



2008 Sociology

Intermediate 2

Finalised Marking Instructions

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General guidelines for markers

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

Where description is asked for:

- Detail is essential and points should be developed using appropriate sociological language
- 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 that are made up of disconnected words and/or phrases should be awarded no more than half the available marks.

Where explanation is asked for:

- Answers should include expanded points
- List-type or bullet point answers are not appropriate and should not be awarded any 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’.

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.

For all sections ½ marks are not permitted.

The guidelines are not prescriptive, they 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, which they judge to be acceptable.

Candidates are expected to refer to appropriate sociological theories and theorists but marks will not be allocated for merely mentioning the theorists without reference to features of the theories.

SECTION A

Question A1

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

A total of **4 marks** may be awarded for this question, up to **2 marks** for each difference. For full marks candidates should describe the differences 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 challenges taken for granted 'facts' and 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.

Examples which could be referred to in answer 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** weaknesses of Marxism.*

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

Weaknesses of Marxism could include:

- analyses society as a whole – to the exclusion of the individual
- individual and small group interaction plays little part in these explanations
- finds it difficult to explain persistence of certain phenomena
- can be seen as too deterministic.

Question A3

Describe two features of functionalism.

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 features using the correct sociological terminology.

Features of functionalism could include:

- is a consensus theory – the idea being that everyone learns, through socialisation, the values and norms which make society function harmoniously
- the idea of collective consciousness whereby everyone learns through socialisation that working to similar goals is beneficial to all
- looks to the interaction between and integration of different social institutions
- the importance of social values, norms and roles and their contribution to creating harmony.

Question A4

Explain two differences between functionalism and action theory.

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

Differences between functionalism and action theory could include:

- functionalism is a holistic macro theory whereas action theory is an interpretative micro theory.
- functionalism looks at the interaction between and integration of different social institutions whereas action theory looks at the interaction between social actors in society.
- functionalism uses the notion of collective consciousness whereas action theory uses the notion of the individual/concept of self.

Question A5

Describe **two** features of a research method which uses primary sources of data.

A total of **4 marks** may be awarded for this question. Up to **2 marks** for each feature. For full marks candidates should use the correct sociological terminology.

Answers could include:

Questionnaires:

- a list of pre-prepared questions which 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 studies an individual/group by participating in the daily life of the individual/group
- could be overt or covert

Non-participant observation:

- sociologist acts as an observer
- can obtain a clear picture of social behaviour but does not interact with 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.

Question A6

Explain **one** advantage of using visual evidence as a research method.

A total of **3 marks** may be awarded for this question. For full marks candidates should explain the advantage fully whilst using the correct sociological terminology.

Answers could include:

- paintings, magazine illustrations, video, photographs, etc can provide information not available in written form
- can illustrate a point literally
- can provide historical comparison
- can have powerful visual impact.

SECTION B – Socialisation

Question B1

Describe what sociologists mean by the term social roles.

*Give **one** example of a social role found in the UK.*

A total of **3 marks** may be awarded for this question. Up to **2 marks** for description of the term social roles and **1 mark** for example of a social role. For full marks candidates should use the correct sociological terminology.

Answers could include:

Social 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 could include:

- role of women still tends to emphasise housework, look after children and go out to work
- role of men tends to emphasise going to work and making a limited contribution to housework and childcare
- role of doctor is to treat sick people with drugs and surgery.

Question B2

*Explain the way social values are different in **two** contrasting cultures you have studied.*

A total of **6 marks** may be awarded for this question. Up to **3 marks** for explaining the way the value is different in each culture. Use of similar cultures should not attract any marks. For full marks candidates should use the correct sociological terminology.

Answers could include:

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

Candidates must draw clear distinctions between the values in the two cultures using words such as 'whereas' and 'however'.

Examples of historical and sub-cultures are acceptable.

Question B3

*Describe the contribution to the socialisation process of any **three** agents of secondary socialisation.*

A total of **6 marks** may be awarded for this question. No marks for identification of secondary agents of socialisation. Up to **2 marks** for describing the way each agent of socialisation works in the socialisation process. For full marks candidates should use the correct sociological terminology.

Answers could include:

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.

Question B4

*Explain **two** ways in which the family can help to maintain social order.*

A total of **6 marks** may be awarded for this question. Up to **3 marks** can be awarded for each developed point based on accuracy, relevance and the use of correct sociological terminology.

Answers could include:

Family:

- involved in primary socialisation
- learning formal and informal rules, eg manners, forms of address, etc
- learning about norms, values, roles and culture where brought up
- learning gender roles
- learning other roles, eg sister, brother, grandchild
- learning of ideas and values
- learning to behave in an acceptable manner
- learning how to predict behaviour and learn appropriate responses to others.

Question B5

The nature versus nurture debate is important in Sociology.

*Describe **two** features of the nurture side of the debate.*

2 marks can be awarded for each feature described. Good descriptions which use the correct sociological terminology should be awarded the full **4 marks**.

Answers could include:

Nurture:

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

SECTION C – Social Stratification

Question C1 – C5

Describe social stratification and the category chosen.

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. 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 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/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 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.

Links and evaluative points between social class and social inequality could include:

- based on income, wealth, status, power
- according to some views social class will affect 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
- can experience low self-esteem, poor health, etc
- discrimination.

Links and evaluative points between gender and social mobility 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.

Links and evaluative points between race and ethnicity and social inequality could include:

- discrimination
- lack of job opportunities, promotion
- ghettoised
- experience violence and abuse which can be detrimental to life chances
- harassment from authorities such as police and immigration
- space may be divided, eg 'no go' areas for particular groups.

Links and evaluative points between age and social mobility 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.

Links and evaluative points 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 job market
- space may be divided, eg 'no go' areas due to access problems.

20 Marks

[END OF MARKING INSTRUCTIONS]