

C228/SQP298

Sociology
Higher

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Sociology (Higher)

The purpose of this document is to provide:

- Details of the structure of the External Assessment in this Course
- Guidance on how to use information gathered from a Question Paper appropriate for this Course to estimate candidate performance.

Part 1:

This part of the Course Assessment Specification details the structure of the External Assessment in this Course

The External assessment:

- ◆ consists of 1 question paper
- ◆ has 3 Sections
- ◆ has a total mark allocation of **100** marks
- ◆ has a time allocation of **2 hours 40 minutes**
- ◆ will assess approximately **50%** knowledge and understanding and **50%** critical analysis and evaluation
- ◆ will assess integration of knowledge and understanding, and critical analysis and evaluation, across the Units and options within Units
- ◆ will use language appropriate to the reading range expected of Higher candidates in any case study or stimulus.

Question Paper

The Question Paper contains **three** Sections - a summary of the content of each section appears below:

Section A: examines the content of the *Studying Human Society: The Sociological Approach (Higher)* Unit

Section B: examines the content of the *Understanding Human Society 1 (Higher)* Unit

Section C: examines the content of the *Understanding Human Society 2 (Higher)* Unit

Detailed guidance on the content of each Section is given below.

Section A: Studying Human Society: The Sociological Approach

This section will examine the content of the *Studying Human Society: The Sociological Approach (Higher)* Unit:

- it will contain a range of **5-8 restricted response questions**
- the questions will sample across the mandatory content of this unit
- **all** candidates will answer **all** questions in this section.

The nature of the questions in this Section is outlined below:

- a question will be set on the difference between the sociological approach and a “common sense” approach
- there will be sampling across various theories
- there will be sampling across different research methods.

There is no choice in this Section of the Question Paper.

Section A – total marks 40

Section B: Understanding Human Society 1

This section will examine the content of the *Understanding Human Society 1(Higher)* Unit:

- it will contain **1 essay question**
- the question will relate to **one** of the **two** topics in this unit, either class stratification or education
- the question will sample across the mandatory content in relation to the relevant topic
- **all** candidates will answer this question.

The nature of the question in this Section is outlined below:

- this question will be an essay
- candidates will be expected to:
 - give an introduction which sets out how they will respond to the question
 - consider the work of at least 2 contrasting theorists
 - investigate at least 2 studies in relation to one aspect
 - state a conclusion which includes a summary of their discussions and offers evaluative comments.

There is no choice in this Section of the Question Paper.

Section B – total marks 30

Section C: Understanding Human Society 2

This section will examine the content of the *Understanding Human Society 2 (Higher)* Unit:

- it will contain **4 essay questions**
- the questions will relate to **each** of the **four** topics in this unit, ie. family; welfare and poverty; crime and deviance; mass media;
- the question will sample across the mandatory content in relation to the relevant topics
- **all** candidates will answer **one** question.

The nature of each question in this Section is outlined below:

- this question will be an essay
- candidates will be expected to:
 - give an introduction which sets out how they will respond to the question
 - consider the work of at least 2 contrasting theorists
 - investigate at least 2 studies in relation to one aspect
 - state a conclusion which includes a summary of their discussions and offers evaluative comments.

Candidates will choose to answer one question from the four questions.

Section C – total marks 30

The Added Value of the Course

Achieving success in the Course requires some additional skills and abilities over and above those involved in passing individual Units. These are detailed in the Assessment section of the Course Arrangements and include:

- answering questions in which the more complex skills of critical analysis and evaluation attract a higher proportion of the marks available than is the case in Unit assessment
- demonstrating the ability to apply and adapt the skills of critical analysis and evaluation in a variety of contexts
- demonstrating the ability to integrate and retain knowledge and skills across the component Units of the Course on a single occasion.

When selecting questions, the points above should be kept in mind. All sections of the Question Paper provide opportunities to address these points. In particular, attention should be paid to the balance between knowledge and understanding (**KU**) and analysis and evaluation (**AE**).

In the Unit assessment the balance is: **60% KU and 40% AE,**
In the Course assessment the balance is: **50% KU and 50% AE.**

Part 2

This part of the course assessment specification provides guidance on how all components contribute to the course award. It also indicates how to use the assessment information gathered from these components to estimate candidate performance.

The Course assessment is based on one Question Paper which contains 3 Sections:

Question Paper	Mark Range
Section A: Studying Human Society: The Sociological Approach	40
Section B: Understanding Human Society 1	30
Section C: Understanding Human Society 2	30
Total Marks	100

The mark range for each Section of the paper reflects the weighting given to each of the Units which make up the course.

In the Higher Sociology Course, cut-off scores are set at approximately 70% for grade A and 50% for grade C with B grade falling midway at between 60% and 69%.

The following table gives an indication of appropriate cut-off scores:

Grade	Band	Mark Range
A	1	85 - 100
A	2	70 - 84
B	3	65 - 69
B	4	60 - 64
C	5	55 - 59
C	6	50 - 54
D	7	45 - 49
NA	8	40 - 44
NA	9	0 - 39

The cut-off scores may be lowered if the question paper turns out to be more demanding. Alternatively, they may be raised if question paper turns out to be less demanding.

Worked example

- In a centre's own prelim, a candidate scores a total mark 61/100.
- The centre's view is that their prelim is slightly less demanding than the SQA examination.
- Using the mark range, a realistic estimate will be **band 5** rather than band 4.

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Sociology
Higher

Time: 2 hrs 40 mins

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Specimen Question Paper
for use in and after session 2006/07

Candidates must answer **all** questions in Section A and Section B and **one** question from Section C.

Section A is worth 40 marks, and each question in Sections B and C are worth 30 marks.

This gives a total of 100 marks for this question paper.

Section A—Studying Human Society: The Sociological Approach

Marks Code

Answer **all** questions in this Section.

- | | | |
|--|-------------|-----------|
| A1. Describe two differences between sociological and common sense explanations. | 4 | KU |
| A2. Describe two key features of action theories. | 4 | KU |
| A3. Explain two key features of Marxist theories. (Reference to neo-Marxist theories will gain no credit as the question asks for classical Marxist theories.) | 6 | AE |
| A4. Explain two differences between structural and action theories. | 6 | AE |
| A5. Describe two differences and one similarity between functionalist and neo-Marxist theories. | 6 | KU |
| A6. Describe two key features of participant observation. | 4 | KU |
| A7. Hypothesis and operationalisation are two steps in the research process. Describe the way each of these steps works. | 4 | KU |
| A8. Explain one strength and one weakness of symbolic interactionism. | 6 | AE |
| | (40) | |

Section B—Understanding Human Society 1

Marks Code

Answer this question.

B1. Education

Evaluate the contribution recent changes in UK education have made towards reducing **gender inequalities**. Use contrasting theories and relevant studies to support your answer.

16 KU

14 AE

(30)

Section C—Understanding Human Society 2

Marks Code

Answer **one** question from C1, C2, C3 or C4.

C1. The family

Explain the extent to which **conjugal roles** have changed in modern families in the UK. Use contrasting theories and relevant studies to support your answer.

16 KU
14 AE
(30)

C2. Welfare and poverty

There is a perception that the widening gap between rich and poor is not based on social class inequality alone.

Analyse the extent to which poverty is linked to **gender**. Use contrasting theories and relevant studies to support your answer.

16 KU
14 AE
(30)

C3. Crime and deviance

Evaluate the influence of **labelling and the self-fulfilling prophecy** on crime and deviance. Use contrasting theories and relevant studies to support your answer.

16 KU
14 AE
(30)

C4. Mass media

The mass media often faces accusations of bias.

Analyse the extent to which the accusations of **bias** are deserved. Use contrasting theories and relevant studies to support your answer.

16 KU
14 AE
(30)

[END OF SPECIMEN QUESTION PAPER]

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Specimen Marking Instructions
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GENERAL GUIDELINES FOR ALL SECTIONS

All questions in this paper provide scope for candidates to demonstrate sociological knowledge, understanding and skills at different levels.

For all sections, ½ 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.

Lists are not exhaustive and markers should award marks if other valid theories are being used in an appropriate manner.

Any other relevant points made should be credited as appropriate.

GENERAL GUIDELINES FOR SECTION A

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 answers that are merely descriptive 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 should be linked appropriately
- list-type or bullet point answers should be awarded *no more* than **one** mark for each point to total no more than half the available marks
- answers that are made up of disconnected words and/or phrases should be awarded *no more* than **one** mark for each point to total 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 “sociological explanations would argue that women have been socialised into housework, non sociological explanations do not”.

GENERAL GUIDELINES FOR SECTIONS B AND C

Questions are worth **30 marks** and require evaluation. The marking guideline is as follows:

Introduction:	4 marks	4 KU	
Evaluation of two contrasting theories:	12 marks	6 KU	6 AE
Evaluation of two relevant studies:	10 marks	6 KU	4 AE
Conclusion/further evaluation:	4 marks		4 AE
		Total 16	14

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg *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 in the detailed marking instructions for each question.

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:

- 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.

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.

Specific Marking Information

Weighting of Questions: Knowledge and Understanding—Approximately 50% of mark
 Analysis and Evaluation—Approximately 50% of mark

Weightings of mark allocations shown in the table are approximate, and should be flexibly rather than rigidly interpreted.

<i>Assessment objective</i>	<i>Generic requirements</i>
Knowledge and understanding	<ul style="list-style-type: none"> • Accurate, relevant and detailed knowledge of content is demonstrated. • The information is presented in a coherent manner. • Information is communicated effectively using accurate terminology.
Analysis and evaluation	<ul style="list-style-type: none"> • Analysis of concepts, processes, evidence, etc is shown, and/or • Evaluation is balanced and informed.

Question No	Question	Approx Marks weightings: 50% KU – 50% AE
A1.	<p>Q Describe two differences between sociological and common sense explanations.</p> <p>MI Candidates can be awarded up to 4 marks if they make two elaborated differences. For example, if a candidate states 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. 2 marks should be awarded for each elaborated difference.</p> <p>Answers may include the following:</p> <ul style="list-style-type: none"> • common sense explanations are based purely on opinion whereas sociological explanations are based on particular theories which have been tested through research • common sense explanations may be individualistic or naturalistic whereas sociological explanations attempt to be value free or acknowledge role of values in formulating theories • common sense explanations lack objectivity whereas sociological explanations attempt to be value free or acknowledge role of values in formulating theories. 	4

Question No		Question	Approx Marks weightings: 50% KU – 50% AE	
A2.	Q	Describe two key features of action theories.	4	
	MI	<p>Candidates can be awarded up to 4 marks for this question.</p> <p>Candidates who describe two features accurately using technical phrases such as “agency” or “interpretation”, “social actor”, etc, and/or use elaboration and/or exemplification should be given 2 marks for each feature described. However, such terms must be placed within an appropriate context and not merely stated.</p> <p>Action theories – features could include:</p> <ul style="list-style-type: none"> • focus is on social interaction of groups and individuals • focused on and interested in social processes • centres on the notion of the social actor and social roles • meaning and interpretation is important • social action is created not given. 		
A3.	Q	Explain two key features of Marxist theories. (Reference to neo-Marxist theories will gain no credit as the question asks for classical Marxist theories.)		6
	MI	<p>Candidates can be awarded up to 6 marks for this question.</p> <p>Candidates’ answers should seek to explain their points and not merely describe. Award up to 3 marks per relevant explanation.</p> <p>The following is indicative and not exhaustive but answers may include:</p> <ul style="list-style-type: none"> • conflict theory stresses the role of class struggle in society; two main classes – the proletariat and the bourgeoisie • society is organised under capitalism; aim of the bourgeoisie is to maximise profit and to keep the wages of the proletariat in check • notion of false consciousness; role of base and superstructure in formation of ideology • notion of ultimate revolution as the proletariat lose their false consciousness and rise up against the bourgeoisie to establish socialism. 		

Question No		Question	Approx Marks weightings: 50% KU – 50% AE	
A4.	Q	Explain two differences between structural and action theories.		6
	MI	<p>Candidates can be awarded up to 6 marks if they explain two elaborated differences.</p> <p>NB Candidates who answer this question by referring to specific action and/or structural theories should be able to attain full credit.</p> <p>Differences between structure and action theories—answers could include:</p> <ul style="list-style-type: none"> • 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 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 the human agency but do not see it as central to the understanding of society. 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 v consensus) whereas action theories tend to concentrate on interaction between individuals and small groups. 		
A5.	Q	Describe two differences and one similarity between functionalist and neo-Marxist theories.	6	
	MI	<p>Candidates can be awarded up to 6 marks for this question.</p> <p>Question requires candidate to describe two differences and one similarity.</p> <p>Differences between the two perspectives include:</p> <ul style="list-style-type: none"> • functionalism is an example of a consensus theory and stresses harmony, integration and stability, whereas conflict theory stresses conflict, struggle and change • functionalist theorists stress value consensus whereas neo-Marxists stress values imposed by powerful groups—concept of hegemony • functionalist theorists tend to see the structure of society being made up of social institutions whereas neo-Marxists see the structure as infrastructure base and superstructure and place particular emphasis on the superstructure. 		

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<ul style="list-style-type: none"> • functionalist theorists stress cooperation between, and interdependence of, social institutions, whereas, although neo-Marxist theorists acknowledge interdependence of social institutions, they do not see relations as harmonious • functionalist theorists see functional unity between different institutions and roles in society, whereas neo-Marxist theorists emphasise conflict and contradictions in society • functionalist theorists explain everything in terms of the function it performs with emphasis on stability and integration, whereas neo-Marxist theorists explain things in terms of their causes and development. <p>Similarities include:</p> <ul style="list-style-type: none"> • both seek to explain individual behaviour in terms of structural factors, the influence of institutions such as education and the family on individuals • both see society as system with a structure with inter-related structures. <p>If candidate simply identifies differences and a similarity then award 1 mark for each one identified. If candidate makes a clear distinction between each perspective award 2 marks for each one.</p>		
A6.	<p>Q Describe two key features of participant observation.</p> <p>MI Candidates can be awarded up to 4 marks for this question. Allow up to 2 marks per developed feature.</p> <p>Participant observation:</p> <p>Key features:</p> <ul style="list-style-type: none"> • researcher becomes a participant in the group/behaviour s/he wishes to study; • has to “get in”, “stay in” and “get out”; • high level of researcher involvement – time consuming and costly; • can provide a realistic picture of the behaviour studied; • can be difficult to record data; • can be dangerous; • can be biased; • may be difficult to generalise findings; • Hawthorne effect. 	4	

Question No		Question	Approx Marks weightings: 50% KU – 50% AE	
A7.	Q	Hypothesis and operationalisation are two steps in the research process. Describe the way each of these steps works.	4	
	MI	<p>Candidates can be awarded up to 4 marks for this question. 2 marks for description of each stage.</p> <p>Hypothesis:</p> <ul style="list-style-type: none"> a particular idea that the sociologist wants to explore, set out as a statement or series of statements or predictions which he/she then tests by carrying out research. <p>Operationalisation:</p> <ul style="list-style-type: none"> deciding how to put the research into practice. Includes four sub-stages: defining concepts; choosing a sample; choosing a method; deciding on specific measurements. (It is not necessary for candidates to include all of the sub-stages to gain full marks.) 		
A8.	Q	Explain one strength and one weakness of symbolic interactionism.		6
	MI	<p>Award up to 6 marks for this question—up to 3 marks for one strength and up to 3 marks for one weakness that is explained.</p> <p>Answers may include the following:</p> <ul style="list-style-type: none"> Action theory—emphasising small-scale interaction between individuals and small groups Symbolic interactionism—associated with the work of George Herbert Mead—has strong emphasis on the way humans interact. The “symbolic” concept is significant as Mead argues that humans can think symbolically, eg through language. This enhances the type of interactions humans can have and allows them to develop self-concept and self-consciousness Notion of the self—through symbolic interaction and significant others. <p>This list is not exhaustive but explanation is required. Do not credit answers that merely describe key features. Use of technical language is required in this answer, for instance significant others.</p>		
Total			22	18

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
B1	<p>SECTION B</p> <p>Education</p> <p>Q Evaluate the contribution recent changes in UK education have made towards reducing gender inequalities. Use contrasting theories and relevant studies to support your answer. (30)</p> <p>MI The question is specifically about recent changes in reducing gender inequalities and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.</p> <p>Introduction</p> <p>Up to 4 marks should be given to this part of the discussion.</p> <p>This section can include general points about the topic or may relate more specifically to the question asked.</p> <p>Candidates are asked to discuss changes in education and the effect such changes have on gender inequality and the introduction may include definitions and reference to this. Candidates may also make more general points about changes in education. Recognition of significant changes and effects on gender inequality. 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.</p> <p>This could include introductory remarks, key features and definitions of education, such as:</p> <ul style="list-style-type: none"> • contributes to the socialisation process including formal and informal, secondary and anticipatory • provides society with a skilled workforce • range of provision available • academic and vocational aspects. <p>However, this could also include an introduction to major, recent changes.</p> <p>Major changes:</p> <ul style="list-style-type: none"> • focus should be on relatively recent changes such as New Labour policies of national testing, league tables, PPP, etc • may also include—Conservative policies 1979–97 eg Parents charter; 1960s—introduction of comprehensive schools • life-long learning • changes must be linked to gender inequality (or its reduction), eg recent Scottish Executive initiatives to improve the performance of boys in school. 	4	

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Candidates should focus their answer on gender inequality.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>Theories</p> <p>Up to 12 marks are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> • candidates are required to use the theories to discuss changes in education and if/to what extent they have contributed to the reduction of gender inequality in education • 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 interactionism and labelling • 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 education and the extent to which they have contributed to the reduction of gender inequality, for instance to what extent would feminists agree/disagree that there are no barriers to education/attainment. <p>Additional points may be awarded additional marks from the conclusion/further evaluation.</p> <p>Candidates, who highlight all of the aspects above and do so in a cogent manner, using the points to discuss changes in education, should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Theories could include:</p> <ul style="list-style-type: none"> • functionalist • Marxist • Weberian • neo-Marxist • interactionist • feminist • any other pertinent sociological theory. <p>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 recent changes in reducing gender inequality.</p>	6	6

Question No	Question	Approx Marks weightings: 50% KU – 50% AE
C1	<p>SECTION C</p> <p>The family</p> <p>Q Explain the extent to which conjugal roles have changed in modern families in the UK. Use contrasting theories and relevant studies to support your answer. (30)</p> <p>MI The question is specifically about conjugal roles and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.</p> <p>Introduction</p> <p>Up to 4 marks could be given to this part of the answer. Candidates are asked to discuss main changes in conjugal roles and the introduction may include definitions and reference to this. Candidates may also make more general points about changes in the family. Recognition of significant changes in the family such as family size and changes in family structure—in terms of the effect on conjugal roles should be credited.</p> <p>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.</p> <p>Introduction:</p> <ul style="list-style-type: none"> • 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. <p>Changing roles may include the following:</p> <ul style="list-style-type: none"> • reducing family size as a result of changing job market • changes in labour market and effects on women within family life • changing patterns of work and effects on family life and roles within the family • change in family structure—takes many forms, eg nuclear, extended, reconstituted, lone parent and the effects on conjugal roles. <p>Candidates should focus their answer on conjugal roles.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p>	4

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Theories</p> <p>Up to 12 marks are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> • 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 conjugal roles and the extent to which they have contributed to changes in the modern family, for instance to what extent would feminists agree/disagree that there have been significant changes in conjugal roles in the UK. <p>Additional points may be awarded additional marks from the conclusion/further evaluation.</p> <p>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:</p> <ul style="list-style-type: none"> • functionalist • Marxist • feminist • any other pertinent sociological theory. <p>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 extent to which conjugal roles have changed.</p>	6	6

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Studies</p> <p>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 <i>more than one</i> study. To gain full marks candidates must include the following for each study:</p> <ul style="list-style-type: none"> • findings for up to 3 marks • if they support/refute the theory/argument (evaluation) for up to 2 marks. <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>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.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p> <p>Studies could include: Ferri and Smith: “Parenting in the 1990s” (1995) Gershuny: “Changes in the domestic division of labour in the UK 1975–1987” (1992)</p> <p>Further Evaluation</p> <p>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.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> • candidate gives details that are pertinent to, and enhance, the discussion • evaluation is over and above that required in the theory 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—liberal feminists are good at explaining changes to conjugal roles that have resulted in greater equity. 	6	4
			4

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
C2	<p>Welfare and poverty</p> <p>Q There is a perception that the widening gap between rich and poor is not based on social class inequality alone.</p> <p>Analyse the extent to which poverty is linked to gender. Use contrasting theories and relevant studies to support your answer. (30)</p> <p>MI The question is specifically about poverty and gender and candidates may refer to this in their introductory remarks and must address this issue in their discussion.</p> <p>Introduction</p> <p>Up to 4 marks could be given to this part of the answer. Candidates are asked to discuss the extent to which poverty and gender are linked and may include definitions and reference to this in their introduction. Candidates may also make more general points about poverty, stratification and gender. 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.</p> <p>Introduction:</p> <p>This may include general points relating to the study of poverty or introduce the discussion on the links between poverty and gender. These may include:</p> <ul style="list-style-type: none"> • differences in absolute and relative poverty • poverty is socially distributed • some groups affected more than others, eg the elderly and the unemployed • the relationship between poverty and the stratification system. <p>Points relating more specifically to poverty and gender could include:</p> <ul style="list-style-type: none"> • children and women particularly affected by poverty • effects include malnourishment, under nourishment, morbidity and self-esteem • the underclass and marginalisation • changes in the labour market, such as the increase in part-time work and temporary contracts • the relationship between poverty and social policy. <p>Candidates should focus their answer on the relationship between gender and poverty.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p>	4	

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Theories</p> <p>Up to 12 marks are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> • candidates are required to use the theories to discuss the extent to which there is a link between poverty and gender • 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 • 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 gender is linked to poverty. <p>Additional points may be awarded additional marks from the conclusion/further evaluation.</p> <p>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.</p> <p>Theories might include:</p> <ul style="list-style-type: none"> • individualistic • Marxist • conflict • New right • subcultural • culture of poverty • any other pertinent sociological theory. <p>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 gender and poverty.</p>	6	6

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Studies</p> <p>Up to 10 marks could be given to this part of the answer. Candidates must use studies linked to the theories previously evaluated 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:</p> <ul style="list-style-type: none"> • findings for up to 3 marks • if they support/refute the theory/argument (evaluation) for up to 2 marks. <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>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.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p> <p>Studies could include: Glendinning and Miller: “Women and poverty in Britain: the 1990s” (1994) Lister: “Women and Poverty” (1995)</p> <p>Further Evaluation</p> <p>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.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> • candidate gives details that are pertinent to, and enhance, the discussion • evaluation is over and above that required in the theory section, eg describes more than one strength and/or more than one weakness • evaluation is over and above that required in the study 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, change to distribution of wealth, etc • candidates point out that definitions and measurement of poverty carry political implications. For example, in the UK measurement of relative poverty has greater emphasis than that of absolute poverty. 	6	4
			4

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
C3	<p>Crime and deviance</p> <p>Q Evaluate the influence of labelling and the self-fulfilling prophecy on crime and deviance. Use contrasting theories and relevant studies to support your answer. (30)</p> <p>MI The question is specifically about the influence of labelling and the self-fulfilling prophecy on crime and deviance, and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.</p> <p>Introduction</p> <p>Up to 4 marks could be given to this part of the answer. Candidates are asked to discuss the effects social class has on crime and deviance and an introduction 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.</p> <p>General points may include:</p> <ul style="list-style-type: none"> • definition of crime and deviance • deviance as a social construct • relationship between class and deviance • crime statistics. <p>Points relating more specifically to the relationship between labelling and the self-fulfilling prophecy and crime and deviance may include:</p> <ul style="list-style-type: none"> • labelling as an interactionist perspective • the self-fulfilling prophecy as a consequence of labelling • the concepts of primary and secondary deviation • the concept of mortification. <p>Candidates should focus their answer on the relationship between crime and deviance and labelling and the self-fulfilling prophecy.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p>	4	

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Theories</p> <p>Up to 12 marks are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> • candidates are required to use the theories to discuss the influence of labelling and the self-fulfilling prophecy on 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, Lemert concentrates on primary and secondary deviation in explaining the effects of labelling and the self-fulfilling prophecy • 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 crime and deviance are affected by labelling and the self-fulfilling prophecy. <p>Additional points may be awarded additional marks from the conclusion/further evaluation.</p> <p>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.</p> <p>Theories might include:</p> <ul style="list-style-type: none"> • functionalism • Marxism • feminism • interactionism • subcultural • any other pertinent sociological theory. <p>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 influence of labelling and the self-fulfilling prophecy on crime and deviance.</p>	6	6

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Studies</p> <p>Up to 10 marks could be given to this part of the answer. Candidates must use studies linked to the theories previously evaluated to support their discussion and for full marks candidates need to discuss <i>more than one</i> study. To gain full marks candidates must include the following for each study:</p> <ul style="list-style-type: none"> • findings for up to 3 marks • if they support/refute the theory/argument (evaluation) for up to 2 marks. <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>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.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p> <p>Studies could include: Becker: “Outsiders” (1963) Goffman: “Asylums” (1968)</p> <p>Further Evaluation</p> <p>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.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> • candidates gives details that are pertinent to, and enhance, the discussion • evaluation is over and above that required in the theory section, eg describes more than one strength and/or more than one weakness • evaluation is over and above that required in the study 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. 	6	4

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
C4	<p>Mass media</p> <p>Q The mass media often face accusations of bias. Analyse the extent to which the accusations of bias are deserved. Use contrasting theories and relevant studies to support your answer. (30)</p> <p>MI The question is specifically about bias in the media and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.</p> <p>Introduction</p> <p>Up to 4 marks could be given to this part of the answer. Candidates are asked to discuss the media and bias and an introduction 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.</p> <p>General points may include:</p> <ul style="list-style-type: none"> • the concept of bias can be applied in various ways, eg gender, political bias • forms of mass media eg TV, newspapers, magazines, books, etc • purpose of the media—to inform/make money? • does the media reflect or set social values • ownership and control. <p>Points relating specifically to bias and the media could include:</p> <ul style="list-style-type: none"> • portrayal of women • role of media as an agent of social progression • link to ownership • link to ideology. <p>Candidates should focus their answer on bias in the media.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p>	4	

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Theories</p> <p>Up to 12 marks should be given to this part of the discussion. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> • candidates are required to use the theories to discuss bias 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 bias in the media is an issue. <p>Additional points may be awarded additional marks from the conclusion/further evaluation.</p> <p>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.</p> <p>Theories could include:</p> <ul style="list-style-type: none"> • pluralist • Marxist • neo-Marxist • feminist • any other pertinent sociological theory. <p>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 bias in the media.</p> <p>Studies</p> <p>Up to 10 marks could be given to this part of the answer. Candidates must use studies linked to the theories previously evaluated 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:</p> <ul style="list-style-type: none"> • findings for up to 3 marks • if they support/refute the theory/argument (evaluation) for up to 2 marks. 	6	6
	<p>Studies</p> <p>Up to 10 marks could be given to this part of the answer. Candidates must use studies linked to the theories previously evaluated 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:</p> <ul style="list-style-type: none"> • findings for up to 3 marks • if they support/refute the theory/argument (evaluation) for up to 2 marks. 	6	4

Question No	Question	Approx Marks weightings: 50% KU – 50% AE	
	<p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>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.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p> <p>Studies could include: Bretl and Cantor: “The portrayal of men and women in US television commercials” (1988) Biggs: “Understanding ageism” (1993)</p> <p>Further Evaluation</p> <p>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.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> • candidates give details that are pertinent to, and enhance, the discussion • evaluation is over and above that required in the theory section, eg describes more than one strength and/or more than one weakness • evaluation is over and above that required in the study 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. <p style="text-align: center;"><i>[END OF SPECIMEN MARKING INSTRUCTIONS]</i></p>		4

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