



2009 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. Points should however 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 if a candidate response is: 'sociological explanations would argue that women have been socialised into housework, non-sociological explanations do not' – this would only gain one of the two marks allocated for one difference between sociological and common sense explanations.

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:

- answering the specific question asked eg on the aspect of labelling or on social mobility
- 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 practice, 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 society.

Candidates can be awarded a total of **4 marks**; up to **4 marks** if they make two elaborated differences.

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 points:

- Based on opinion
- May be individualistic or naturalistic
- Lack objectivity
- Carries notions of being factual

Sociological knowledge includes 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.

Candidates who use examples to demonstrate differences may also be credited depending on the quality of their answer.

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** strengths of functionalism. (4)

Candidates can be awarded a total of **4 marks**; up to **2 marks** for *each* strength described depending on the quality of the response.

A basic answer will describe strength in simple terms whereas a 2 mark answer will describe in some detail and/or use more complex and sociological language.

Answers may include description of the following points and must refer specifically to functionalist theory:

- good at explaining stability in society and the persistence of social phenomenon
- good at explaining inequalities in society on the basis of merit eg explanation of meritocracy, success being achieved through effort and abilities
- good at explaining the importance of social values, norms and roles through the socialisation process and their contribution to consensus in society
- good at explaining interdependence eg through organic analogy.

Candidates whose answers refer only to consensus theory should be awarded no more than 1 mark, depending on the quality of the answer.

Question A3

Explain **one** similarity and **one** difference between feminism and Marxism. (6)

Award up to **6 marks** for this answer, up to **3 marks** for *one* similarity and **3 marks** for *one* difference described. Explanation is asked for in the question and therefore the answer requires description and detail.

Award up to **1 mark** for a similarity or difference that are merely stated or are too brief to make full sense rather than explained and for answers that lack sociological language/terms.

Where candidates identify features rather than a similarity or difference no marks should be awarded. However, where features are expressed appropriately as strengths award marks accordingly.

Answers may include explanation of the following points:

Similarity:

- both are structural, conflict theories
- both are concerned with inequalities in society
- both claim that there is inequality in society – between men and women or bourgeoisie and proletariat
- both claim that laws are made by the ruling group – for Marxists this is the bourgeoisie and for feminists it is men.

Differences:

- feminists claim the main basis of inequalities in society is between men and women whereas Marxists claims the main inequalities being between the bourgeoisie and the proletariat
- feminists claim that much of sociological study is carried out by men and focuses on men and try to readdress this. However, Marxists are often criticised for not sufficiently addressing the issue of gender
- Marxists claim that work is the exploitation of the proletariat by the bourgeoisie whereas feminists question the definition of ‘work’ itself eg many tasks undertaken by women in the home are unpaid as they are not considered to be ‘real work’.

Question A4

Explain **one** strength and **one** weakness of action theories. (6)

Award up to **6 marks** for this answer; up to **3 marks** for *each* strength and *each* weakness. Explanation is asked for in the question and therefore the answer requires more than simple description.

Award up to **1 mark** for strengths or weaknesses that are described rather than explained and for answers that lack sociological language/terms.

Answers may include explanation of the following points:

Strength:

- action theories see the social actor as central to understanding meaning and interpretation in society
- examines society from the point of individuals and small groups in society, often overlooked by structural theories
- recognise the significance of symbols eg language
- use of qualitative data to provide in-depth evidence.

Weakness:

- tends to locate explanations at the level of the individual/group and therefore cannot be generalised
- tends to see human interaction in a vacuum (neglecting 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'.

Question A5

Explain **two** differences between structural and action theories. (6)

Award up to **6 marks** for this answer; up to **3 marks** for *each* difference explained.

Explanation is asked for in the question and therefore the answer requires more than simple description.

Award up to **1 mark** for features that are described rather than explained and for answers that lack sociological language/terms.

Answers may include explanation of the following points:

- 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 human agency, but do not see it as central to the understanding of society. However, 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) whereas there are clear themes running through action theories (credit specific examples).

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

Question A6

Theory and *processing of results* are two of the steps in the research process. Describe **both** of these steps. (4)

Candidates can be awarded up to **4 marks** for this question; **2 marks** per stage for explanation, but only up to a maximum of **1 mark** for each step if the responses are limited.

Theory:

- an existing set of ideas that form the basis of the research
- the initial stage of research when the sociologist chooses an area of study, the area may or may not have been studied before.

Processing of Results:

- after all other stages are complete research results can be presented in a paper/thesis/poster etc
- evaluation of results from results.

Question A7

Describe **two** advantages of using any method that generates quantitative data. (4)

Up to **4 marks** can be awarded. Up to **2 marks** can be awarded for each advantage described.

Answers may include description of the following:

Postal Questionnaire:

- cheap to administer, only need the cost of a stamp
- closed questions mean that responses are easily collated and quantified
- can be sent to large sample.

Structured Interview:

- closed questions make it easy to compare responses
- closed questions enable researcher to easily collate and quantify data
- data can be represented in graph and/or table form.

Official Statistics:

- good for quantitative studies eg how many crimes are reported each year
- can save researcher a lot of time as information has already been gathered
- low cost
- may be a good indicator of a general trend of a particular social behaviour
- some statistics gathered from a wide representation of the population.

Observations:

- good for describing 'natural' behaviour – if the individual/group being observed is unaware of the researcher's presence
- good for gaining an in-depth picture of social behaviour.

Question A8

Explain **one** advantage and **one** disadvantage of using participant observation as a research method. (6)

Up to **6 marks** can be awarded. In this question, candidates are asked to explain one advantage and one disadvantage. Up to **3 marks** may be awarded for *one* advantage and up to **3 marks** for *one* disadvantage. If candidate gives one-word answers then no more than **one mark** should be awarded for each advantage or disadvantage. 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 explanation of the following points:

Advantages:

- first hand knowledge and information
- can provide a realistic picture of the behaviour studied
- rich source of qualitative data.

Disadvantages:

- if covert there can be ethical difficulties
- Hawthorne effect
- could be dangerous for the researcher
- can be difficult to record data
- may be difficult to generalise findings
- very time consuming and costly for researcher.

SECTION B

Question B1 – Social Class

Explain to what extent *social mobility* is a feature of social class in the UK in the twenty-first century. Use **two** contrasting theories and relevant studies in your answer. **(30)**

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

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

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 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.

The question must refer specifically to the extent social mobility relates to class in our society.

Introduction:

Up to **4 marks** can 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 evaluate the extent to which social mobility is a feature in UK society and an introduction may include definitions of class, stratification and mobility. Candidates may also make more general points about changes in social class for instance recent reports on social mobility or class dealignment.

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.

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 evaluate the extent to which social mobility is a significant aspect of class in the UK today.
- Identification of 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 Marxism and class conflict between bourgeoisie and Proletariat.
- 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 social mobility and the extent to which this is still significant, 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
- Weberianism
- Neo-Marxism
- Interactionism
- Feminism

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 is there still evidence of differential achievement linked to social class.

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 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. Marks may be awarded for accurate findings.

Studies may include:

Goldthorpe (1972, 1980, 1987) Social mobility and class structure in modern Britain

Glass (1954) Social Mobility in Britain

Saunders (1996) Unequal but fair?

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 theories section, eg describes more than one strength
- more than one strength and/or more than one 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 social and economic inequalities between classes but feminist perspectives are useful in explaining inter-generational mobility.

SECTION C

Question C1 – The Family

There is a debate amongst sociologists about the extent to which conjugal roles are changing. Analyse the extent to which *conjugal roles* are changing with reference to **two** contrasting theories and relevant studies in your answer. (30)

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

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

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 changing patterns of conjugal roles 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 changes that have taken place with regards to conjugal roles. 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 description of factors that have resulted in/caused changing conjugal roles:

- 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.
- Changing patterns of relationships due to a reduction in family size and job market, changes in family structure and the effects on conjugal roles.

Answers should focus on conjugal roles.

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 conjugal roles have changed. Candidates must link features and evaluation of theories to the question – ie link it to the extent to which conjugal roles have changed.
- 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 changes in family structures and the extent to which they have contributed to the changes in gender roles, for instance to what extent Feminists would agree/disagree that there have been significant changes in the role of women within the family.

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
- 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 the changing patterns of relationships have affected 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. Marks may be awarded for accurate findings.

Studies may include:

Ferri and Smith 'Parenting in the 1990s' (1995)

Gershuny: 'Changes in the domestic division of labour in the UK 1975 – 1987' (1992)

Willmott and Young 'the symmetrical Family'

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 theories section, eg describes more than one strength
- more than one strength and/or more than one 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, eg which ones are strong on particular aspects – liberal feminists are good at explaining changes to conjugal roles that have resulted in greater equity.

Question C2 – Welfare & Poverty

Some theorists claim that the Welfare State has contributed to the growth of an underclass and a culture of dependency.

Evaluate the relationship between *poverty and the Welfare State*. Use **two** contrasting theories and relevant studies in your answer. **(30)**

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

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

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.

The question is specifically about the relationship between poverty and the welfare state and candidates may refer to this in introductory remarks and 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 extent to which poverty and the welfare state are linked and answers may include definitions and reference to this in their introduction. Candidates may also make more general points about poverty, stratification, benefits 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. 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 the welfare state 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
- 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 relationship between poverty and the Welfare State.

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 there is a link between poverty and the welfare state.
- 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 and the inadequacy of state benefits.
- 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 there is a relationship between class and the welfare state. 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.

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 welfare state and class.

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 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. Marks may be awarded for accurate findings.

Studies could include:

Field (1989) *Losing Out*

Kincaid (1973) *Poverty and Equality in Britain*

Townsend (1979) *Poverty in the UK*

Murray (1984) *Losing Ground*

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 theories section, eg describes more than one strength and/or more than one weakness
- 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
- candidates discuss the way in which different theories would advocate different solutions to poverty, eg individuals helping themselves or dependency culture
- candidates point out that definitions and measurements of poverty carry political implications. For example, in the UK measurement of relative poverty has greater emphasis than that of absolute poverty.

Question C3 – Crime and Deviance

Evaluate the significance of *labelling* in the study of crime and deviance. Use **two** contrasting theories and relevant studies in your answer. **(30)**

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

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

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 usefulness of crime statistics and a candidate may include definitions and reference to this in their introduction. 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 labelling and deviance may include:

- definition
- effect of labelling
- socio-economic make up of prison population.

Candidates should focus their answer on the extent to which labelling is significant in 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 extent to which the concept of labelling contributes to the 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 Marxists concentrate on the influence of the superstructure in explaining the effects of class on crime and deviance and would point to the partisan nature of statistical information gathered by institutions such as the police.
- 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 labelling makes a significant contribution to the study of crime and deviance. 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.

Two relevant, contrasting sociological theories from:

- Functionalism
- Marxism
- New left realism
- Feminism
- Interactionism
- Subcultural
- 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 significance of labelling in the 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. Marks may be awarded for accurate findings.

Studies may include:

Becker (1963) Outsiders

Goffman (1968) Asylums

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 theories section, eg describes more than one strength and/or more than one weakness
- 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
- candidates draw strong contrasts between theories, eg looking at the deviant, at agents of control, structure of society, etc
- candidates discuss the implications of each in terms of solutions to crime and deviance, eg interactionism would look at agents of control, Marxism in ending capitalism.

Question C4 – Mass Media

Analyse the ways media may influence the *socialisation* process. Use **two** contrasting theories and relevant studies in your answer. **(30)**

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

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

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 media and socialisation and a candidate may include definitions and reference to this in their introduction. Candidates may also make more general points about the media such as ownership. 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:

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

Points relating specifically to socialisation and the media could include:

- portrayal of women
- portrayal of minority groups
- stereotyping
- role of media as an agent of social progression
- link to ideology
- language.

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 analyse socialisation and 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 socialisation is linked to the media. 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.

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 marks available for this section.

Evaluation must also relate to the question they have been asked eg in this case the influence of media on socialisation.

Theories could include:

- Functionalism
- Marxism
- Pluralism
- Feminism
- Interactionism
- Hypodermic syringe model
- 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 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. Marks may be awarded for accurate findings.

Studies could include:

Bretl and Cantor: 'The portrayal of men and women in US television commercials' (1988)

Briggs 'Understanding Ageism' (1993)

Lazarsfeld (1955) Personal Influence

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 theories section, eg describes more than one strength and/or more than one weakness
- 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
- 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]