



2007 Sociology

Intermediate 2

Finalised Marking Instructions

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GENERAL GUIDELINES FOR MARKERS

Section A, B and C 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

*With reference to one example from any area of social life you have studied, describe **one** difference between common sense and sociological explanations of human social behaviour.*

A total of **3 marks** may be awarded for this question, up to **2 marks** for the difference and **1 mark** for using the example appropriately. For full marks candidates should explain the difference and the example covering both sides of the argument and using the correct sociological terminology.

Differences between common sense explanations and sociological explanations of human social behaviour could include:

- Whereas common sense explanations are based on opinion sociological explanations are based on theories which have been tested through research
- Whereas common sense explanations are subjective sociological explanations are objective
- Whereas common sense explanations carry notions of being factual sociological explanations challenge taken for granted 'facts' and assumptions.

Examples could include:

- Unemployment/poverty,
 - Common sense – people are lazy, etc
 - Sociological – economic circumstances
- Marriage/divorce
 - Common sense – it's natural for people to fall in and out of love
 - Sociological – social attitudes to marriage and divorce change over time

Question A2

*Describe **two** key features of feminism.*

A total of **4 marks** may be awarded for this question, up to **2 marks** for each feature described. For full marks, candidates should describe the feature using the correct sociological terminology.

Key features of feminism could include:

- Focus on the male dominance of sociology and society which results in unequal opportunities for females.
- Feminism split into different forms, ie liberal, radical, and Marxist.
- Liberal Feminists – inequalities as a result of unfair laws.
- Radical Feminists – issues of male domination, power and patriarchy.
- Marxist Feminists – issues related to capitalist system, production and reproduction.

Question A3

Describe *two* strengths of action theory.

A total of **4 marks** may be awarded for this question, up to **2 marks** for each strength described. For full marks, candidates should describe the strength using the correct sociological terminology.

Strengths of action theory could include:

- Looks at the micro level of interaction.
- Interested in the effect individuals can have on society.
- Regards individuals as active social actors who play meaningful social roles
- Interested in the meanings behind actions and interpretation of these meanings
- Action theory uses qualitative data which goes beyond surface explanations

Question A4

Explain one similarity *and* one difference between Marxism and feminism.

A total of **6 marks** may be awarded for this question, up to **3 marks** for the similarity and up to **3 marks** for the difference. For full marks, candidates should explain both the similarity and the difference using the correct sociological terminology.

Similarities between Marxism and feminism could include:

- Both are structural explanations of individual behaviour
- As such they both look at the macro level of interaction
- Both see society in a holistic, systematic way

Differences between Marxism and feminism could include:

- Whereas Marxism looks at the interaction between the classes as being important feminism looks, in general, to the interaction between men and women
- Marxism sees values imposed by powerful groups while feminism, in general, sees values imposed by men.

Question A5

Participant observation is a research method that uses primary sources of data. Describe this research method.

A total of **2 marks** may be awarded for this question. For full marks, candidates should describe **one** feature of participant observation.

Description could include:

- Researcher becomes part of group
- Identity may be known only to a few
- Examples – recreational drug use, gangs, football hooligans
- provides access to natural settings giving a realistic picture of human social behaviour

Question A6

*Explain one advantage **and** one disadvantage of using written evidence as a research method.*

A total of **6 marks** may be awarded for this question, up to **3 marks** for the advantage and up to **3 marks** for the disadvantage. For full marks, candidates should use the correct sociological terminology.

Answers could include:

Advantages

- Gives a view other than that of the researcher
- May give information which is otherwise not available (especially true of historical material)
- Can provide a social context for research

Disadvantages

- May lack objectivity
- Non-sociological
- May be no way of verifying information
- May be biased

SECTION B – Socialisation

Question B1

Describe what sociologists mean by the terms ‘values’ and ‘social norms’.

A total of **4 marks** may be awarded for this question. Up to 2 marks for description of the term social norms and up to 2 marks for description of the term values. For full marks candidates should use the correct sociological terminology.

Answers could include:

Values:

- The general guidelines as to how people should behave
- Ideas which underpin social behaviour
- The aspects of social life that people in society see as important

Social Norms:

- Expected social behaviour
- Norms set by members of society
- Acceptable social behaviour
- Guidelines and rules for social behaviour.

Question B2

*Choose **one** social norm and explain the way in which this social norm is different in **two** contrasting cultures.*

A total of **6 marks** can be awarded for this question, up to **3 marks** for explaining the way the social norm is different in each culture. If contrasting cultures are not used award half of available marks only. For full marks, candidates should use the correct sociological terminology.

Answers could include:

British culture:

- It is a social norm for children to go to school
- It is a social norm for a person who is ill to go to the doctor
- It is a social norm for doctors to work in hospitals

Ju’hoansi culture:

- It is a social norm for elders to teach children
- It is a social norm for a person who is ill to go to the village healer
- It is a social norm for healers to go into a trance and draw the ‘badness’ out

Inuit Culture:

- It is a social norm for boys to learn to hunt
- It is a social norm for girls to learn domestic activities
- It is a social norm to still use ancient remedies when people are ill.

Question B3

Describe **two** social roles from the UK and **one** other contrasting culture outside the UK which you have studied.

A total of **6 marks** may be awarded for this question, up to **3 marks** for explaining the way the role is different in each culture. If contrasting cultures are not used award half of available marks only. For full marks, candidates should use the correct sociological terminology.

Answers could include:

British culture:

- Role of women still tends to emphasise housework, look after children and go out to work
- Role of men is to go to work and make a contribution to do housework and childcare
- Role of doctor is to treat sick people with drugs and surgery

Ju'hoansi culture:

- Role of women is to gather food close to the home
- Role of men is to do the hunting
- Role of healer is to go into a trance and draw the "badness" out of people

Trobriander culture:

- Role of women is to create own wealth with banana leaves and skirts
- Role of men is to tend yam gardens to create wealth
- Role of Toliwaga is to organise Kula exchanges.

Question B4

Describe both sides of the nature versus nurture debate.

A total of **4 marks** can be awarded for this question. Candidates must refer to each side of the debate to gain full marks. Candidates who give elaborate responses and who demonstrate contrast in their answers, eg through use of 'whereas' and 'however' should be awarded marks at the top of the range. Good definitions should be awarded up to **2 marks** for each side of the debate.

Answers could include:

Nature:

- refers to genetic inheritance
- social behaviour can be solely explained by genetic disposition
- little chance of changing or influencing behaviour
- people are born with certain pre-dispositions

Nurture:

- social inheritance
- social behaviour is learned
- implies differences in behaviour arise due to different socialisation
- behaviour is learned through socialisation.

Question B5

Choose any **two** agents of socialisation you have studied. Describe one way in which each agent of socialisation contributes to the socialisation process.

A total of **5 marks** may be awarded for this question, **1 mark** for identifying the two agents of socialisation, **no marks** for identifying only one agent, and up to **2 marks** for describing one way each agent of socialisation works in the socialisation process. For full marks, candidates should use the correct sociological terminology.

Answers could include:

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

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.

Peer group:

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

Work:

- Can help in the transition from adolescence and adulthood
- Seen as a 'rite of passage'
- Helps individuals gain independence and assume responsibilities and obligations
- Way of passing on skills and knowledge

Religion:

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

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?
- Celebrities as role models
- Generates and reflects values and ideas.

SECTION C – Social Stratification

Question C1 – 5

Describe the importance of social stratification and the category chosen.

Descriptions:

A total of **12 marks** may be awarded for this part of the question, **6 marks** for the detailed description of social stratification and **6 marks** for the detailed description of the category of social stratification chosen. Marks can be allocated as three marks for each of two features described or two marks for each of three features described depending on exemplification of answer. For full marks, candidates should describe using the correct sociological terminology.

Description of social stratification could include:

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

Description of social class could include:

- No one definition or measurement of class
- Ascribed and achieved?
- Based on income, wealth, status, power
- According to some views social class will affect a person's life chances
- Those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services leading to low self-esteem and ill-health

Description of gender could include:

- Socially constructed rather than biological
- Power of men who are in positions of authority, eg work, law, parliament based on physical differences
- May support institutions such as economy, family, etc., but be detrimental to the individual

Description of race and ethnicity could include:

- Differences based on where a person is born
- Culturally relative
- Usually thought of in terms of black and white

Description of age could include:

- Differences based on biological age
- Can affect young and old
- Culturally relative

Description of disability could include:

- Differences based on physical or cerebral characteristics
- Social construction of disability.

Explain and evaluate the link between the category chosen and social inequality/social mobility.

A total of **8 marks** may be awarded for this part of the question, 2 marks for the **explanation** of the link between the category of social stratification chosen and mobility or inequality and 6 marks for the **evaluation** of the link between the category of social stratification chosen and social mobility or social inequality.

The evaluation of the link between the category of social stratification and inequality/mobility is the most difficult part of this answer. Candidates should discuss areas in which individuals experience inequality such as education, employment, health, housing, political, civil and legal rights and link these inequalities to the category of social stratification chosen. The following list is not prescriptive; marks should be awarded on the basis of the quality of the answer.

Relationship between social class and social mobility could include:

- the more income, wealth, status, power a person has the easier it is to be socially mobile
- according to some views, social class will affect a person's life chances from the cradle to the grave
- those who don't own anything or have low income can be excluded, eg in terms of credit, access to goods and services, and so will find it almost impossible to move to gain employment
- can experience low self-esteem, poor health, etc
- discrimination.

Relationship between gender and social inequality could include:

- violence and abuse against women can be detrimental to life chances
- may support institutions such as economy, family, etc., but be detrimental to the individual
- glass ceiling in job market
- individual can become isolated and stuck in poverty
- space may be divided, eg women only allowed to mix with other women.

Relationship between race and ethnicity and social mobility could include:

- discrimination against people from a different racial or ethnic background moving into another area
- lack of job opportunities, promotion
- ghettoisation and so difficult to move out of that situation
- experience violence and abuse which can be detrimental to life chances which gives way to an unwillingness to move from "what is known"
- harassment from authorities such as police and immigration
- space may be divided, eg 'no go' areas for particular groups.

Relationship between age and social inequality could include:

- divided society
- discrimination
- poverty – older people and young people receive very low state benefit (younger people often receive no state benefit)
- unemployment
- can lead to abuse and violence which can be detrimental to life chances
- lack of opportunities in job market
- may experience low self-esteem because not valued by society.

Relationship between disability and social inequality could include:

- can experience low self-esteem, poor health, etc
- discrimination
- unemployment
- can lead to abuse and violence which can be detrimental to life chances
- lack of opportunities in the job market
- space may be divided, eg 'no go' areas due to access problems.

[END OF MARKING INSTRUCTIONS]