



## Course Report 2015

Subject	Sociology
Level	National 5

The statistics used in this report have been compiled before the completion of any Post-results Services requests.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors 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 assessment and marking instructions for the examination.

## **Section 1: Comments on the assessment**

### **Component 1: Question paper**

The question paper was a rigorous assessment of the Course and candidates were clearly well prepared for this, on the whole. The questions allowed for candidates to demonstrate in-depth understanding of sociology and applications suitable to this level. As this is the entry level for this subject, there is also opportunity for candidates to display a basic understanding of sociological concepts and most were able to do this.

### **Component 2: Assignment**

The instructions were improved from the previous year through slight changes to the marking instructions, which makes it clearer to candidates, centres and Markers where marks will be allocated. Overall, the topics chosen showed variety, though there are some candidates who take a non-sociological approach. The assignment meets its intended purpose of providing an introduction to sociological research and applying findings to an issue, without taking part in primary research.

## **Section 2: Comments on candidate performance**

### **Component 1: Question paper**

The question paper showed a variety of responses which ranged in quality as would be expected. Most candidates were able to recall knowledge and show understanding. Many candidates were able to apply sociological theories and concepts. Time did not seem to be a constraint for the majority of candidates.

### **Component 2: Assignment**

There was clearly a better understanding from candidates and centres about the demands of the assignment. Candidates generally scored well in most sections, though a few restricted themselves by choosing non-sociological topics or taking a non-sociological approach to the topic they had chosen. Candidates generally scored well in the assignment.

## **Section 3: Areas in which candidates performed well**

### **Component 1**

In general, the 'describe' questions were done well, such as:

Question 1 (a): Most candidates were able to describe the disadvantages of questionnaires.

Question 2 (b): Most candidates were able to describe both terms and give appropriate examples.

Question 2 (c) (i): Most candidates were able to describe identity.

## **Component 2**

The assignment was generally handled well, in particular most candidates were able to identify sources and recognise the significant findings of the sources. The comparison of sociological and 'common sense' was explained better than in the previous year by most candidates.

Most candidates were able to make some link between sociological theories and concepts and their topic.

## **Section 4: Areas in which candidates found demanding**

### **Component 1**

Question 1 (b): Many candidates were not able to explain an advantage or disadvantage of a research method producing quantitative data which was not a questionnaire. Although some candidates named a method correctly, what they described was in fact a questionnaire.

Question 2 (a): Some candidates did not make reference to sources and/or research evidence in their response.

Question 3 (c): Many candidates were not able to talk about the mandatory studies in (i) and (ii). Candidates should be familiar with the mandatory studies and be prepared to answer questions on them.

### **Component 2**

Some candidates were either not able to produce a sociological topic or were not able to apply sociological concepts to make their topic sociologically relevant. Before attempting the assignment, candidates should be clear about the sociological meaning of the term 'social issue'.

## **Section 5: Advice to centres for preparation of future candidates**

### **Component 1: Question paper**

Candidates should be familiar with both mandatory studies within the mandatory social issue.

Centres should ensure that candidates are familiar with exact definitions of research methods within sociology.

### **Component 2: Assignment**

Centres should allow candidates to develop a degree of sociological understanding before they embark on the assignment. In particular, candidates must be familiar with the sociological meaning of the term 'social issue'.

## Statistical information: update on Courses

Number of resulted entries in 2014	70
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Number of resulted entries in 2015	92
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## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 80				
A	20.7%	20.7%	19	56
B	25.0%	45.7%	23	48
C	18.5%	64.1%	17	40
D	14.1%	78.3%	13	36
No award	21.7%	-	20	-

In 2014 grade boundaries were increased as the assessment was less demanding than intended. For 2015 the intention was to align assessments with notional values of 50% for a grade C and 70% for a grade A.

This has been achieved and so notional boundaries have been set.