



External Assessment Report 2009

Subject	Sociology
Level	Intermediate 2

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

Comments on candidate performance

General comments

This was the third presentation of the reviewed Sociology Intermediate 2 Examination. It continued to be a more robust, and exacting examination than previous years. This was a deliberate outcome of the review process.

Areas in which candidates performed well

Section A – The Sociological Approach

- Questions A1 and A3 were answered best by candidates who achieved an A pass.
- Questions A2, A4, A5 and A6 and were answered well.

Section B – Socialisation

- Questions B2 and B5 were answered best by candidates who achieved an A pass.
- Questions B1, B3, B4 and B6 were all answered well.

Section C – Social Stratification

- Similarly to the first two years of presentation this question was answered very well. Once again this was very gratifying because it was anticipated that candidates would find this question demanding as it required an essay type answer. One explanation could have been that candidates could prepare well for this question and candidates had obviously studied the topic areas very well.

Areas which candidates found demanding

Section A – The Sociological Approach

- Question A1. Candidates who achieved an A pass answered this question well. Most other candidates did not answer this question well and produced some poor features of action theory. Therefore, many answers were disappointing, with many candidates gaining no marks. It was thought these candidates could have been prepared better by centres.
- Question A3. Candidates who achieved an A pass answered this question well. Most other candidates did not answer this question well with many answers being descriptive rather than evaluative. This was disappointing and it was thought these candidates could have been prepared better by centres.

Section B – Socialisation

- Question B2. Candidates who achieved an A pass answered this question well. Most other candidates did not answer this question well with many answers being descriptive rather than evaluative. This was disappointing and it was thought these candidates could have been prepared better by centres.
- Question B5 required candidates to explain two ways in which education helps to maintain social order. Candidates who achieved an A pass answered this question well. Most other candidates did not answer this question well. Those who did not answer it well had difficulty explaining ways in which education helps to maintain social order. Many candidates gave descriptive answers about education as an agent of socialisation rather than giving evaluative answers. Again this was disappointing and it was thought these candidates could have been prepared better by centres.

Section C – Social Stratification

This question gave candidates a choice from five aspects of Social Stratification in which to demonstrate their understanding of the topic area. Most candidates chose Social Class and Gender. A few candidates chose Race and Ethnicity and even fewer chose Age but no candidates chose Disability. This suggested restrictive teaching of the five aspects available for study.

Advice to centres for preparation of future candidates

- Candidates should be encouraged to read all of the instructions and questions in the examination paper carefully, in order to avoid missing or misinterpreting any instructions/questions.
- Candidates should be encouraged to write full answers and not very brief (sometimes one word) answers.
- Candidates must be able to provide evaluative answers when explanation is asked for. Many candidates still answer this type of question in a descriptive way and they do not gain full marks as a result. Therefore candidates should be prepared by centres to provide answers that contain explanation as well as descriptive answers.
- Candidates should be reminded that questions will be based on a sample drawn from all three Intermediate 2 Units. As such centres should prepare candidates for the whole syllabus, rather than particular aspects of it.
- Candidates should be instructed to avoid the use of stereotypes when answering questions.
- Some candidates used studies when answering Section C. Studies are not required at Intermediate 2 level. It was felt that some of the candidates referred to would have benefited from being presented at Higher level. Centres should ensure that candidates are being presented at the correct level

Statistical information: update on Courses

Number of resulted entries in 2008	215
Number of resulted entries in 2009	150

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 70				
A	38.0%	38.0%	57	49
B	21.3%	59.3%	32	42
C	14.7%	74.0%	22	35
D	4.7%	78.7%	7	31
No award	21.3%	100.0%	32	-

General commentary on grade boundaries

- While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- Where standards are comparable to previous years, similar grade boundaries are maintained.
- An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.