



**2008 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. However, points should be developed using appropriate sociological language and should be linked directly to the question.

Where explanation is asked for, answers should include expanded points in response to the questions. List-type or bullet-point answers are not appropriate and should not be awarded any marks.

Where the question asks for description, detail is essential and points should be developed using appropriate sociological language and linked. List-type or bullet-point answers should be awarded no more than **one** mark for each point to a total of no more than **half** the available marks. Answers made up of disconnected words and/or phrases should be awarded no more than half the available marks.

Where similarities and/or differences are asked for, answers that rely solely on presenting the converse of the point made should be awarded no more than half the available marks, eg 'sociological explanations would argue that women have been socialised into housework, non-sociological explanations do not'.

Sections B and C 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, eg by making more points and good exemplification
- ideas expressed with a high degree of clarity
- coherence demonstrated by linking relevant concepts/ideas appropriately.

For all sections, half-marks are not permitted.

The guidelines are not prescriptive, but merely 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 credit alternative responses that they judge to be acceptable.

Candidates are expected to refer to appropriate sociological theories in Sections B and C, while this should include mention of relevant theorists, marks **will not** be allocated for merely naming theorists.

Candidates are expected to refer to studies by their title and to use the author(s) name(s) and/or the date of the study. However, whilst this is considered good practise, candidates will not be awarded any marks for using the name, author and/or date.

Any other relevant points made should be credited as appropriate.

## SECTION A

### Question A1

Describe **two** differences between sociological and common sense explanations of human and social behaviour.

Candidates can be awarded a total of **4 marks**; up to **2 marks** for each elaborated difference made. Both sides of each difference must be given to gain 2 marks, 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.

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

- based on opinion
- may be individualistic or naturalistic
- lack objectivity
- carries notions of being factual.

#### **Sociological explanations include the following aspects:**

- based on particular theories which 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.

Differences may be expressed as examples and these examples may come from any area but should demonstrate an example of a sociological and a common sense explanation. Up to **2 marks** can be given for *each* example, depending on cogency and relevance.

Where answers rely solely on presenting the converse of the point made, candidates should be awarded *no more than half the available marks* eg 'sociological explanations would argue that women have been socialised into housework, non-sociological explanations do not'.

#### **Examples could include:**

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

## Question A2

Describe **two** differences between feminist and functionalist theories.

Award up to **4 marks** for this answer; up to **2 marks** for *each* difference described. Description is asked for in the question and therefore the answer requires description and detail. Candidates are asked to describe differences and merely stating key features rather than indicating the ways in which they differ should not be awarded marks.

### Answers may include:

- functionalism is an example of a consensus theory and stresses harmony, integration and stability whereas feminists perspectives are examples of conflict theory
- functionalist theorists tend to see the structure of society as being made up of integrated social institutions whereas feminist theories tend to see the institutions of society as male dominated
- functionalist theorists stress value consensus whereas feminist theory see values as being imposed by men
- feminist theories analyse society from a gender perspective whereas functionalism take a male-stream approach.

### Question A3

Explain **one** similarity and **one** difference between structural and action theories.

Award up to **6 marks** for this answer; up to **3 marks** for *a* difference and **3 marks** for *a* difference explained. Explanation is asked for in the question and therefore the answer requires more than simple description. Award **1 mark** for key features that are described rather than a difference explained and for answers that lack sociological language/terms. Answers that rely solely on presenting the converse of the point made should be awarded no more than half marks.

**Answers may include:**

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

- both perspectives make contributions to explaining human behaviour and social life
- both perspectives use sociological research to justify their arguments
- neither dismiss the other explanation.

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

- on the structure side of the argument – we are shaped by the structures of society. Forces and structures such as economic factors, ownership, class and social institutions such as the family affect and influence society and everyday experience. Conversely, action theorists argue that we do not do everything automatically but actively construct our world
- structural theories do not rule out the human agency, but do not see it as central to the understanding of society. Action theories see the social actor as central to understanding meaning and interpretation in society
- within structural theories there are huge differences in the emphasis they take eg Functionalism v Marxism (conflict versus consensus)
- structural theories take a macro approach as opposed to action theories which take a micro approach.

**NB: Candidates who answer this question by referring to specific action and/or structural theories should be able to attain full credit.**

### Question A4

Describe **two** strengths of Marxist theory. (Reference to Neo-Marxist theories will not gain credit as the question asks for Marxist theories.)

Candidates can be awarded up to **4 marks** for this question, **2 marks** for each strength described.

#### Answers may include:

- conflict theory which stresses the role of class struggle in society; two main classes – the proletariat and the bourgeoisie
- society organised under capitalism; aim of the bourgeoisie is to maximise profit and to keep the wages of the proletariat in check
- notion of false consciousness; role of base and superstructure in formation of ideology
- notion of ultimate revolution as the proletariat lose their false consciousness and rise up against the bourgeoisie to establish socialism.

These are points that should be developed using appropriate sociological language and should be linked appropriately.

List-type or bullet point answers are not acceptable.

### Question A5

Explain **one** strength and **one** weakness of symbolic interactionism.

Award up to **6 marks** for this answer; up to **3 marks** for *each* strength and weakness explained.

Points should be developed using appropriate sociological language and should be linked appropriately.

List-type or bullet points answers are not acceptable.

The question asks for explanation – it is not acceptable to credit answers that are made up of descriptions or disconnected words and/or phrases. Answers which refer to action theory in general rather than symbolic interactionism in particular should not be awarded full marks.

#### Strengths: Answers may include explanations of the following :

- Symbolic interactionism – associated with the work of George Herbert Mead – has strong emphasis on the way humans interact. The ‘symbolic’ concept is significant as Mead argues that humans can think symbolically, eg through language. This enhances the type of interactions humans can have and allow them to develop self-concept and self-consciousness
- notion of the self-through and significant others.

#### Weaknesses: Answers may include explanations of the following:

- tends to locate explanations at the level of the individual/group
- tends to see human interaction in a vacuum (what about history and social structure)
- may look at ‘meaning’ but does not always provide origins of that meaning
- leaves itself open to accusations of ‘subjectivity’ and ‘common sense’.

**Where candidates answer referring only to Action Theory in general award up to half marks.**

This list is not exhaustive but explanation is required. Do not credit answers that merely describe features. Use of technical language is required in the answer, for instance significant others.

## Question A6

Describe **any three** steps in the research process.

Candidate can be awarded up to **6 marks** for this question. Allow up to **2 marks per** step described. **2 marks** per stage for explanation, but only up to a maximum of **1 mark** for each step if the responses are limited.

### Theory Stage:

- researcher chooses theory.

### Hypothesis:

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

### Operationalisation:

- describing how to put the research into practice. Includes four sub-stages: defining concepts; choosing a sample; choosing a method; deciding on specific measurements. (It is not necessary to include all the sub-stages in the answer).

### Fieldwork:

- conducting research
- researcher carries out research using appropriate methods eg participant observation
- researcher uses relevant sample.

### Processing Results:

- once research is completed researchers analyse findings
- collation and analysis of results
- sociologists analyse data to confirm or refute the original hypothesis.

### Presentation of Results:

- results are presented eg in journals, articles, books and so on.

### Question A7

Describe **two** key features of non-participant observation.

Up to **4 marks** can be awarded. In this question candidates are asked to describe two features.

Up to **2 marks** may be awarded for *each feature*. If candidate gives one-word answers then no more than one mark should be awarded for each feature. Markers should note some advantages/disadvantages may be expressed as features and vice-versa – this is acceptable as long as the point is stated clearly by the candidate.

**Answers may include:**

**Key Features:**

- the activities of participants are observed without any direct involvement or participation on the part of the researcher
- observation may be overt or covert
- can be very time consuming
- researcher can spend huge amounts of time observing a group without observing anything significant.

Credit candidates who express advantages and disadvantages as features if they are described accurately.

### Question A8

Explain **two** disadvantages of using unstructured interviews as a research method.

Up to **6 marks** can be awarded. In this question candidates are asked to explain two disadvantages.

Up to **3 marks** may be awarded for *each disadvantage*. If candidate gives one-word answers then no more than one mark should be awarded for each feature. Markers should note some disadvantages may be expressed as features and vice-versa – this is acceptable as long as the point is stated clearly by the candidate.

**Answers may include:**

- can be high cost because of researcher time
- can be time consuming for researcher and respondent
- can be difficult to collate results.

## SECTION B

### Question B1 – Stratification Class

Explain the extent to which social closure is an important aspect of social class in the UK today. Use **two** contrasting theories and relevant studies in your answer.

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/further evaluation:</b>		<b>4AE</b>

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

The question must refer specifically to the extent to which social closure is still a significant aspect of life in UK society today.

#### **Introduction:**

Up to **4 marks** should be given to this part of the discussion. This section can include general points about the topic or may relate more specifically to the question asked.

Candidates are asked to explain the extent to which social closure is still an important aspect of social class in the UK today and an introduction may include definitions and reference to this. Candidates may also make more general points about the changing nature of social class in the UK or definitions of class. Well thought-out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.

This could include introductory remarks, key features and definitions of social class, such as:

- definitions of social class
- changing nature and perceptions of class-dealignment/embourgeoisement
- Registrar General's definition
- definitions of social mobility and/or social closure.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

### Theories:

Up to **12 marks** are available for this section. To gain full marks, the discussion of each theory must include:

- Candidates should use the theories to evaluate the extent to which social closure is an aspect of UK society today.
- Identification of key features of the theories should be awarded up to **6 marks**. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically, eg interactionism and labelling.
- Evaluation of theories identified should be awarded up to **6 marks**. Points must be evaluative and not descriptive, eg focusing on strengths and weaknesses. To gain all **6 marks** candidates must link evaluative points to the extent to which social closure is still a significant aspect of social class today, for instance to what extent would Marxists agree/disagree that there are no barriers to social mobility. Additional points may be awarded additional marks from the conclusion/further evaluation.

Candidates who highlight all of the aspects above and do so in a cogent manner, using the points to discuss differential achievement in education should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Theories could include:

- Functionalism
- Marxism
- Weberian
- Neo-Marxism
- Interactionism
- Feminism
- Any other pertinent sociological theory.

Candidates are asked to evaluate **two** contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of *half* the marks available for this section. Evaluation must also relate to the question they have been asked, ie to what extent social closure exists in the UK today.

Where three theories are used – **no** additional marks may be allocated from the 12 marks for theories.

### Studies:

Up to **10 marks** could be given to this part of the answer. Candidates must use studies linked to the theories evaluated *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 for each study:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**.

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

Studies must be relevant to the theories that are being discussed and/or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective, but draw on these studies to illustrate different points.

However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

### **Further Evaluation:**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **4 marks** could be given to candidates who demonstrate these aspects. These aspects could be throughout the answer or in the conclusion. Marks should not be awarded for repetition of points previously made.

These marks should be awarded where:

- candidate gives 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
- more than one relevant strength and/or more than one relevant weakness of the theories discussed
- evaluation is over and above that required in the studies section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- comparison is made between perspectives. For example, which ones are strong on particular aspects – Marxists are useful in explaining barriers to mobility in terms of class but Feminists would criticise them for ignoring the relationship between gender and mobility.

## SECTION C

### Question C1 – The Family

Explain the extent to which marital breakdown has impacted on the family. Use **two** contrasting theories and relevant studies in your answer.

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/Further evaluation:</b>		<b>4AE</b>

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

This question is specifically about the extent to which marital breakdown has impacted on the family and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.

#### **Introduction:**

Up to **4 marks** could be given to this part of the answer. Candidates are asked to discuss the extent to which marital breakdown has impacted on the family. The introduction may include definitions and references to this or more general points about changes in roles within the family and family structures.

Well thought out explanations should be awarded marks at the top end of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.

Points may include:

- family has many different forms – nuclear/reconstituted/single parents
- families are not merely those who are married but those who co-habit
- family size has changed over the years
- divorce – changes in the law/attitudes
- family as a unit of consumption
- changes in sociological study from families to relationships
- reducing family size as a result of changing job market
- changes in labour market and effects on women within family life
- changing patterns of work and effects on family life and roles within the family
- change in family structure – takes many forms, eg nuclear, extended, reconstituted, lone parent, and the effects on conjugal roles.

Answers should focus on the extent to which marital breakdown has impacted on the family.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

## Theories:

Up to **12 marks** are available for this section. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to discuss the extent to which marital breakdown has impacted on the family.
- candidates should link features and evaluation of theories to the question, ie link it to the extent to which marital breakdown has impacted on the family.
- identification of key features of the theories should be awarded up to **6 marks**. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically, eg functionalism and role allocation/significance of the family in the process of socialisation.
- evaluation of theories identified should be awarded up to **6 marks**. Points must be evaluative and not descriptive, for example focusing on strengths and weaknesses. To gain all **6 marks** candidates must link evaluative points to the extent to which marital breakdown has impacted on the family, for instance to what extent and in what ways Feminists would agree/disagree that marital breakdown has affected the family. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to 4 marks.

Additional points may be awarded additional marks from the conclusion/further evaluation.

Candidates who highlight all of the aspects above 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 might include:

- Functionalism
- Marxism
- New right
- Feminism
- Weberianism
- Any other pertinent sociological theory.

Candidates are asked to evaluate **two** contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of *half* the marks available for this section. Evaluation must also relate to the question they have been asked, ie to what extent marital breakdown has impacted on the family.

### **Studies:**

Up to **10 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 for each study:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

Studies must be relevant to the theories that are being discussed and/or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective but draw on these studies to illustrate different points.

However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

### **Further Evaluation:**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **4 marks** could be given to candidates who demonstrate these aspects. These aspects could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidate gives 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
- more than one relevant strength and/or more than one relevant weakness of the theories discussed
- evaluation is over and above that required in the studies section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer
- comparison is made between perspectives. For example, which ones are strong on particular aspects – Marxist feminists are good at explaining the repressive nature of marriage in capitalist society.

## Question C2 – Welfare and Poverty

Evaluate the argument that there is a widening gap between the rich and the poor. Use **two** contrasting theories and relevant studies in your answer.

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/Further evaluation:</b>		<b>4AE</b>

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

The question is specifically about the argument that there is a widening gap between the rich and the poor and candidates must address this issue in their discussion of the theories and studies.

### Introduction:

Up to **4 marks** could be given to this part of the answer. Candidates are asked to discuss the argument that there is a widening gap between the rich and the poor and answers may include definitions and reference to this in their introduction. Candidates may also make more general points about poverty, stratification, wealth and so on. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.

Introduction may include general points relating to the study of poverty or introduce the discussion on the links between poverty and class (rich or poor). These may include:

- differences between absolute and relative poverty
- poverty is socially distributed
- some groups affected more than others, eg the sick and those with disabilities
- the relationship between poverty and the stratification system.

Points relating more specifically to poverty and class could include:

- some groups affected more than others, eg the sick, those with disabilities and the unemployed
- children, women and the elderly particularly affected by poverty
- effects include malnourishment, under nourishment, morbidity and low self-esteem
- the underclass and marginalisation
- changes in the labour market, such as the increase in part-time work and temporary contracts, paid and unpaid work
- the relationship between poverty and social policy.

Candidates should focus their answer on the argument that there is a widening gap between the rich and the poor.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

## Theories:

Up to **12 marks** are available for this section. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to discuss the argument that there is a widening gap between the rich and the poor
- identification of key features of the theories should be awarded up to **6 marks**. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – for instance Marxist and neo-Marxist explanations of poverty point to the relatively few opportunities for social mobility in society
- evaluation of theories identified should be awarded up to **6 marks**. Points must be evaluative and not descriptive – for example focusing on strengths and weaknesses. To gain all **6 marks** candidates must link evaluative points about theories to a discussion as to the argument that there is a widening gap between the rich and the poor. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to 4 marks.
- additional points may be awarded additional marks from the conclusion/further evaluation.

Candidates who highlight all of the above aspects 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.

Candidates are asked to evaluate **two** contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of *half* the marks available for this section. Evaluation must also relate to the question they have been asked, ie the argument that there is a widening gap between the rich and the poor.

Theories might include:

- Functionalism
- Marxism
- New Right
- Feminism
- Individualism
- Culture of poverty
- Any other pertinent sociological theory.

## Studies:

Up to **10 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, for each study candidates must include the following:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

Studies must be relevant to the theories that are being discussed and/or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective but draw on these studies to illustrate different points.

However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

**Further Evaluation:**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **6 marks** could be given to candidates who demonstrate these aspects. 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 discuss the way in which different theories would advocate different solutions to poverty, eg individuals helping themselves, change to distribution of wealth, etc
- candidates point out that definitions and measurements of poverty carry political implications, eg in the UK, measurement of relative poverty has greater emphasis than that of absolute poverty.

### Question C3 – Crime and Deviance

Analyse the relationship between gender and the sociological study of crime and deviance. Use **two** contrasting theories and relevant studies in your answer.

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/further evaluation:</b>		<b>4AE</b>

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

#### **Introduction:**

Up to **4 marks** could be given to this part of the answer. Candidates are asked to analyse the relationship between gender and the sociological study of crime and deviance. Candidates may also make more general points about crime and deviance. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.

General points may include:

- definition of crime and deviance
- crime and deviance as a social construct
- relationship between gender and deviance.

Points relating more specifically to the relationship between social class and deviance may include:

- crime statistics reliability
- sources of statistics
- types of crime recorded
- reporting of crime
- socio-economic make-up of prison population.

Candidates should focus their answer on analysing the relationship between gender and the sociological study of crime and deviance.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

### Theories:

Up to **12 marks** are available for this section. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to discuss the relationship between gender and the sociological study of crime and deviance
- identification of key features of the theories should be awarded up to **6 marks**. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – for instance Feminists concentrate on the effects of a male dominated justice system on women
- evaluation of theories identified should be awarded up to **6 marks**. Points must be evaluative and not descriptive – for example, focusing on strengths and weaknesses. To gain all **6 marks** candidates must link evaluative points about theories to a discussion as to the relationship between gender and the sociological study of crime and deviance. Additional points may be awarded additional marks from the conclusion/further evaluation. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to 4 marks
- candidates who highlight all of the aspects above 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.

Two relevant, contrasting sociological theories from:

- Functionalism
- Marxism
- New left realism
- Feminism
- Interactionism
- Sub-cultural
- Any other pertinent sociological theory.

Candidates are asked to evaluate **two** contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of half the marks available for this section. Evaluation must also relate to the question they have been asked, ie the relationship between gender and the sociological study of crime and deviance.

### Studies:

Up to **10 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 for each study:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective but draw on these studies to illustrate different points.

However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

**Further Evaluation:**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **4 marks** could be given to candidates who demonstrate these aspects. 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 draw strong contrasts between theories, eg Feminists placing gender at the centre of their study but Marxists being accused of ignoring the issue of gender.

## Question C4 – Mass Media

Discuss **two** contrasting theories and relevant studies to explain the extent to which ownership and control is an important aspect of the media.

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/further evaluation:</b>		<b>4AE</b>

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

### Introduction:

Up to **4 marks** could be given to this part of the answer. Candidates are asked to discuss the importance of ownership and control of the media. Candidates may also make more general points about the media such as the role of socialisation. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.

General points may include:

- ownership and control
- forms of mass media, eg TV, newspapers, magazines, books and so on
- purpose of the media – to inform/make money?
- do the media reflect or set social values?
- the concept of bias can be applied in various ways eg gender, political bias.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

## Theories:

Up to **12 marks** should be given for this part of the discussion. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to explain the importance of ownership and control of the media
- identification of key features of the theories should be awarded up to **6 marks**. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – for instance neo-Marxists and hegemony
- evaluation of theories identified should be awarded up to **6 marks**. Points must be evaluative and not descriptive – for example focusing on strengths and weaknesses. To gain all **6 marks** candidates must link evaluative points about theories to a discussion as to the extent to which ownership and control of the media are important. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to 4 marks.
- additional points may be awarded additional marks from the conclusion/further evaluation.

Candidates who highlight all of the aspects above 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:

- Functionalism
- Marxism
- Pluralism
- Feminism
- Interactionism
- Hypodermic syringe model
- Any other pertinent sociological theory.

Candidates are asked to evaluate **two** contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of *half* the marks available for this section. Evaluation must also relate to the question they have been asked, eg in this case the importance of ownership and control.

## Studies:

Up to **10 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, for each study candidates must include the following:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective, but draw on these studies to illustrate different points.

However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

**Further Evaluation:**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **4 marks** could be given to candidates who demonstrate these aspects. 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 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 as people are rational and will make their own choices.

[END OF MARKING INSTRUCTIONS]