



National  
Qualifications  
SPECIMEN ONLY

**SQ41/H/01**

**Sociology**

Date — Not applicable

Duration — 2 hours

**Total marks — 60**

**SECTION 1 — HUMAN SOCIETY — 20 marks**

Attempt ALL parts of the question.

**SECTION 2 — CULTURE AND IDENTITY — 20 marks**

Attempt ALL questions.

**SECTION 3 — SOCIAL ISSUES — 20 marks**

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not you may lose all the marks for this paper.



\* S Q 4 1 H 0 1 \*

## Section 1 — HUMAN SOCIETY — 20 marks

Read the following scenario and attempt ALL parts of the question

1. A sociologist intends to research whether female teachers with visible tattoos encounter prejudice.
- (a) Explain **two** things the researcher will do to “operationalise” the research. 4
  - (b) One method that could be used for this research is an unstructured interview. Describe **two** features of unstructured interviews. 2
  - (c) Explain the **advantages** of using unstructured interviews for this research. 6
  - (d) Explain the ways that prejudice can develop, using an action perspective. You should refer to the scenario in your answer. 8

**Section 2 — CULTURE AND IDENTITY — 20 marks****Attempt ALL questions**

- |    |   |   |
|----|---|---|
| 2. | Explain the socialisation process and the development of identity.                    | 8 |
| 3. | (a) Describe findings from a sociological study relating to a culture or sub-culture. | 6 |
|    | (b) Evaluate the strengths and weaknesses of this study.                              | 6 |

## Section 3 — SOCIAL ISSUES — 20 marks

Attempt ALL questions

- |    |   |    |
|----|---|----|
| 4. | Describe findings from the “Oxford Mobility Studies” by Goldthorpe (1972).  | 4  |
| 5. | (a) Explain socio-economic inequality, using Functionalist and Marxist theories.  | 10 |
|    | (b) Choose <b>either</b> Functionalist or Marxist theory and evaluate the limitations of using it as a way of explaining socio-economic inequality. | 6  |

[END OF SPECIMEN QUESTION PAPER]



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## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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## General Marking Principles for Higher Sociology

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The term “or any other acceptable response” is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific Marking Instructions or not.
- (d) Questions that ask candidates to *describe* require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to – for example – a concept, process, experiment, situation, or facts.
- (e) Questions that ask candidates to *explain* require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.
- (f) Questions that ask candidates to *analyse* require them to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).
- (g) Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.
- (h) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.
- (i) Questions require candidates to use sociological knowledge and understanding to gain marks. Marks will not be awarded for personal opinion that is not supported by such use of sociological knowledge and understanding.
- (j) There may be some degree of flexibility in the way that marks are awarded in a question. This is clearly noted in the specific Marking Instructions for that question.

Marking Instructions for each question

SECTION 1 – HUMAN SOCIETY

Question		Expected response	Max mark	Specific Marking Instructions for each question
1	a	The candidate is expected to explain two things the researcher will do to “operationalise” the research.	4	<p>Candidates can be awarded the 4 marks in a number of different ways.</p> <p>1 mark can be awarded for each point, or a development of a point, that explains operationalisation of this research.</p> <p>Candidates can refer to ANY of the four stages of operationalisation.</p> <p>A maximum of 2 marks can be awarded if the candidate does not make any links to the scenario in their response.</p> <p>Points of explanation in relation to operationalisation could include:</p> <ul style="list-style-type: none"> <li>• Defining concepts: the researcher will define each concept being used in the research, eg if a sociologist is exploring labelling of female teachers with visible tattoos they may define the concepts of “visible” and “tattoo”.</li> <li>• Choosing a sample: the researcher will sample from the relevant population (such as head teacher attitudes) and generalise the results from this sample as it is difficult to carry out research on large numbers of people.</li> <li>• Choosing a method: the researcher would choose a suitable method to test the ideas he/she intends to explore and this may be dependent on whether they plan to gather qualitative or quantitative data, eg questionnaires could generate quantitative data such as how many women teachers have tattoos.</li> <li>• Deciding on specific measurements: the researcher may decide to use a specific measuring technique such as a scale of “agree/disagree” with particular labels relating to images of tattoos, in which case setting measurements must be done before the actual research takes place.</li> <li>• <i>or any other acceptable response.</i></li> </ul>

	<b>b</b>	The candidate is expected to describe two features of unstructured interviews.	<b>2</b>	<p>1 mark can be awarded for each point that describes a feature of unstructured interviews.</p> <p>Points of description about features of unstructured interviews could include:</p> <ul style="list-style-type: none"> <li>• Questions in unstructured interviews tend to be open-ended and enable the respondent to answer in their own words.</li> <li>• Unstructured interviews are also called non-directive interviews because the interview does not follow a set pattern, although the interviewer may have a few key questions which they ask.</li> <li>• <i>or any other acceptable response.</i></li> </ul>
	<b>c</b>	The candidate is expected to give advantages and explain why these are an advantage for this research.	<b>6</b>	<p>Candidates can be awarded the 6 marks in a number of different ways.</p> <p>1 mark can be awarded for each point, or development of a point, that explains an advantage of unstructured interviews.</p> <p>A maximum of 3 marks can be awarded if the candidate does not make any links to the research.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> <li>• Open questions in an unstructured interview have the advantage of enabling the researcher to gather qualitative data (1 mark) which is an appropriate way of exploring sensitive issues such as labelling (1 mark).</li> <li>• Being able to express their opinions about tattoos in their own words can be seen as an advantage (1 mark) because this lets the researcher gain a better understanding of language and symbolism (1 mark).</li> <li>• <i>or any other acceptable response.</i></li> </ul>
	<b>d</b>	The candidate is expected to explain the ways that prejudice can develop, using an action perspective. They should refer to the scenario in their answer.	<b>8</b>	<p>Candidates can be awarded the 8 marks in a number of different ways.</p> <p>1 mark can be awarded for each point, or development of a point, that explains the ways that prejudice can develop, using an action perspective.</p> <p>A maximum of 4 marks can be awarded if the candidate does not make any links with the scenario.</p>

				<p>Points of explanation could include:</p> <ul style="list-style-type: none"> <li>• In the action perspective, tattoos would be seen as symbols that have meaning – all tattoos may not carry the same meaning so it may be that people attribute different meanings to specific tattoos (1 mark). Interpretations of symbols also change over time and within different contexts, cultures and subcultures. If the interpretations are negative within a particular context, then prejudice might develop (1 mark).</li> <li>• The action perspective views language as symbolic and words such as “tattoo”, “teacher” or “female” carry meaning which is interpreted when people interact with significant and/or generalised others (1 mark).</li> <li>• Female teachers with visible tattoos may be seen by other social actors as deviant (1 mark). If this has occurred, then labelling such as this can lead to prejudice, stereotyping and a self-fulfilling prophecy where an individual finds it easier to act in accordance with the label (1 mark). A label can develop a master status which affects social perceptions of all other roles that a person performs (1 mark).</li> <li>• Action theory focuses on the meanings individuals ascribe to their experiences and interactions with others (1 mark). If attitudes about women having tattoos are different from attitudes about men having tattoos then women may experience prejudice in a way that men don’t (1 mark).</li> <li>• Action perspective also places emphasis on the influence people have over their own circumstances and the way that people actively construct their world (1 mark), and therefore female teachers have agency in the way they respond to any label they are ascribed and any prejudice they experience (1 mark).</li> <li>• <i>or any other acceptable response.</i></li> </ul>
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## SECTION 2 – CULTURE AND IDENTITY

Question	Expected response	Max mark	Specific Marking Instructions for this question
2	The candidate is expected to explain the socialisation process and the development of identity.	8	<p>Candidates can be awarded the 8 marks in a number of different ways.</p> <p>1 mark can be given for each point, or development of a point, that explains the socialisation process and the development of identity.</p> <p>A maximum of 4 marks can be awarded for candidates who show knowledge of socialisation and/or identity but do not make links between the two.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> <li>• Primary socialisation has an influence on the development of gender roles through behaviour including buying ‘boys’ toys and ‘girls’ toys.</li> <li>• The development of language through primary and secondary socialisation and the reinforcement of norms through language.</li> <li>• The significance of extended family in some cultures/subcultures on the formation of gender and other roles.</li> <li>• The impact of secondary socialisation, eg the influence of the media on things such as attitudes, language and values.</li> <li>• The role of religion in the formation of identity through primary and secondary socialisation might influence dress, education and decision-making as well as relationships with other religious groups.</li> <li>• The role of primary or secondary socialisation in the construct of sexuality, reinforced through values and norms of family, media or religion.</li> <li>• The impact of secondary socialisation on attitudes towards disability.</li> <li>• The impact of social media on the adoption of social class and social mobility.</li> <li>• The role of race and ethnicity in the formation of identity through primary and secondary socialisation might influence dress, food, education and relationships with other groups.</li> <li>• <i>or any other acceptable response.</i></li> </ul>

3	a	The candidate is expected to describe the findings of a sociological study relating to a culture or sub-culture. Any culture or sub-culture may be selected.	<p>6</p> <p>Candidates can be awarded the 6 marks in a number of different ways.</p> <p>1 mark is awarded for providing information that enables the study to be recognised as a published study, eg by naming the study in the response.</p> <p>The remaining 5 marks can be awarded for each point, or development of a point, that describes a study relating to a culture or sub-culture.</p> <p>For example: A candidate could choose a classic sociological study such as Jock Young’s study “The Drug-takers: the social meaning of drug use” (1971).</p> <p>Descriptive points of information for this study could include:</p> <ul style="list-style-type: none"> <li>• The Jock Young (1971) study on drug-takers shows how the interactions between a group of hippies and the police resulted in an increase rather than a decrease in criminal behaviour.</li> <li>• The study shows that the police targeted the hippies due to media pressure.</li> <li>• Although the hippies’ drug-taking is initially low, police involvement makes the hippies more secretive about their activities and drug-taking becomes a more important part of their identity.</li> <li>• The study shows that the distrust increases between the two groups – police and hippies – and the hippies’ deviance becomes amplified until the statistics become a “crime wave”.</li> <li>• <i>or any other acceptable response.</i></li> </ul>
3	b	Candidates are expected to evaluate the strengths <b>and</b> weaknesses of this study.	<p>6</p> <p>Candidates can be awarded the 6 marks in a number of different ways.</p> <p>1 mark can be given for a point, or development of a point, of evaluation.</p> <p>A maximum of 4 marks can be awarded if the candidate <b>only</b> refers to strengths <b>or only</b> refers to weaknesses of the study.</p> <ul style="list-style-type: none"> <li>• A strength of the Jock Young study was to use participant observation because this enabled the researcher to understand the group’s experience from their point of view.</li> <li>• A strength of the study is that it illustrates the changes in the individual/group behaviour that can occur after initial labelling, eg the use of marijuana changes from being a</li> </ul>

				<p>peripheral activity to a central one.</p> <ul style="list-style-type: none"><li>• A strength of the study is that it still has contemporary significance in that drug use is still either labelled as “criminal” or “medical” and drug users are expected to receive “treatment” to cure them.</li><li>• A weakness of the study is that the idea of behaviour changes being effected by the labelling of the hippies is a somewhat deterministic idea and suggests an almost inevitable process.</li><li>• A weakness of this study is that it is difficult to generalise the data gathered as it is qualitative data, gathered first-hand as part of participant observation.</li><li>• <i>or any other acceptable response.</i></li></ul>
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### SECTION 3 – SOCIAL ISSUES

Question		Expected response	Max mark	Specific Marking Instructions for this question
4		The candidate is expected to describe findings from the “Oxford Mobility Studies” by Goldthorpe (1972).	4	<p>1 mark can be given for each point, or development of a point, of description of the Oxford Mobility Studies.</p> <p>Points of description could include:</p> <ul style="list-style-type: none"> <li>• Goldthorpe found that downward mobility appeared to be declining, but more men from working-class backgrounds were unemployed.</li> <li>• Studied only men aged between 20 and 64 years; women were not included.</li> <li>• They found that two-thirds of the sons of unskilled or semi-skilled workers were in manual occupations.</li> <li>• Although high rates of absolute mobility are found, there are low rates of relative mobility.</li> <li>• <i>or any other acceptable response.</i></li> </ul>
5	a	<p>The candidate is expected to explain socio-economic inequality using Functionalist and Marxist theories.</p> <p>The candidate is expected to make the relationship between points of information about theory and points of information about inequality clear. This may involve explaining causes and effects of inequality from these two theoretical points of view.</p>	10	<p>Candidates can be awarded the 10 marks in a number of different ways.</p> <p>1 mark can be awarded for each point, or development of a point, that explains socio-economic inequality using Functionalist or Marxist theory.</p> <p>A maximum of 6 marks can be awarded to responses which only use one of these theories in the explanation.</p> <p>Points of explanation for functionalist theory could include:</p> <ul style="list-style-type: none"> <li>• Functionalist theory is based on value consensus which means that members of society agree about what is to be valued. This includes recognising that it is necessary to have social and economic differences within society.</li> <li>• In terms of socio-economic values, Functionalist theory suggests that there is agreement about the way that social and economic rewards are distributed amongst people in society.</li> <li>• According to Functionalist theory, people who perform successfully in terms of agreed values will be accorded higher rewards – eg in terms of status or economic benefits.</li> </ul>

				<ul style="list-style-type: none"> <li>• According to Functionalist theory, roles in society must be filled in order for society to function. The most important roles are allocated to those considered best able to perform them.</li> <li>• Social stratification is necessary in society because people need to carry out different roles to enable society to function.</li> <li>• <i>or any other acceptable response.</i></li> </ul> <p>Points of explanation for Marxist theory could include:</p> <ul style="list-style-type: none"> <li>• Marxist theory considers that capitalism creates inequalities in society because society is structured to benefit those who own the means of production.</li> <li>• Marxist theory is based on the assertion that capitalism creates inequalities because the way that society is organised prevents everyone in society benefiting from society's wealth.</li> <li>• Marxist theory asserts that capitalism shapes social life in a way that benefits the wealthy who protect their position and wealth in society and disadvantages the workers, or those with no work, who are oppressed by the wealthy.</li> <li>• <i>or any other acceptable response.</i></li> </ul>
5	b	<p>The candidate is expected to evaluate <b>one</b> of the theories.</p> <p>To evaluate, the candidate must make a judgement based on criteria or determine the value of something.</p>	6	<p>Candidates can be awarded the 6 marks in a number of different ways.</p> <p>1 mark can be awarded for each point, or development of a point, of evaluation of the limitations of either Functionalist <b>or</b> Marxist theory.</p> <p>Points of evaluation of the limitations of Functionalist theory could include:</p> <ul style="list-style-type: none"> <li>• Functionalist theory ignores the possibility that those with a greater share of society's benefits will use their position to keep these benefits and inequalities will persist across generations.</li> <li>• Functionalist theory ignores the possibility that some groups in society may be disadvantaged by the values shared by the majority. These people may be marginalised by the rest of society and suffer enduring inequalities.</li> <li>• <i>or any other acceptable response.</i></li> </ul> <p>Points of evaluation of the limitations of Marxist theory could include:</p> <ul style="list-style-type: none"> <li>• Marxism does not examine the socioeconomic impact of gender, eg more women than</li> </ul>

					<p>men live in poverty.</p> <ul style="list-style-type: none"><li>• Marxism does not examine the impact of ethnicity – some minority ethnic groups experience more poverty than average.</li><li>• Critics of Marxism claim that it is too deterministic and that people can experience mobility.</li><li>• <i>or any other acceptable response.</i></li></ul>
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[END OF SPECIMEN MARKING INSTRUCTIONS]