



National
Qualifications
2014

2014 Sociology

National 5

Finalised Marking Instructions

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General Marking Principles for National 5 Sociology

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

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of learner’s answers. The skill of using appropriate sociological terminology and relevant use of research evidence is reflected in exemplar responses. However at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (d) Questions that ask the candidate to “name”, “does this”, “define” or “give examples” are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points.
- (e) Questions that ask the candidate to “describe” require the candidate to apply their sociological knowledge and understanding to make a point and then develop this point by giving further information. For example, if two marks are available the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (f) Questions that ask the candidate to “use” or “explain” require the candidate to apply their sociological knowledge and understanding to give more information about the meaning of something, to give reasons or show connections. This may include using appropriate examples, concepts or theories to explain an aspect of sociology. For example, if three marks are available for an “explain” question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation. Where a greater number of smaller points are made, the marker should use their professional judgement about whether or not these add up to the required “use” or “application”. Marking Instructions for the question should be checked to ensure that the answer meets the required standard.
- (g) For credit to be given, points must relate to the question asked. However within a structured question of, say, two or three parts a candidate may give more information in the first part than is required and inadvertently have given the answer to the second part. In this case the candidate should be given credit for any correct information given, whether given in the correct part or not.
- (h) There are three questions in this paper. Each question is structured to assess the candidate’s breadth of sociological knowledge and understanding and their skill in applying knowledge and understanding to explain aspects of the sociological study of society. Stimulus pieces or scenarios within the structure of each question require

the candidate to use their skills, knowledge and understanding in unfamiliar contexts. In some questions (for example 3d), the candidate can respond drawing on learning where personalisation and choice has been exercised.

- (i) A number of questions ask for examples; however there are differences in demand. In questions 2c and 2d, candidates are asked to “use one example”. This kind of question requires links to be made, in this case to a culture or subculture. However, in question 3a the question simply asks for an example and candidates are not required to make links between the example and other aspects of the question. The example simply has to be appropriate.

Detailed Marking Instructions for each question

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	(i)	This question has a straightforward “what type of” command. For 1 mark the candidate has to correctly state the type of data produced.	1	The candidate should state that it would be qualitative data
		(ii)	This question has a straightforward “name” command. For 1 mark the candidate has to correctly name any research method which produces qualitative data apart from participant observation.	1	Any method which tends to produce qualitative data, except participant observation may be named such as: Non participant observation; case studies; unstructured interviews
	(b)		Questions that ask the candidate to “explain” require the candidate to give more information about the meaning of something, to give reasons or show connections. Candidates may give answers which show disadvantages of covert/overt observation, which should be accepted as long as it is clear that it is participant observation.	6	There are two disadvantages required which must be distinct. Up to three marks available for each disadvantage depending on the quality of the response. Responses that merely state a disadvantage may be awarded one mark. Disadvantages may include: If overt then subjects may act differently. If covert then there are questions of ethics and safety. Whether overt or covert it can be very difficult to take notes or even record what is happening Whether overt or covert it can take a lot of time to gain the trust of the subjects It can take up a lot of a researcher’s time as there may be much that is irrelevant Any other disadvantage of participant observation

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	<p>Questions that ask the candidate to “explain” require the candidate to give more information about the meaning of something, to give reasons or show connections.</p> <p>The other mark is given for a relevant example.</p>	4	<p>This requires the candidate to explain how individual actions influence society. There are a number of ways of answering this question and candidates should be credited for any relevant explanation of how individual actions can influence society, including using specific action theories.</p> <p>For example:</p> <p>Individuals can choose what to do; they act differently from each other (1 mark). There are lots of individual freedoms guaranteed in society, such as elections, where individuals can choose the people who make the laws (1 mark). Institutions in society are made up of the individuals who work for them and who make the decisions; therefore institutions are influencing the institutions and society (1 mark).</p> <p>Any relevant example can be credited for 1 mark, such as: Individuals can start campaigns which can influence society such as Rosa Parks in the USA who helped change Civil Rights; or Anti Poll Tax campaigners who helped to bring about the abolition of the Community Charge.</p>
(d)	<p>Questions that ask the candidate to “explain” require the candidate to give more information about the meaning of something, to give reasons or show connections.</p>	3	<p>Up to 3 marks available for an explanation of an advantage of questionnaires depending on the quality of the response. Responses that merely state an advantage may be awarded up to a maximum of one mark.</p> <p>Advantages may include</p> <ul style="list-style-type: none"> • Limited responses mean less room for confusion by the respondent • Large numbers of people can be questioned so more representative sample • Researchers do not need a lot of training as questions are standard • Easy to collate results • Results can be presented as graphs or tables making them easier to understand <p>Any other relevant advantage</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	This question has a “describe” command and so the candidate should make a point for 1 mark and then develop this point for a further mark .	2	<p>Points of information that may be included or developed in a response include information about beliefs, customs, language and way of life of a group.</p> <p>For 2 marks this description should:</p> <ul style="list-style-type: none"> • Give information that culture is a way of life of a group in society • Develop this information further or give an example <p>Any of the bullet points below would be enough to achieve 2 marks</p> <p>For example</p> <ul style="list-style-type: none"> • Culture refers to the way of life of a particular group in society (1 mark). The group of people may share the same beliefs, for example beliefs about the role of women in society (1 mark). • Culture refers to shared characteristics of a particular society (1 mark). These characteristics may be recognised in the way people dress or the norms and values that they hold and share (1 mark). • Culture may have a number of different meanings. High culture, low culture, youth culture and pop culture are examples (1 mark). Generally each of these cultures can be distinguished by features which may include music, literature, styles or modes of dress, behaviour, rules, institutions, language, values and norms (1 mark). <p>Or any other acceptable information that accurately describes the term culture with sociological understanding.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	This question has a “describe” command and so the candidate should make a point for 1 mark and then develop this point for a further mark	2	<p>Points of information that may be included or developed in a response include information that acknowledges ‘identity’ as being the way we see ourselves in relation to others</p> <p>For 2 marks this description should:</p> <ul style="list-style-type: none"> • Give information that describes identity as being our sense of ‘self’ in our social world • Develop this information further or give an example <p>Any of the bullet points below would be enough to achieve 2 marks</p> <p>For example</p> <ul style="list-style-type: none"> • Identity refers to how we see ourselves in relation to others who are significant to us (1 mark). This may relate to our identity as defined in a range of different roles such as parent, child, student, nurse, teacher, or prisoner (1 mark). • Identity is about ‘who we believe we are’ (1 mark). For example some people may believe their identity is closely associated with their ethnicity (1 mark). • Identity can refer to both our social identity as well as our personal identity (1 mark). Sociology often emphasises ways in which identity is formed by belonging to or being affiliated with a particular social category or group (1 mark). <p>Or any other acceptable information that accurately describes the term identity with sociological understanding.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	<p>The question asks the candidate to “explain” a relationship. This will require the candidate to give more information about the meaning of socialisation or identity and show connections between them. This may include using appropriate examples, concepts or possibly theories to explain the relationship between the socialisation process and the formation of identity.</p>	3	<p>Points of information that may be included or developed in a response include information that acknowledges an understanding of primary socialisation as well as an explanation that demonstrates an understanding of how this process contributes to our sense of ‘identity’</p> <p>For 3 marks this response should explain:</p> <ul style="list-style-type: none"> • primary socialisation • the relationship between primary socialisation and identity <p>Either of the bullet points below would be enough to achieve 3 marks</p> <p>For example</p> <ul style="list-style-type: none"> • Socialisation is the lifelong process through which we learn the norms and values of the culture we belong to (1 mark). We usually gain our first sense of ‘who we are’ within our families (primary agent of socialisation) (1 mark). This may develop or change as we are exposed to secondary agencies of socialisation that can shape our sense of identity (1 mark). • A sense of identity is formed during the primary socialisation process which influences us to behave in certain ways or adopt particular values or beliefs (1 mark) in order to ‘fit in’ or ‘belong’ to the social groups of which we are a part (1 mark). People will develop an understanding of aspects of their identity such as those relating to gender, age, sexuality or disability through attitudes transmitted to them by family members and their peer groups (1 mark). <p>Or any other acceptable information that accurately describes the term identity with sociological understanding.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(d)	<p>The question asks the candidate to “use sources or research evidence” to “explain” the influence of secondary agents of socialisation on identity.</p> <p>Examples should relate to secondary socialisation and the explanation will require the candidate to give more information about the meaning of secondary socialisation and how this is connected to the formation of identity.</p>	5	<p>As this question is asking candidates to provide their own examples there are likely to be a wide range of responses.</p> <p>For 5 marks candidates should</p> <ul style="list-style-type: none"> • Give information from evidence they have studied. Use the evidence to explain ways in which identity can be influenced by secondary agents of socialisation <p>For example;</p> <p>Secondary socialisation is a continuation of the socialisation process begun by parents and agents include the media and education system (1 mark). As people develop their own sense of identity there are lots of influences. Developing a sense of gender identity may be influenced by television (1 mark). Many studies have been conducted on this and Van Evra reviewed several of these. Some concluded that the amount of television watched by children may have an influence on gender stereotyping, though others disagreed (1 mark). (Van Evra, J. (1990) <i>Television and Child Development</i>. Hillsdale: Erlbaum). Different magazines can also influence men and women to adopt different male and female identities; this is an example of how the media as an agent of secondary socialisation can influence our gender identities (1 mark). In class we investigated how there had been a change in advertising from women in passive roles to far more positive images of strong, independent women (1 mark).</p> <p>Or any other acceptable information that accurately uses examples to explain ways in which our identity can be influenced by secondary agents of socialisation.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(e)	The question asks the candidate to “explain” a term. This will require the candidate to give more information about the meaning or show connections.	3	<p>Points of information that may be included or developed in a response include information that demonstrates an understanding of there being a variety of cultures present in society.</p> <p>For 3 marks this explanation should:</p> <ul style="list-style-type: none"> • Give information about cultural diversity ie the presence of a variety of cultures in society • Give further points and/or examples to explain <p>Either of the bullet points below would be enough to achieve 3 marks</p> <ul style="list-style-type: none"> • Cultural diversity means that there are many different cultures present in society (1 mark). Each of these cultures is likely to have their own values, norms and roles that are important to them (1 mark). It is possible that different cultures may have beliefs or patterns of behaviour that conflict with each other. Valuing cultural diversity means understanding and accepting other cultures (1 mark). • Most of us live in societies where there are people from different religions, ethnic backgrounds, nationalities, social classes or sexual orientations (1 mark) which means that they may dress in a certain way, eat certain food, socialise in different places (1 mark) and generally have different lifestyles and beliefs from what we accept as the ‘norm’ - this is what cultural diversity means (1 mark). <p>Or any other acceptable information that accurately explains the term ‘cultural diversity’.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	This question begins with a “describe” command and so the candidate should make a point for 1 mark and then develop the point for a further mark. The candidate is then required to provide two exemplification points for a further 2 marks .	4	<p>Points of information that may be included or developed in a response include information that describes social inequality in terms of difference, advantage/disadvantage and power imbalances between groups or unequal access to a range of resources.</p> <p>For 4 marks this description should:</p> <ul style="list-style-type: none"> • Give information that accurately describes social inequality • Develop this information further • Include at least two examples of social inequality <p>Either of the bullet points below would be enough to achieve 4 marks</p> <p>For example</p> <ul style="list-style-type: none"> • Social inequality relates to the idea that there are different, and usually unequal, opportunities, chances or resources available for different groups in society based on their social position (2 marks). Unequal access to opportunities and life chance could depend on whether people are rich/poor, able-bodied/disabled, young/old (2 marks). • Social inequality is a sociological term used to describe the differences in society between groups (1 mark). These differences usually mean that one group is more advantaged than another (1 mark). People can experience social inequality based on their class or socio-economic status (1 mark). Some people may experience social inequality in society on account of their ethnic origin (1 mark).
	(b)	This question requires the candidate to explain the importance of research evidence.	4	<p>This question could be answered in a variety of ways based on a candidate’s level of knowledge and understanding.</p> <p>For 4 marks the candidate should:</p> <ul style="list-style-type: none"> • Provide information that clearly conveys an understanding of the importance of research evidence in sociology

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
				<ul style="list-style-type: none"> Expand on this information by making further points or using exemplification <p>Either of the bullet points below would be enough to achieve 4 marks</p> <p>For example</p> <ul style="list-style-type: none"> Research evidence is important in sociology as it helps to challenge or disprove taken for granted assumptions (1 mark). For example if there is a commonly held belief that most people living in poverty are poor because they can't be bothered to find work; research evidence could challenge this belief (1 mark). Official statistics, like census data, could provide information that shows many of the people experiencing poverty are actually in low paid jobs or are children (1 mark). Research evidence is therefore helpful in providing insight and understanding into social issues that may be of concern in contemporary society (1 mark). In sociology research evidence is important because research findings can be very influential in shaping many different aspects of policy in society such as educational policy in schools or social welfare policy (2 marks). For example research evidence conducted in schools that exposed the gendered nature of the curriculum and ethnic bias in teachers' interaction with pupils in the classroom meant that these issues had to be addressed (2 marks).
	(c)	(i)	3	<p>The candidate will be awarded marks for applying their sociological knowledge to demonstrate an understanding of why educational differential achievement is an important social issue.</p> <p>In explaining why differential educational achievement is an important social issue reference should be made by the candidate to an inequality.</p> <p>The bullet point below would be enough to achieve 3 marks</p> <p>For example</p>
				<p>Questions that ask the candidate to "explain" require the candidate to give more information about the meaning of something, to give reasons or show connections.</p> <p>This question therefore requires the candidate to give information about differential educational achievement and what makes it an important 'social issue'.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
				<ul style="list-style-type: none"> Differential educational achievement is an important social issue because research shows that not everyone has the same chance of doing well and achieving in school despite having similar abilities. This is an issue which is of concern to many people interested in education such as teachers, learners, parents, politicians and sociologists (2 marks). Gender, class and ethnicity can all have an influence on how well children achieve in school - this can relate to their own aspirations as well as teachers' perception of their abilities (1 mark).
	(ii)	<p>The question asks the candidate to "explain" how research evidence has contributed towards their understanding of the social issue.</p> <p>This will require the candidate to give more information to demonstrate their sociological understanding.</p>	3	<p>For 3 marks the candidate should:</p> <ul style="list-style-type: none"> Give a reason or explanation of how the evidence has contributed towards their understanding of differential educational achievement. Give further information to develop their response more fully. <p>Either of the mandatory studies <i>Rosenthal, R., & Jacobson, L 1968</i> or <i>Kingdon, G and Cassen R, 2007</i> could be used here or any other relevant study.</p> <p>For example:</p> <ul style="list-style-type: none"> We studied differential educational achievement and looked at Ball's (1981) research on 'Beachside Comprehensive'. The idea of labelling and the self-fulfilling prophecy on a large scale helped me to understand that the fact that children don't achieve well in school can have as much to do with teachers' perception of them as their own ability - this was particularly true in relation to children's class origins. Other research also highlighted this problem in relation to the ethnic background of pupils and the impact this had on teachers' perception of their ability. (3 marks.)
	(d)	The question asks the candidate to 'use' a theory to 'explain' a selected social issue.	6	Candidates must choose one structural theory to explain their chosen social issue. They should not choose differential educational achievement but can select any social issue they have studied.

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>This means that the candidate will need to show connections between the theory and the social issue.</p>		<p>To gain 6 marks candidates should:</p> <ul style="list-style-type: none"> • Select one structural theory • Use information from this theory to explain their chosen social issue • Use further information from this theory to explain the same issue <p>The answer below would be enough to achieve 6 marks</p> <p>For example</p> <p>Functionalist theory is a structural theory that adopts a macro-sociological perspective and can be used to explain ‘Gang Culture’ in the Social Issues and Culture and Identity units (1 mark.) Functionalist theory would emphasise how aspects of behaviour which are the accepted norm in a gang sub-culture do not conform to the generally accepted rules of social behaviour in wider society (1 mark). Examples of gang sub-culture behaviour which might be considered dysfunctional by functionalist theory could include a range of criminal behaviours such as violence, drug-taking, graffiti and even dress codes (1 mark). As a macro-sociological theory, functionalist theory would focus on the threat that this type of dysfunctional behaviour can have on the stability of society as a whole (1 mark). Functionalist theory highlights that a value consensus exists in society that means that there is shared agreement of what is considered ‘acceptable’ behaviour (1 mark) and that mainstream society would expect some kind of sanction to be imposed on such gang sub-culture behaviours in order to maintain social order (1 mark).</p>

[END OF MARKING INSTRUCTIONS]