



2013 Sociology

Higher

Finalised Marking Instructions

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Part One: General Marking Principles for Sociology Higher

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 specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Sociology Higher

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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.

Part Two: Marking Instructions for each Question

Section A—Studying Human Society: The Sociological Approach

Question		Expected Answer/s	Max Mark	Additional Guidance
A	1	<p>Answer all questions in this Section.</p> <p>Describe two differences between sociological and common sense explanations. Use one example of social life to highlight these differences.</p> <p>Candidates can be awarded a total of 6 marks; up to 4 marks if they make two elaborated differences and up to 2 marks if candidates provide a plausible example which illustrates both sides. 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.</p> <p>Common sense explanations include description of the following:</p> <ul style="list-style-type: none"> • based on opinion • may be individualistic or naturalistic • lack objectivity • carries notions of being factual. <p>Sociological explanations include descriptions of the following aspects:</p> <ul style="list-style-type: none"> • 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. <p>Examples may come from any area but should demonstrate an example of a sociological and a common sense explanation.</p> <p>To be awarded 2 marks candidates must clearly express their point as a difference between common sense and sociological explanations.</p>	6 KU	

Question			Expected Answer/s	Max Mark	Additional Guidance
A	1		<p>(Cont.)</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • people marry because they love each other vs. people marry because it is a social expectation • people are unemployed because they are lazy and don't want to work vs. the structure of employment has changed • people are poor because they do not budget properly vs. people are poor because of low wages and low benefits • people commit suicide because they are unhappy vs. rates of suicide are socially distributed and can be attributed to social factors such as unemployment, religion, urbanisation, etc. 		
A	2		<p>Describe two features of Symbolic Interactionism.</p> <p>Award up to 4 marks for this answer; up to 2 marks for each point described. Award 1 mark for features that are stated rather than described and for answers that lack sociological language/terms.</p> <p>Answers may include description of the following points:</p> <ul style="list-style-type: none"> • 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 allow them to develop self-concept and self-consciousness • notion of the self-through and significant others • tends to locate explanations at the level of the individual/group • tends to see human interaction in a vacuum (what about history and social structure) • may look at 'meaning' but does not always provide origins of that meaning • leaves itself open to accusations of 'subjectivity' and 'common sense'. 	4 KU	

Question			Expected Answer/s	Max Mark	Additional Guidance
A	3		<p>Explain two weaknesses of Weberian theory.</p> <p>Award up to 6 marks for this answer; up to 3 marks for each point explained.</p> <p>Explanation is asked for in the question and therefore the answer requires explanation and detail.</p> <p>Award 1 mark for features that are stated rather than explained and for answers that lack sociological language/terms.</p> <p>Answers may include <u>explanation</u> of the following points:</p> <p>Weaknesses:</p> <ul style="list-style-type: none"> • Marxists critique of multi-class model. • Neo- Marxists; fundamental ideas held by Weber are based on occupational groups, thus still about class. • Positivists would criticise the lack of clear conclusions (Interpretivists would praise the empathy in his methods). • Functionalists would say that society is meritocratic. • Marxists would say Weber misses false class consciousness and that there is still an exploited group (the proletariat). • Social closure and elite self-recruitment • Notion of protestant work ethic 	6 AE	

Question			Expected Answer/s	Max Mark	Additional Guidance
A	4		<p>Describe two differences between functionalist and feminist theories.</p> <p>Award up to 4 marks for this answer; up to 2 marks for each difference described.</p> <p>Description is asked for in the question and therefore the answer requires description and detail.</p> <p>Candidates are asked to describe differences and merely stating key features rather than indicating the ways in which they differ should not be awarded marks.</p> <p>Answers may include description of the following:</p> <ul style="list-style-type: none"> • functionalism is an example of a consensus theory and stresses harmony, integration and stability whereas feminists perspectives are examples of conflict theory • functionalist theorists tend to see the structure of society as being made up of integrated social institutions whereas feminist theories tend to see the institutions of society as male dominated • functionalist theorists stress value consensus whereas feminist theory see values as being imposed by men • feminist theories analyse society from a gender perspective whereas functionalism take a male-stream approach. 	4 KU	

Question			Expected Answer/s	Max Mark	Additional Guidance
A	5		<p>Explain one similarity and one difference between structural and action theories.</p> <p>Award up to 6 marks for this answer; up to 3 marks for a similarity and 3 marks for a difference explained.</p> <p>Explanation is asked for in the question and therefore the answer requires more than simple description.</p> <p>Award 1 mark for features that are described rather than a difference explained and for answers that lack sociological language/terms.</p> <p>Answers that rely solely on presenting the converse of the point made should be awarded no more than half marks.</p> <p>Answers may include explanation of the following:</p> <p>A similarity between the two perspectives could include an explanation of the following points:</p> <ul style="list-style-type: none"> • both perspectives make contributions to explaining human behaviour and social life • both perspectives use sociological research to justify their arguments • neither dismiss the other explanation. 	6 AE	

Question			Expected Answer/s	Max Mark	Additional Guidance
A	5		<p>(Cont.)</p> <p>Differences between the two perspectives 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 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 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 versus consensus) • structural theories take a macro approach as opposed to action theories which take a micro approach. <p>NB: Candidates who answer this question by referring to specific action and/or structural theories should be able to attain full credit.</p>		

Question			Expected Answer/s	Max Mark	Additional Guidance
A	6		<p>Describe one similarity and one difference between Marxism and neo-Marxism.</p> <p>Award up to 4 marks for this answer; up to 2 marks for each feature described.</p> <p>Award 1 mark for features that are stated rather than described and for answers that lack sociological language/terms.</p> <p>Answers may include description of the following:</p> <p>Similarities</p> <ul style="list-style-type: none"> • Both perspectives are conflict theories based on social class. • Both perspective claim exploitation of proletariat by the bourgeoisie. • Both claim capitalism is not the best way to organise society. <p>Differences</p> <ul style="list-style-type: none"> • Differing ideas of revolution. • Development of concept of hegemony by the Neo-Marxists. • Marxist emphasise economy/base; Neo-Marxists claim too much emphasis on economy. 	4 KU	
A	7		<p>Hypothesis and operationalisation are two steps in the research process. Describe the way each of these steps work.</p> <p>Candidates can be awarded up to 4 marks for this question.</p> <p>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 substages to gain full marks.) 	4 KU	

Question			Expected Answer/s	Max Mark	Additional Guidance
A	8		<p>Explain one advantage and one disadvantage of using non-participant observation as a research method.</p> <p>Award up to 6 marks for this question. Candidates may achieve up to 3 marks per explained advantage/disadvantage depending on the quality of the answer.</p> <p>Points must be explained ie as to why 'X' is an advantage/disadvantage. Sociological terms and language should be expected in a good quality answer eg qualitative data.</p> <p>Answers may include <u>explanation</u> of the following:</p> <p>Non-participant Observation</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Good for describing 'natural' behaviour - if the individual/group being observed is unaware of the researcher's presence. • Good for gaining an in-depth picture of social behaviour. – qualitative data. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Needs a high input from the observer in terms of time and therefore costs are high as researcher needs to be there all the time. • Difficult to quantify behaviour. • No way of checking details or exploring issues further. • There may be bias on the part of the researcher in what he/she sees. • Ethical considerations related to individuals/groups being observed without their knowledge. <p>Examples:</p> <ul style="list-style-type: none"> • Social behaviour in public places eg racial prejudice on public transport. • Sharing behaviour of children in playground at school. 	6 AE	
				(40)	

Section B—Understanding Human Society 1

Question		Expected Answer/s	Max Mark	Additional Guidance								
B	1	<p>Answer this question.</p> <p>Social Class</p> <p>Explain to what extent social mobility is a feature of social class in the UK in the twenty-first century. Use two contrasting theories and studies in your answer.</p> <p>This question is worth 30 marks and requires evaluation. The marking guideline is as follows:</p> <table> <tr> <td>Introduction:</td> <td>4KU</td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td>6KU 6AE</td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td>6KU 4AE</td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td>4AE</td> </tr> </table> <p>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.</p> <p>The question must refer specifically to the extent of social mobility.</p>	Introduction:	4KU	Evaluation of 2 contrasting theories	6KU 6AE	Evaluation of 2 relevant studies	6KU 4AE	Conclusion/Further evaluation	4AE	16 KU 14 AE	
Introduction:	4KU											
Evaluation of 2 contrasting theories	6KU 6AE											
Evaluation of 2 relevant studies	6KU 4AE											
Conclusion/Further evaluation	4AE											

Question			Expected Answer/s	Max Mark	Additional Guidance
B	1		<p>(Cont.)</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 analyse the extent to which social mobility is evident in society today and an introduction may include definitions and reference to this in their introduction. Candidates may also make more general points about changes in social class. 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 class, such as:</p> <ul style="list-style-type: none"> • Type of stratification. • Definitions of social class and examples. • Changes in social class and perceptions of class. <p>This may also include an introduction to social closure.</p> <ul style="list-style-type: none"> • Definition of social mobility. • Discussion of the concept of elite self-recruitment. • Relevant examples. <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB Other important points should be credited as appropriate.</p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
B	1	<p>(Cont.)</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 evaluate the extent to which social mobility is evident in 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 life chances • 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 social mobility) and the extent to which this is still a significant aspect of society today, for instance to what extent would Marxists agree/disagree that there is social mobility in society today • additional points may be awarded additional marks from the conclusion/further evaluation. <p>Candidates, who highlight all of the aspects above and do so in a cogent manner, using the points to discuss social mobility, should be awarded high marks.</p>		

Question			Expected Answer/s	Max Mark	Additional Guidance
B	1		<p>(Cont.)</p> <p>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"> • Functionalism • Marxism • Weberian • Neo-Marxism • Interactionism • Feminism • 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.</p> <p>Evaluation must also relate to the question they have been asked, ie to what extent is still evidence of social mobility.</p> <p>NB. Where three theories are used – no additional marks may be allocated from the 12 marks for theories.</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 and or the question and use them to support their discussion. For full marks candidates need to discuss more than one 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. 		

Question			Expected Answer/s	Max Mark	Additional Guidance
B	1		<p>(Cont.)</p> <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.</p> <p>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>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. Marks should not be awarded for repetition of points previously made.</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. 		
				(30)	

Section C—Understanding Human Society 2

Question		Expected Answer/s	Max Mark	Additional Guidance								
C	1	<p>Answer one question from C1, C2, C3 or C4.</p> <p>The Family</p> <p>Explain the extent to which changing patterns of relationships have impacted on the traditional family in contemporary UK society. Use two contrasting theories and relevant studies in your answer.</p> <p>This question is worth 30 marks and requires evaluation. The marking guideline is as follows:</p> <table> <tr> <td>Introduction:</td> <td>4KU</td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td>6 KU 6AE</td> </tr> <tr> <td>Evaluation of 2 relevant theories</td> <td>6KU 4AE</td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td>4AE</td> </tr> </table> <p>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.</p> <p>Specific guidelines on each section are given below.</p> <p>The question is specifically about the changing family patterns 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 changes that have taken place with regards to changing patterns of relationships and 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.</p>	Introduction:	4KU	Evaluation of 2 contrasting theories	6 KU 6AE	Evaluation of 2 relevant theories	6KU 4AE	Conclusion/Further evaluation	4AE	16 KU 14 AE	
Introduction:	4KU											
Evaluation of 2 contrasting theories	6 KU 6AE											
Evaluation of 2 relevant theories	6KU 4AE											
Conclusion/Further evaluation	4AE											

Question			Expected Answer/s	Max Mark	Additional Guidance
C	1		<p>(Cont.)</p> <p>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.</p> <p>Points may include:</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, • changes in sociological study from families to relationships, <p>Changing patterns of relationships 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>Answers should focus on changes to structures of the family</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB Other important points should be credited as appropriate.</p>		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	1		<p>(Cont.)</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 the extent to family patterns have changed 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 changes family structures 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. <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"> • Functionalism • Marxism • New right • Feminism • Weberianism • Any other pertinent sociological theory. 		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	1		<p>(Cont.)</p> <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.</p> <p>Evaluation must also relate to the question they have been asked, ie to what extent the changing family patterns have affected the family.</p> <p>Studies</p> <p>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:</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>		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	1		<p>(Cont.)</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. 		
				(30)	

Question			Expected Answer/s	Max Mark	Additional Guidance								
C	2		<p>Welfare and Poverty</p> <p><i>Some groups are more likely than others to experience poverty.</i></p> <p>Evaluate the link between poverty and gender. Use two contrasting theories and relevant studies in your answer.</p> <p>This question is worth 30 marks and requires evaluation. The marking guideline is as follows:</p> <table> <tr> <td>Introduction:</td> <td>4KU</td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td>6KU 6AE</td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td>6KU 4AE</td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td>4AE</td> </tr> </table> <p>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.</p> <p>Specific guidelines on each section are given below.</p> <p>The question is specifically about the relationship between poverty and gender and candidates may refer to this in introductory remarks and must address this issue in their discussion of the theories and studies.</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 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.</p>	Introduction:	4KU	Evaluation of 2 contrasting theories	6KU 6AE	Evaluation of 2 relevant studies	6KU 4AE	Conclusion/Further evaluation	4AE	16 KU 14 KU	
Introduction:	4KU												
Evaluation of 2 contrasting theories	6KU 6AE												
Evaluation of 2 relevant studies	6KU 4AE												
Conclusion/Further evaluation	4AE												

Question		Expected Answer/s	Max Mark	Additional Guidance
C	2	<p>(Cont.)</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Points relating more specifically to poverty and class could include:</p> <ul style="list-style-type: none"> • Some groups affected more than others, eg the sick, those with disabilities and the unemployed. • Children, women and the elderly particularly affected by poverty. • Effects include malnourishment, under nourishment, morbidity and low self-esteem. • 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. <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. NB Other important points should be credited as appropriate.</p>		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	2		<p>(Cont.)</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 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 regardless of gender. • 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 poverty. Additional points may be awarded additional marks from the conclusion/further evaluation. <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>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.</p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
C	2	<p>(Cont.)</p> <p>Evaluation must also relate to the question they have been asked ie poverty and gender.</p> <p>Theories might include:</p> <ul style="list-style-type: none"> • Functionalism • Marxism • New Right • Feminism • individualism • Culture of poverty • Any other pertinent sociological theory <p>Studies</p> <p>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:</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>		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	2		<p>(Cont.)</p> <p>Studies may include:</p> <p>Further Evaluation</p> <p>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.</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. 		
				(30)	

Question			Expected Answer/s	Max Mark	Additional Guidance								
C	3		<p>Crime and Deviance</p> <p>Evaluate the extent to which crime statistics are useful in the sociological study of crime and deviance. Use two contrasting theories and relevant studies in your answer.</p> <p>This question is worth 30 marks and requires evaluation. The marking guideline is as follows:</p> <table> <tr> <td>Introduction</td> <td>4KU</td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td>6KU 6AE</td> </tr> <tr> <td>Evaluation of 2 contrasting studies</td> <td>6KU 4AE</td> </tr> <tr> <td>Conclusion/further evaluation</td> <td>4AE</td> </tr> </table> <p>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 this section, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed.</p> <p>Specific guidelines on each section are given below.</p> <p>Introduction</p> <p>Up to 4 marks could be given to this part of the answer. Candidates are asked to discuss the usefulness of crime statistics and an introduction may include definitions and reference to this. 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 • crime and deviance as a social construct • relationship between class and deviance. 	Introduction	4KU	Evaluation of 2 contrasting theories	6KU 6AE	Evaluation of 2 contrasting studies	6KU 4AE	Conclusion/further evaluation	4AE	16 KU 14 AE	
Introduction	4KU												
Evaluation of 2 contrasting theories	6KU 6AE												
Evaluation of 2 contrasting studies	6KU 4AE												
Conclusion/further evaluation	4AE												

Question			Expected Answer/s	Max Mark	Additional Guidance
C	3		<p>(Cont.)</p> <p>Points relating more specifically to the relationship between social class and deviance may include:</p> <ul style="list-style-type: none"> • crime statistics reliability • sources of statistics • types of crime recorded • reporting of crime • socio-economic make-up of prison population. <p>Candidates should focus their answer on the extent to which crime statistics are useful in the sociological study of crime and deviance.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB other important points should be credited as appropriate.</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 the extent to which statistics facilitate the 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, eg Marxists concentrate on the influence of the superstructure in explaining the effects of class on crime and deviance and would point to the partisan nature of statistical information gathered by institutions such as police. • Evaluation of theories identified should be awarded up to 6 marks. Points must be evaluative and not descriptive, eg 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 statistics are affected by social class. Additional points may be awarded additional marks from the conclusion/further evidence. 		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	3		<p>(Cont.)</p> <ul style="list-style-type: none"> 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>Two relevant, contrasting sociological theories from:</p> <ul style="list-style-type: none"> Functionalism Marxism New left realism 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 half the marks available for this section. Evaluation must also relate to the question they have been asked, ie the usefulness of crime statistics.</p> <p>Studies</p> <p>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.</p> <p>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. Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support.</p>		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	3		<p>(Cont.)</p> <p>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 overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings. Studies may include H. Croall, P. Davies, P. Francis and V. Jupp, S. Anderson, M. Maguire.</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. 		
				(30)	

Question		Expected Answer/s	Max Mark	Additional Guidance								
C	4	<p>Mass Media</p> <p>Analyse the continued impact of media on the socialisation process.</p> <p>Use two contrasting theories and relevant studies in your answer.</p> <p>This question is worth 30 marks and requires evaluation. The marking guideline is as follows:</p> <table> <tr> <td>Introduction</td> <td>4KU</td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td>6KU 6AE</td> </tr> <tr> <td>Evaluation of 2 contrasting studies</td> <td>6KU 4AE</td> </tr> <tr> <td>Conclusion/further evaluation</td> <td>4AE</td> </tr> </table> <p>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 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.</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 socialisation and an introduction may include definitions and reference to this. 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, politics • 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 • ownership and control and relationship to socialisation. 	Introduction	4KU	Evaluation of 2 contrasting theories	6KU 6AE	Evaluation of 2 contrasting studies	6KU 4AE	Conclusion/further evaluation	4AE	16 KU 14 AE	
Introduction	4KU											
Evaluation of 2 contrasting theories	6KU 6AE											
Evaluation of 2 contrasting studies	6KU 4AE											
Conclusion/further evaluation	4AE											

Question			Expected Answer/s	Max Mark	Additional Guidance
C	4		<p>(Cont.)</p> <p>Points relating specifically to socialisation and the media could include:</p> <ul style="list-style-type: none"> • portrayal of women • portrayal of minority groups • stereotyping • role of media as an agent of social progression • link to ideology • language. <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB other important points should be credited as appropriate.</p> <p>Theories</p> <p>Up to 12 marks should be given for 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 analyse socialisation 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, eg neo-Marxists and hegemony. • Evaluation of theories identified should be awarded up to 6 marks. Points must be evaluative and not descriptive, eg 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 socialisation is linked to the media. Additional points may be awarded additional marks from the conclusion/further evidence. • 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. 		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	4		<p>(Cont.)</p> <p>Theories could include:</p> <ul style="list-style-type: none"> • Functionalism • Marxism • Pluralism • Feminism • Interactionism • Hypodermic syringe model • Any other pertinent sociological theory. <p>Studies</p> <p>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:</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. Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support.</p> <p>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 overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings. Studies could include Bretl & Cantor, 'The Portrayal of Men and Women in US Television Commercials' (1988); Briggs, 'Understanding Ageism' (1993).</p>		

Question			Expected Answer/s	Max Mark	Additional Guidance
C	4		<p>(Cont.)</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 use contrasting theories to renew 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. 		
				(30)	

[END OF MARKING INSTRUCTIONS]'