



2010 Sociology

Intermediate 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2010

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from the External Print Team, Centre Services, Dalkeith.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's External Print Team, Centre Services, at Dalkeith may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

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 difference and the example covering both sides of the argument and using the correct sociological terminology.

Differences between common sense explanations and sociological explanations of human social behaviour could include description of the following points:

- 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.

Question A2

Describe two features of functionalism.

A total of **4 marks** may be awarded for describing the features in this question. For full marks candidates should describe the features using the correct sociological terminology.

Features of functionalism could include description of the following points:

- 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 A3

Explain one strength of Marxism.

A total of **3 marks** may be awarded for explaining the strength in this question. For full marks candidates should explain the strength using the correct sociological terminology.

Strengths of Marxism could include explanation of the following points:

- analyses the relationship between the base and superstructure
- 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
- analyses economic factors in society and the relationships within the means of production.

Question A4

Describe **two** differences between feminism and action theory.

A total of **4 marks** may be awarded for this question. **Up to 3** marks for each difference described. For full marks candidates should describe the differences using the correct sociological terminology.

Differences between feminism and action theory could include description of the following points:

- feminism looks, in general, to the interaction between men and women whereas action theory, in general, looks to the interaction between all social actors in society
- feminism, in general, sees value imposed by men whereas action theory observes the notion of individual/self consciousness
- feminism is a holistic macro theory whereas Action Theory is an interpretative micro theory.

Question A5

Surveys and case studies are research methods. Describe **one** feature of **each** of these research methods. (4 marks)

Answers could include description of the following points:

Surveys

- Used to gain statistical information that can be used to represent wider populations.
- Involves a pre-set of questions that respondents answer.
- Questions will most likely be 'closed' questions and will be standardised – every respondent is asked the same questions.
- Most answers will be limited to such responses as 'yes', 'no', 'sometimes', 'unsure', or may take the form of factual information, but some scope for open answers.

Case studies

- Often involves systematic and in-depth examination of a single event or case over time.
- Involves detailed study, data collection, analysis of information and reporting of results.
- Often carried out to obtain specific information and understanding.

Question A6

Explain **one** advantage and **one** disadvantage of the use of official statistics as a research method.

A total of **6 marks** may be awarded for this question, **3 marks** for the advantages and **3 marks** for the disadvantages. For full marks candidates should explain the advantage and disadvantage fully whilst using the correct sociological terminology.

Answers could include explanation of the following points:

Advantages

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

Disadvantages

- Statistics may have been gathered for a particular purpose, therefore may be biased.
- Statistics need to be interpreted.
- Could be out of date.

Where candidates describe rather than explain award up to half marks.

SECTION B – Socialisation

Question B1

Describe what sociologists mean by culture.

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

Answers could include description of the following points:

- social inheritance
- behaviour, relationships, language, dress, customs, beliefs which are passed on from one generation to the next
- total way of behaving and thinking which is followed by a particular society. Includes history, traditions, knowledge, skills, values and norms.

Question B2

Describe what sociologists mean by the term values.

A total of **2 marks** may be awarded for this question. The **2 marks** to be awarded for the correct description of the term values.

Answers could include description of the following points:

- the general guidelines as to how people should behave
- ideas and beliefs about what is right and wrong which underpin social behaviour
- the aspects of social life that people in a particular society see as important, such as privacy, honesty, loyalty, justice, competition, kindness, wealth, respect for human life and private property.

Question B3

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

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

Answers could include explanation of the following points:

British culture

- It is a social norm for children to go to school.
- It is a social norm for women to do housework, look after children and go out to work.
- It is a social norm for men to go to work and to do some housework.
- It is a social norm for a person who is ill to go to the doctor.
- It is a social norm for doctors to work in hospitals.

Ju'hoansi culture

- It is a social norm for elders to teach children.
- It is a social norm for women to gather food close to the home.
- It is a social norm for men to do the hunting.
- It is a social norm for a person who is ill to go to the village healer.
- It is a social norm for healers to go into a trance and draw the 'badness' out.

Trobriander culture

- It is a social norm for women to create their own wealth with banana leaves and skirts.
- It is a social norm for men to tend yam gardens to create wealth.
- It is a social norm for the Toliwaga to organise Kula exchanges.

Question B4

Describe the processes of primary socialisation and secondary socialisation.

A total of **4 marks** may be awarded for this question. **2 marks** for describing the process of primary socialisation, and **2 marks** for describing the process of secondary socialisation. For full marks candidates should use the correct sociological terminology.

Answers could include description of the following points:

Primary socialisation

Takes place between 0 – 5 years and mainly involved close family and carers. Takes place in the first few years through contact with parents, grandparents, siblings and other people close to the family.

Secondary socialisation

Takes place from 5 years upwards and involves extended family, friends and others in society such as teachers. Occurs most once child has left the close circle of the family.

Question B5

Agents of socialisation include:

- *family*
- *education*
- *peer groups*
- *religion*
- *work*
- *media.*

*Describe the way in which any **two** of these agents contributes to the process of socialisation.*

A total of **4 marks** may be awarded for this question for describing the way the chosen 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:

Family

- Where primary socialisation takes place.
- Where one learns respect, obedience, manners.
- Where one learns about the expectations of different roles.
- Provides one with a warm and secure environment.
- Is, for some, a place of abuse and violence.

Education

- Teachers' formal skills, including IT, reading, writing and arithmetic.
- Teachers' informal skills, including how to make friends, how to respect authority, how to abide by a dress code.
- The 'hidden curriculum' encourages children to learn and conform to the values and norms of society.
- Some sociologists argue that the norms and values being enforced in the education system are more applicable to some groups than others.
- Other argue that the norms and values being taught in schools will allow the child to be integrated into society.

Peer groups

- An important agent of socialisation (especially in adolescence).
- Influences what one does and thinks in terms of clothes, lifestyles, sexual experiences, social activities, music and attitudes.
- The peer group is important in forming one's identity and can be a source of support and understanding.
- The peer group could encourage one to participate in acts of delinquency.

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.
- Develop a sense of responsibility and how to function as part of a team function.
- Provides one with a sense of identity.
- Way of passing on skills and knowledge.

Religion

- Can be highly influenced in some cultures.
- May have less effect in modern UK society.
- Some sociologists argue that religion keeps society together by encouraging common beliefs and providing guidelines for behaviour.
- Others argue that religion justifies the existence of inequalities in society, encouraging people to accept them.
- Some argue that traditional role of religion as an agent of socialisation has been taken over by the media.

Media

- Refers to forms of communication (eg TV, Internet, DVDs, CDs, newspapers) that reach a global audience.
- Involved in formal and informal socialisation.
- Some sociologists argue that the media educate us.
- Others argue that they indoctrinate or brainwash us.
- Some sociologists argue that the media reflect societal values.
- Others argue that they set social values and may have taken over role of other agents such as religion and education – in some cases.

Question B6

*Explain **one** way in which socialisation contributes to social order.*

A total of **3 marks** may be awarded for this question. The **3 marks** to be awarded for the correct explanation of how socialisation to social order. For full marks candidates should use the correct sociological terminology.

Answers could include explanation of the following points:

- learning the formal and informal rules of society
- learning about the different roles different individuals play in society
- learning about norms, values, roles and culture where brought up
- helps individuals to predict behaviour and learn appropriate responses to others
- socialisation process ensures individuals behave in acceptable manner.

Question B7

Briefly describe the nature versus nurture debate.

A total of **4 marks** are available, **2 marks** for each side of the debate. For full marks candidates should use the correct sociological terminology.

Answers could include description of the following points:

Nature

- Refers to genetic inheritance.
- Social behaviour can be solely explained by genetic disposition.
- Little chance of changing or influencing behaviour.
- People are born with certain pre-dispositions.

Nurture

- Social inheritance.
- Social behaviour is learned.
- Implies differences in behaviour arise due to different socialisation.
- Behaviour is learned through socialisation.

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 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 mobility 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]