



# **2012 Sociology**

## **Higher**

### **Finalised Marking Instructions**

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## GENERAL GUIDELINES FOR MARKERS

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

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 or bullet-point answers 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 linked. 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 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 if a candidate response is: 'sociological explanations would argue that women have been socialised into housework, non-sociological explanations do not' – this would only gain one of the two marks allocated for one difference between sociological and common sense explanations.

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.

For all sections, half-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.

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.

Candidates are expected to refer to studies by their title and to use the author(s) name(s) and/or the date of the study. However, whilst this is considered good practice, candidates will not be awarded any marks for using the name, author and/or date.

Any other relevant points made should be credited as appropriate.

## SECTION A

### Question A1

Describe **three** differences between sociological and common sense explanations of human social behaviour. **(6)**

Candidates can be awarded up to **6 marks**.

Candidates can be awarded a total of **6 marks** if they make three elaborated differences. For example, if a candidate explains 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.

- Bullet point answers should be awarded no more than half the available marks.

**Common sense explanations include descriptions of the following:**

- based on opinion
- may be individualistic or naturalistic
- lacks objectivity
- carries notions of being factual and hard-headed
- non-sociological.

**Sociological knowledge includes description of the following aspects:**

- based on particular theories which have been tested through research
- attempts to be objective
- attempts to be value free or acknowledges role of values in formulating theories
- challenges taken for granted assumptions.

**NB Answers that rely solely on presenting the converse of the point made should be awarded no more than half marks. For example, “sociological explanations would argue that women have been socialised into housework, non sociological explanations do not”, should be awarded no more than half marks.**

## Question A2

Describe **two** features of Weberian theory. **(4)**

Award up to **4 marks** for this answer; up to **2 marks** for each feature described. Description is asked for in the question and therefore the answer requires description and detail.

Award **1 mark** for features that are stated rather than described and for answers that lack sociological language/terms.

**Answers may include description of the following points:**

- Class, party and status
- Envisaged the development of capitalism – more complex structures and the rise of bureaucracy
- Bridge between structure and action theory
- No marks for stating Weber is an action theory

## Question A3

Explain **two** differences between structural and action theories. **(6)**

Award up to **6 marks** for this answer; up to **3 marks** for each difference explained.

Explanation is asked for in the question and therefore the answer requires more than simple description.

Award up to **1 mark** for features that are described rather than explained and for answers that lack sociological language/terms.

**Answers may include explanation of the following points:**

- 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 the 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 human agency, but do not see it as central to the understanding of society. However, 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 versus consensus) whereas there are clear themes running through action theories (credit specific examples).

**NB Candidates who answer this question by referring to specific action and/or structural theories should be able to attain full credit.**

#### **Question A4**

Explain **two** strengths of Marxist theory. **(6)**

Candidates can be awarded up to **6 marks** for this question, **3 marks** for each strength described.

**Answers may include explanation of the following:**

- explains the nature of class inequalities eg in different areas of life such as health and crime
- explains the way society organised under capitalism; aim of the bourgeoisie is to maximise profit and to keep the wages of the proletariat in check and the way this affects peoples life chances and quality of life
- explains the notion of false consciousness; role of base and superstructure in formation of ideology
- no marks for stating the strength of structural theories

These are points that should be developed using appropriate sociological language and should be linked appropriately.

List-type or bullet point answers are not acceptable.

## Question A5

Describe **two** differences between consensus and conflict theories. **(4)**

**2 marks** for an explanation of why consensus and conflict theories are structural perspectives.

Single word answers are not acceptable.

Answers could include description of the following:

- Look at society as a whole
- See society in terms of a system
- Look at the way in which society is organised at a macro level
- Look at society as a system of institutions.

Candidates can be awarded up to **4 marks** for this part of the question. Candidates are required to explain two differences between conflict and consensus – each difference must include two points. If candidate simply identifies differences then award **1 mark**. If candidate makes a clear distinction between each theory award **2 marks**. Evaluative comments should be awarded higher marks.

For example, when candidate phrases answers in a way that draws contrasts.

Differences between the two theories include:

- Consensus stresses harmony, integration and stability, whereas conflict stresses conflict, struggle and change
- Consensus theorists stress value consensus, whereas conflict stresses values imposed by powerful groups
- Consensus theorists tend to see the structure of society being made up of social institutions, whereas conflict theorists see the structure as infrastructure and superstructure
- Consensus theorists stress co-operation between and interdependence of social institutions, whereas although conflict theorists acknowledge interdependence of social institutions, they do not see relations as harmonious
- Consensus theorists see functional unity between different institutions and roles in society, whereas conflict theorists see conflict and contradictions
- Consensus theorists explain everything in terms of the function it performs with emphasis on stability and integration, whereas conflict theorists explain some things in terms of their causes and development
- Consensus theories are based on variable-sum notions of power, whereas conflict theories are based on zero-sum notions.

## Question A6

Describe **any two** steps within the research process. **(4)**

Candidate can be awarded up to **4 marks** for this question. Allow up to **2 marks** per step described. **2 marks** per stage for explanation, but only up to a maximum of **1 mark** for each step if the responses are limited.

### Theory Stage:

- researcher chooses theory.

### Hypothesis:

- a particular idea that the sociologist wants to explore, set out as a statement or series of statements or predictions which s/he then tests by carrying out research.

### Operationalisation:

- describing 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 to include all the sub-stages in the answer).

### Fieldwork:

- conducting research
- researcher carries out research using appropriate methods eg participant observation
- researcher uses relevant sample.

### Processing Results:

- once research is completed researchers analyse findings
- collation and analysis of results
- sociologists analyse data to confirm or refute the original hypothesis.

### Presentation of Results:

- results are presented eg in journals, articles, books and so on.

### Question A7

Describe **two** disadvantages of using unstructured interviews as a research method. **(4)**

Up to **4 marks** can be awarded. In this question candidates are asked to explain two disadvantages. Up to **2 marks** may be awarded for each disadvantage. If candidate gives one-word answers then no more than one mark should be awarded for each feature. Markers should note some disadvantages may be expressed as features and vice-versa – this is acceptable as long as the point is stated clearly by the candidate

**Answers may include a description of the following:**

- can be time consuming for researcher and respondent and therefore involve high costs
- can be difficult to collate results as data is qualitative
- may not produce relevant detail as interview may stray from point
- can be difficult to compare qualitative data

### Question A8

Explain **one** advantage and **one** disadvantage of using participant observation as a research method. **(6)**

Candidates can be awarded up to **6 marks** for this question. **3 marks** for an advantage and **3 marks** for a disadvantage. Marking at top of range will depend on clarity of description. Those who use explanation and exemplification should be awarded higher marks. One-word/short phrase answers should be given lower marks.

- Bullet point answers should be awarded no more than half the available marks.

The following responses are not exhaustive and markers must use their professional knowledge for any answers that are not listed below:

#### **Participant observation:**

- the researcher becomes a participant in the group/situation that he/she wishes to observe.

#### **Advantages:**

- gives a realistic picture
- can look at processes and interactions in an in-depth way.

#### **Disadvantages:**

- high cost in terms of researcher time
- high cost in terms of researcher input
- Hawthorne effect. The presence of the sociologist may change the behaviour can only do this with small group
- situation may be dangerous
- “getting in”, “staying in” and “getting out” can be problematic
- difficult to record observations when researcher is also a participant.

## SECTION B

### Question B1 – Education

To what extent is educational achievement affected by a person's ethnicity? Use **two** contrasting theories and relevant studies in your answer. **(30)**

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 relevant studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/Further evaluation:</b>		<b>4AE</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the *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 below.

The question must refer specifically to the extent of differential achievement as relates to ethnicity.

#### **Introduction:**

Up to **4 marks** should be given to this part of the discussion.

This section can include general points about the topic or may relate more specifically to the question asked.

Candidates are asked to evaluate differential achievement in education with regards to ethnicity and an introduction may include definitions and reference to this in their introduction. Candidates may also make more general points about changes in education. 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.

This could include introductory remarks, key features and definitions of education, such as:

- 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.

However, this could also include an introduction to differential achievement

- concept of meritocracy
- exam results
- entry to Further and Higher Education
- the nature of intelligence
- achievement and attainment.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB Other important points should be credited as appropriate.**

## Theories

Up to **12 marks** are available for this section. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to evaluate the extent to which different ethnicity affects educational attainment in modern UK society.
- 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 Marxism and the influence of class on educational achievement.
- 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 the question (ie achievement in education) and the extent to which this is still a significant aspect of education today, for instance to what extent would Marxists agree/disagree that there are no barriers to education/attainment. Additional points may be awarded additional marks from the conclusion/further evaluation.

Candidates, who highlight all of the aspects above and do so in a cogent manner, using the points to discuss differential achievement in education, should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Theories could include:

- Functionalism
- Marxism
- Weberian
- Neo-Marxism
- Interactionism
- Feminism
- Any other pertinent sociological theory.

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 to what extent is there still evidence of differential achievement linked to ethnicity.

**NB Where three theories are used – no additional marks may be allocated from the 12 marks for theories.**

## Studies

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 more than one study. To gain full marks candidates must include the following for each study:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

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.

However, candidates who do not relate the studies to a theory or aspect/argument should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

## Further Evaluation

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. Marks should not be awarded for repetition of points previously made.

These marks should be awarded where:

- 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 – Marxists are useful in explaining differential achievement between classes but Feminist perspectives are useful in explaining differentials in attainment between genders.

## SECTION C

### Question C1 – The Family

*Marital breakdown is a common part of life in the twenty-first century.*

Explain the extent to which *marital breakdown* has had an impact on the family. Use **two** contrasting theories and relevant studies in your answer. **(30)**

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 relevant studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/Further evaluation:</b>		<b>4AE</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the 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 below.

The question is specifically about marital breakdown and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.

#### **Introduction:**

Up to **4 marks** could be given to this part of the answer. Candidates are asked to discuss the changes that have taken place with regards to marital breakdown and are expected to explain how this has impacted on traditional family structures. The introduction may include definitions and references to this or more general points about changes in roles within the family and family structures.

Well thought out explanations should be awarded marks at the top end of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.

Points may include:

- -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
- -Changes in sociological study from families to relationships

Marital breakdown may include the following:

- Increase in divorce rate -changes in law, increased secularism, socially acceptable
- Changes in labour market for women and legal changes making it 'easier' for women to be single parents than in previous years
- 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

Answers should focus on marital breakdown

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB Other important points should be credited as appropriate.**

## Theories

Up to **12 marks** are available for this section. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to discuss marital breakdown and the effect this has had. Candidates must link features and evaluation of theories to the question-ie link it to the extent to which changes have affected the family.
- 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 marital breakdown and the extent to which they have contributed to the changes in gender roles, for instance to what extent Feminists would agree/disagree that there have been significant changes in the role of women within the family.

Additional points may be awarded additional marks from the conclusion/further evaluation.

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:

- Functionalism
- Marxism
- New right
- Feminism
- Weberianism
- Any other pertinent sociological theory.

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 to what extent increased marital breakdown has affected the family.

## Studies

Up to **10 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following for each study:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

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.

However, candidates who do not relate the studies to a theory or aspect/argument should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

## Further Evaluation

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.

These marks should be awarded where:

- 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 their search, 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.

## Question C2 – Welfare & Poverty

*Sociologists put forward differing explanations on the relationship between poverty and class*

Using **two** contrasting theories and relevant studies, evaluate sociological explanations of the relationship between poverty and *class*. **(30)**

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 relevant studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/Further evaluation:</b>		<b>4AE</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the 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 this section, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed. Specific guidelines on each section are given below.

The question is specifically about the relationship between poverty and the welfare state and candidates may refer to this in introductory remarks and must address this issue in their discussion of the theories and studies.

### **Introduction:**

Up to **4 marks** could be given to this part of the answer. Candidates are asked to discuss the extent to which poverty and the welfare state are linked and answers may include definitions and reference to this in their introduction. Candidates may also make more general points about poverty, stratification, benefits and so on. 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.

Introduction may include general points relating to the study of poverty or introduce the discussion on the links between poverty and class. These may include:

- differences between absolute and relative poverty
- poverty is socially distributed
- some groups affected more than others, eg the sick and those with disabilities
- the relationship between poverty and the stratification system.

Points relating more specifically to poverty and the welfare state could include:

- some groups affected more than others, eg the sick, those with disabilities and the unemployed
- children, women and the elderly particularly affected by poverty
- the underclass and marginalisation
- changes in the labour market, such as the increase in part-time work and temporary contracts, paid and unpaid work
- the relationship between poverty and social policy.

Candidates should focus their answer on the relationship between poverty and the Welfare State.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

## Theories:

Up to 12 marks are available for this section. To gain full marks the discussion of each theory must include:

- Candidates are required to use the theories to discuss the extent to which there is a link between poverty and the welfare state.
- 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 and the inadequacy of state benefits.
- 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 there is a relationship between class and the welfare state. Additional points may be awarded additional marks from the conclusion/further evaluation.

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.

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 welfare state and class.

Theories might include:

- Functionalism
- Marxism
- New Right
- Feminism
- Individualism
- Culture of poverty
- Any other pertinent sociological theory.

## **Studies:**

Up to **10 marks** could be given to this part of the answer. Candidates must use studies 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:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

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.

Marks may be awarded for accurate findings.

Studies could include:

- Field (1989) Losing Out
- Kincaid (1973) Poverty and Equality in Britain
- Townsend (1979) Poverty in the UK
- Murray (1984) Losing Ground

## **Further Evaluation:**

Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to **6 marks** could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.

These marks should be awarded where:

- candidates give details that are pertinent to, and enhance, the discussion
- evaluation is over and above that required in the theories section, eg describes more than one strength and/or more than one weakness
- 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
- candidates discuss the way in which different theories would advocate different solutions to poverty, eg individuals helping themselves or dependency culture
- candidates point out that definitions and measurements of poverty carry political implications. For example, in the UK measurement of relative poverty has greater emphasis than that of absolute poverty.

### Question C3 – Crime and Deviance

*Sociologists provide contrasting explanations of the relationship between gender and crime and deviance.*

Discuss **two** contrasting theories that explain the relationship between *gender* and crime and deviance. Use relevant sociological studies to support your answer. **(30)**

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/further evaluation:</b>		<b>4AE</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the 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 below.

#### **Introduction:**

Up to **4 marks** could be given to this part of the answer. Candidates are asked to analyse the relationship between gender and the sociological study of crime and deviance. 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.

General points may include:

- definition of crime and deviance
- crime and deviance as a social construct
- relationship between gender and deviance.

Points relating more specifically to the relationship between social class and deviance may include:

- crime statistics reliability
- sources of statistics
- types of crime recorded
- reporting of crime
- socio-economic make-up of prison population.

Candidates should focus their answer on analysing the relationship between gender and the sociological study of crime and deviance.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

## Theories:

Up to **12 marks** are available for this section. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to discuss the relationship between gender and the sociological study of 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 Feminists concentrate on the effects of a male dominated justice system on women
- 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 relationship between gender and the sociological study of crime and deviance. Additional points may be awarded additional marks from the conclusion/further evaluation. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to **4 marks**
- 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.

Two relevant, contrasting sociological theories from:

- Functionalism
- Marxism
- New left realism
- Feminism
- Interactionism
- Sub-cultural
- Any other pertinent sociological theory.

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 relationship between gender and the sociological study of crime and deviance.

## Studies:

Up to **10 marks** could be given to this part of the answer. Candidates must use studies to support their discussion and, for full marks, candidates need to discuss more than one study. To gain full marks candidates must include the following for each study:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

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.

However, candidates who do not relate the studies to a theory or aspect/argument should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

### **Further Evaluation:**

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.

These marks should be awarded where:

- 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 draw strong contrasts between theories, eg Feminists placing gender at the centre of their study but Marxists being accused of ignoring the issue of gender

## Question C4 – Mass Media

*There are competing sociological views on the power, influence and role of the mass media*

Explain the role of *ownership and control* of the mass media. Evaluate **two** contrasting theories and relevant studies to support your argument. **(30)**

This question is worth **30 marks** and requires evaluation. The marking guideline is as follows:

<b>Introduction:</b>	<b>4KU</b>	
<b>Evaluation of 2 contrasting theories:</b>	<b>6KU</b>	<b>6AE</b>
<b>Evaluation of 2 contrasting studies:</b>	<b>6KU</b>	<b>4AE</b>
<b>Conclusion/further evaluation:</b>		<b>4AE</b>

However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the 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 below.

### **Introduction:**

Up to **4 marks** could be given to this part of the answer. Candidates are asked to discuss the importance of ownership and control of the media. Candidates may also make more general points about the media such as the role of socialisation. 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

General points may include:

- ownership and control
- forms of mass media, eg TV, newspapers, magazines, books and so on
- purpose of the media – to inform/make money?
- do the media reflect or set social values?
- the concept of bias can be applied in various ways eg gender, political bias.

**These points may appear throughout the essay, integrated with evaluation of theories and studies.**

**NB: Other important points should be credited as appropriate.**

## Theories:

Up to **12 marks** should be given for this part of the discussion. To gain full marks the discussion of each theory must include:

- candidates are required to use the theories to explain the importance of ownership and control of 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 ownership and control of the media are important. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to **4 marks**.
- additional points may be awarded additional marks from the conclusion/further evaluation.

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:

- Functionalism
- Marxism
- Pluralism
- Feminism
- Interactionism
- Hypodermic syringe model
- Any other pertinent sociological theory.

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, eg in this case the importance of ownership and control.

## Studies:

Up to **10 marks** could be given to this part of the answer. Candidates must use studies 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:

- Findings for up to **3 marks**
- If they support/refute the theory/argument (evaluation) for up to **2 marks**

Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.

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.

However, candidates who do not relate the studies to a theory or aspect/argument should not be awarded any evaluative marks. Marks may be awarded for accurate findings.

**Further Evaluation:**

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.

These marks should be awarded where:

- 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.

[END OF MARKING INSTRUCTIONS]