:

### **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.

### **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.

### **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.

### **Comparative studies**

- Comparison between common social phenomena in different societies
- Allows notion of 'cultural relativity' to be explored
- Challenges 'ethnocentric' views.

### **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.

## SECTION B

### Question B1

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

Answers could include:

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

### Question B2

Total of **9 marks** for this question. In each part of the question candidates must identify **one form** of stratification and relate it to an appropriate culture for **1 mark**. Exemplified answer of effect of form of social stratification on chosen culture should be awarded up to **2 marks**. Minimal answers should be awarded lower marks.

Answers could include:

<b>Form</b>	<b>Effect of form of social stratification</b>
<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</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>

- Ethnicity**
  - Discrimination in housing, education and employment
  - May experience low self-esteem
  - Ghettoised
  - Experience violence and abuse
  - Harassment from authorities such as police and immigration
  - May lack political rights
  - Space may be divided, eg 'no go' areas for particular groups.
  
- Culture**
  - Gypsies in Eastern Europe
  - Bosnia
  - Algerians in France.
  
- Age**
  - Divided society
  - Discrimination
  - Poverty – older people and young people receive very low state benefit (younger people often receive no state benefit)
  - Can lead to abuse and violence
  - May experience low self-esteem because not valued by society.
  
- Culture**
  - 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-war Germany
  - Catholics in Northern Ireland
  - Muslims in Bosnia.

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

### Question B3

A total of **8 marks** can be awarded to this question. **4 marks** for each part of the question. **No marks** for system and culture in which found. Award up to **2 marks** for each link between system and culture in which found, ie four links overall for **2 marks** each = **8 marks**. Exemplified answers are required for full marks. Short or single word answers should be awarded marks at lower end of scale.

Answers may include:

<b>System</b>	<b>Link between system and culture in which found</b>
<b>Feudalism</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system, but can sometimes buy freedom</li><li>• Serf and lord</li><li>• Lord owns the land, property and the serf</li><li>• Serf owns nothing and must do what is said</li><li>• Serf has to 'pay' lord in goods or labour, as well as rent (feu).</li></ul>
<b>Culture</b>	<ul style="list-style-type: none"><li>• Medieval Europe</li><li>• Ancient China</li><li>• Ancient Japan</li><li>• Africa.</li></ul>
<b>Caste</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system</li><li>• People born into particular caste</li><li>• Caste cannot change – inherited from parents</li><li>• Strictly ordered society where each knows his/her place.</li></ul>
<b>Culture</b>	<ul style="list-style-type: none"><li>• Mainly in Indian society.</li></ul>
<b>Social class</b>	<ul style="list-style-type: none"><li>• No one definition or measurement of class</li><li>• Ascribed and achieved?</li><li>• Open system – some possibility of change</li><li>• Based on income, wealth, status, power</li><li>• According to some views social class will affect person's life chances</li><li>• People can move up or down the class system – known as social mobility.</li></ul>
<b>Culture</b>	<ul style="list-style-type: none"><li>• United Kingdom</li><li>• United States of America.</li></ul>
<b>Age set</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system</li><li>• Based on the principle of generation</li><li>• Generally applies to men</li><li>• Person recruited to a specific age-set or stream and goes through all major life events/roles with others in that age-set</li><li>• Age-set will determine behaviour of person, and interactions with others, when they can marry, etc</li><li>• Age-sets may share resources</li><li>• Loyalty to the age set may be more important than any other obligation</li><li>• As person gets older it is expected they will assume more responsibility.</li></ul>

**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 ran away would be punished, even killed, if they were caught.

**Culture**

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

## Question B4

Total of **6 marks** for this question. **2 marks** for explanation of the way in which the chosen system leads to social inequality. **4 marks** for each explanation of ways in which the 2 forms lead to social inequality. Exemplified answers required for full marks. Short or single word answers should be awarded marks at lower end of scale.

Answers may include:

<b>System</b>	<b>Ways in which system may lead to social inequality</b>
<b>Feudalism</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system, but can sometimes buy freedom</li><li>• Serf and lord</li><li>• Lord owns the land, property and the serf</li><li>• Serf owns nothing and must do what is said</li><li>• Serf has to 'pay' lord in goods or labour, as well as rent (feu).</li></ul>
<b>Caste</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system</li><li>• People born into particular caste</li><li>• Caste cannot change inherited from parents</li><li>• Strictly ordered society where each knows his/her place.</li></ul>
<b>Social class</b>	<ul style="list-style-type: none"><li>• No one definition or measurement of class</li><li>• Ascribed and achieved?</li><li>• Open system – some possibility of change</li><li>• Based on income, wealth, status, power</li><li>• According to some views social class will affect person's life chances</li><li>• People can move up or down the class system – known as social mobility.</li></ul>
<b>Age set</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system</li><li>• Based on the principle of generation</li><li>• Generally applies to men</li><li>• Person recruited to a specific age-set or stream and goes through all major life events/roles with others in that age-set</li><li>• Age-set will determine behaviour of person, and interactions with others, when they can marry, etc.</li><li>• Age-sets may share resources</li><li>• Loyalty to the age set may be more important than any other obligation</li><li>• As person gets older it is expected they will assume more responsibility.</li></ul>
<b>Slavery</b>	<ul style="list-style-type: none"><li>• Ascribed status</li><li>• Closed system</li><li>• Slave owned by another person</li><li>• Children born into slavery become the property of the owner</li><li>• Chances of the slave becoming 'free' are low – could escape or be given 'freedom'</li><li>• Often slaves who run away would be punished, even killed if they were caught.</li></ul>

<b>Form</b>	<b>Ways in which form may lead to social inequality</b>
<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>Gender</b>	<ul style="list-style-type: none"> <li>• Power of men who are in positions of authority, eg work, law, parliament</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>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>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 state benefit (younger people often receive 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>
<b>Religion</b>	<ul style="list-style-type: none"> <li>• Persecuted</li> <li>• Denied opportunities for promotion or even to particular types of work</li> <li>• Life chances</li> <li>• Excluded from positions of power</li> <li>• Discrimination in terms of education, housing, etc</li> <li>• Denied political/voting rights</li> <li>• Violence and abuse to particular groups.</li> </ul>

## Question B5

### (a)

This part of the question is worth up to **2 marks**. Candidates should describe clearly the differences between primary and secondary sources of data for the full **2 marks**. Short or single word answers should only be awarded **1 mark**. Description that merely states the opposite without exemplification or elaboration should be awarded **no marks**.

Answers may include:

#### **Primary methods**

Gathered by the researcher, eg through interviews or participant observation.

#### **Secondary methods**

Information already gathered by someone other than the researcher, eg official statistics, visual evidence.

### (b)

This part of the question is worth **3 marks**. **3 marks** for the identification and description of a secondary research method (**1 mark** for identification and **2 marks** for description). Candidates who give an elaborated response should be awarded marks at the top of the range. Short or single word answers should only be awarded marks at the lower end of scale.

#### **Description of secondary methods**

##### **Official Statistics**

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

##### **Written evidence**

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

##### **Other visual evidence**

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

[END OF MARKING INSTRUCTIONS]