



2009 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 features of action theory.

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

Features of action theory could include:

- action theory is an interpretative micro theory which is interested in the meanings behind the actions of individuals and interpretation of these meanings
- action theory looks to the interaction between social actors in society while regarding individuals as social actors who play meaningful social roles with individual/self consciousness
- action theory uses qualitative data which goes beyond surface explanations.

NB Candidates who describe strengths of action theory should be credited up to full marks depending on quality of answer.

Question A2

Describe two strengths of feminism

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

Answers could include a description of the following points as strengths of feminism:

- Focus on the male dominance of sociology and society which results in unequal opportunities for females.
- There is debate within feminism as it is split into different approaches eg Liberal, Radical and Marxist.
- Liberal feminists – have a separatist agenda focusing on issues of male domination, power and patriarchy.
- Marxist feminists – issues related to class, capitalist system, production and reproduction.

Question A3

Explain two differences between Marxism and functionalism.

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

Answers could include explanation of the following points:

- Marxism analyses the relationship between the base and superstructure whereas functionalism analyses the interaction between and integration of different social institutions.
- Marxism analyses power and conflict in society, such as the uneven distribution of power, eg class stratification and the relationship between the bourgeoisie and the proletariat including the idea of false consciousness/value consensus whereas functionalism analyses the idea of collective consciousness whereby everyone learns through socialisation that working to similar goals is beneficial to all.
- Marxism analyses economic factors in society and the relationships within the means of production whereas functionalism analyses the importance of social values, norms and roles learned through the socialisation process and their contribution to creating harmony.

NB Award 1 mark for differences which are described rather than explained.

Question A4

Structured interviews and non-participant observation are research methods. Describe two features of each of these research methods.

A total of **8 marks** may be awarded for this question. **Up to 2** marks for the description of each feature. For full marks candidates should use the correct sociological terminology.

Answers could include description of the following points:

Structured interviews

- This type of interview is carried out **face-to-face**.
- The interviewer uses **pre-set questions**.
- The **same questions** will be used with each person being interviewed.
- The interviewers get **training** for their job.
- They try to be **objective** when asking questions.
- Researchers have found that people who are being interviewed often give the answer they think the **interviewer wants to hear**.
- Sometimes, the answers are **pre-coded**. This makes it easier for the researcher to analyse the data gathered. For example, in a yes/no answer a 'yes' maybe given a code 1 and a 'no' a code 2. This makes it easier if results are being put into a computer. Although this saves the sociologist time when analysing the data, it does take more time when making up the interview questions.

Non-participant observation

- Sociologists use non-participant observation when they want to **observe natural behaviour**.
- Usually the **observer can be seen** by the people he/she is researching although they **may not know they are being observed**. For this reason this method is considered unethical by some.
- The researcher **may try to disguise** the fact that they are observing other by doing some activity such as reading a newspaper or writing a letter.
- Sometimes a **two-way mirror** may be used or a **microphone** planted in a room to record conversations.

Question A5

*Explain **one** advantage of a secondary method of research you have studied.*

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 explanation of the following points:

Official Statistics

- Saves time, eg using figures which are already collated
- Low cost
- Good at identifying trends.

Visual evidence

- Painting, magazines, video, photographs, etc. can provide information not available in print
- Literally illustrate a point
- Useful for historical comparison.
- Can support other existing information.
- Can make a comment on social life of the time.

Written evidence

- It can provide information which otherwise would not be available. For example, the sociologist cannot go back in time and interview people.
- It can provide a historical view of a topic.
- It can give a social context to a topic. For example, novels may describe social attitudes of a particular time in history.

SECTION B – Socialisation

Question B1

What do sociologists mean by social norms ?

*Give **one** example of a social norm 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 norms. 1 mark for the example of a social norm found in the UK. For full marks candidates should use the correct sociological terminology.

Answers could include description of the following points:

Social norms is the term used by sociologists to describe forms of behaviour which are commonly found in a society or culture. These behaviours can be actual or expected. These actual or expected behaviours are learned through the socialisation process. Social norms in a society/culture may be formal and form part of the legal system or informal. That is they are accepted ways of thinking and behaving but may not be formally written down anywhere.

Examples of a social norm found in the UK could include:

- for children to go to school
- for a person who is ill to go to the doctor
- for doctors to work in hospitals
- to eat with a knife or fork
- to call our parents mother and father
- to pay for our food and clothing with money
- to go out to work to earn that money

Question B2

*Choose **one** social role you have studied. Explain the way in which this social role is different in **two** contrasting cultures.*

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

Answers could include:

British Culture

Role of women still tends to emphasise housework, look after children and go out to work.

Role of men is to go to work and make a contribution to do housework and childcare.

Role of doctor is to treat sick people with drugs and surgery

Jo'hansi culture

Role of women is to gather food close to home.

Role of men is to do the hunting.

Role of healer is to go into a trance and draw the badness out of people.

Trobriander

Role of women is to create own wealth with banana leaves and skirts.

Role of men is to tend yam gardens to create wealth.

Role of Toliwaga is to organise Kula exchanges.

Question B3

Describe the process of secondary socialisation.

A total of **2 marks** may be awarded for this question for describing the process of secondary socialisation.

Secondary socialisation – Takes place from 5 years upwards and involves extended family, friends and others in society such as teachers, preachers, work colleagues and the media. This type of socialisation occurs most once a child has left the family.

Question B4

*Peer groups and the media are **two** secondary agents of socialisation. Describe the contribution of each to the socialisation process.*

A total of **4 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 description of the following points:

Peer group

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

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.

NB No marks should be awarded if candidate describes the contribution of any other agent/s of socialisation.

Question B5

Explain two ways in which education helps to maintain social order.

A total of **6 marks** may be awarded for this question. No marks for identification of secondary agents of socialisation. Up to 3 marks for analysing the way each agent of socialisation contributes to the maintenance of social order. For full marks candidates should use the correct sociological terminology.

Answers could include explanation of the following points:

Education

- 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.

NB No marks should be awarded if candidate describes the contribution of any other agent/s of socialisation.

Question B6

Describe two features of the nature side of the nature versus nurture debate.

A total of **4 marks** are available **-2 marks** for each feature. Good descriptions which use the correct sociological terminology should be awarded the full **4 marks**.

Answers could include description of the following points:

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

SECTION C – Social Stratification

Question C1 – C5

Describe the importance of 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.

C1-C5

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.

C1

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.

C2

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.

C3

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.

C4

Description of age and poverty could include:

- differences based on biological age
- can affect young and old
- culturally relative.

C5

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 mobility or social inequality.

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.

C1

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.

C2

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

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

C3

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.

C4

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

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

C5

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]