National Qualifications 2015

2015 Sociology

New Higher

Finalised Marking Instructions

General Marking Principles for Higher Sociology

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

(a)   Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b)   Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

(c)   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.

(d)   The term "or any other acceptable response" is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific Marking Instructions or not.

(e)   Questions that ask candidates to *describe* require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to — for example — a concept, process, experiment, situation, or facts.

(f)   Questions that ask candidates to *explain* require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.

(g)   Questions that ask candidates to *analyse* require them to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).

(h)   Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.

(i)   A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.

(j)   Questions require candidates to use sociological knowledge and understanding to gain marks. Marks will not be awarded for personal opinion that is not supported by such use of sociological knowledge and understanding.

(k)   There may be some degree of flexibility in the way that marks are awarded in a question. This is clearly noted in the specific Marking Instructions for that question.

Detailed Marking Instruction for each Question

Section 1 – HUMAN SOCIETY

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)		Candidates can be awarded up to **4 marks** for this question. The candidate is expected to describe two features of any action theory.	4	Candidates can be awarded the **4 marks** in a number of different ways. 1 mark can be awarded for each point, or a development of a point, that describes action theory or relates the feature to the scenario. Answers may include description of the following generic or specific points: • Micro approach – this means they look at individuals and small groups in society. Action theory examines the role of the social actor in society **(2 marks)**. • Labelling theory examines the process and effect of labelling, for example applying the label, master status and self – fulfilling prophecy **(2 marks)**. • Weberian theory examines different types of action such as rational action and focuses on 'verstehen' **(2 marks)**. • Claims that individuals shape society **(1 mark)**. • Interested in the interaction between individuals and small groups and the effects this may have on society **(1 mark)**. • Tend to use research methods that generate qualitative data eg participant observation **(1 mark)**. • Or any other acceptable response.

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	Candidates can be awarded up to **8 marks** for this question. Question requires candidate to analyse differences.	8	Candidates can be awarded the **8 marks** in a number of ways. **1** mark can be given for each point, or development of a point, that analyses the differences between structural and action theories. A maximum of **4** marks can be awarded for candidates who show knowledge of feminist and action theories but do not analyse the differences between the two. Answers may include explanations of the following points: • As action theories take a micro approach they therefore begin by analysing the role of the individual in society. Feminism, as a structural theory, takes a macro approach, examining society as a whole and the role of institutions in society and their impact on the individual **(4 marks)**. • Action theories tend to use methods that generate qualitative data as they focus on individuals and small groups, whereas feminist theory tends to use methods that generate quantitative data as they focus on wider social influences and trends, eg pay differentials **(4 marks)**. • Or any other acceptable response.

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.			Candidates can be awarded up to **8 marks** for this question. The candidate is expected to evaluate a research method that is appropriate for the scenario.	8	Candidates can be awarded the **8 marks** in a number of different ways. 1 mark can be awarded for each point, or a development of a point, that relates to a research method that generates **quantitative** data: • Structured interview • Questionnaire • Survey • Official statistics Answers may include: • Structured interviews have been designed to use closed questions and will therefore generate quantitative data giving the researcher facts and figures about gender inequality in the workplace. However, structured interviews can be time consuming for the researcher and the respondent therefore incurring high costs. Researcher could gain more data using official statistics **(4 marks).** • Structured interviews do not provide insight as to the reasons behind specific actions nor do they allow respondents to explain their feelings/reasons about the situation. The researcher could gain better understanding of the role of women in the workplace by using a method that generates qualitative data **(4 marks).** • Or any other acceptable response

Section 2 – CULTURE AND IDENTITY

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.			Candidates can be awarded up to **8 marks** for this question. The candidate is expected to apply their knowledge of functionalist theory to explain aspects of identity formation.	8	Candidates can be awarded the **8 marks** in a number of different ways. **1** mark can be given for each point, or development of a point, that uses functionalist theory to explain identity formation. Points of application and explanation could include: • As a structural theory functionalist theory adopts a macro-sociological perspective and therefore emphasises ways in which individuals are shaped by the society of which they are a part. It therefore follows that identities are shaped or determined by aspects of the interconnected social structures or institutions that make up society **(2 marks).** • Functionalist theory views the family as a cornerstone of society and emphasises how the effective socialisation of children helps to stabilise adult personalities and identities. Functionalist theory would also acknowledge ways in which human identities are shaped by experiences in education and work, for instance reinforcing social norms and values **(4 marks).** Functionalist theory is helpful in highlighting how wider social forces can contribute to 'who we are' and 'how we live our lives'. This could include ways in which institutions work together to reinforce and develop value consensus, for example, the media portrays powerful images and identities around gender, sexuality, age, nationality, ethnicity, disability or socio-economic status. Social influences can therefore impact on aspects of identity formation and a range of lifestyle choices such as modes of dress, choice of music, leisure pursuits and political behaviour. Functionalist theory also acknowledges and helps to explain how identities can be influenced by status or power associated with mainstream culture or membership of a sub-culture, for example strain theory explains responses anomie **(8 marks).** • Or any other acceptable answer

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.			Candidates can be awarded up to **12 marks** for this question. The candidate is expected to explain the significance of power and status in Cohen's (1972) study "*Folk Devils and Moral Panics*".	12	Candidates can be awarded the **12 marks** in a number of different ways. For full marks candidates must explain the significance of power and status. Points of explanation could include: • Cohen's work conducted in the 1960s highlighted the power of the media to create a 'folk devils' over the tensions between two rival youth groups (Mods and Rockers) who were involved in a series of allegedly violent outbreaks in a number of seaside towns in the south of England. Therefore highlighting how deviance or deviant groups can be 'created' through the development of a moral panic including amplification (**4 marks).** • The idea of 'moral panic' which was central to Cohen's research became a frequently used term which has been used by sociologists and social commentators to explain and understand the negative portrayal of stereotyped images of 'demonised groups' perceived to be a threat to society. Although originally published in the 1970s it may still have relevance in terms of the power some institutions and organisations have to negatively stereotype some contemporary youth sub-cultures, eg Emos **(4 marks).** • A Marxist critique of Cohen's analysis would be that although he highlighted ways in which the media (especially newspapers at that time) played a crucial role in creating moral panic, he did not highlight the significance of class (therefore status). The Mods and Rockers were predominantly working class whilst the media is owned and controlled by the bourgeoisie **(4 marks).** • A further criticism is that much of the analysis was based on the assumption that newspaper audiences accept and act upon what they read **(1 mark).** • Or any other acceptable answer.

Section 3 – SOCIAL ISSUES

Questions			General Marking Instructions for this type of question	Max Mark	Specific Marking Instruction for this question
5.			Candidates can be awarded up to **20 marks** for this question. The candidate is expected to use Marxist theory and one other contrasting approach to analyse socio-economic inequality. Candidates are expected to draw conclusions based on their analysis.	20	Candidates can be awarded the **20 marks** in a number of different ways but answers should only be awarded full marks if they clearly relate the social issue to both Marxist theory and their other contrasting approach. Candidates can be awarded up to **8 marks** for analysis of each theory related to socio-economic inequality. Candidates can be awarded up to **4 marks** for a conclusion/points of conclusion within the response. Marxist Theory Marxists claim that all inequality is based on class which is defined by the relationship of an individual to the means of production. There is conflict of interest in society, under capitalism the proletariat are exploited by the bourgeoisie. Marxists claim that class origin affects people's life chances, for example, life expectancy is higher for the bourgeoisie than the proletariat. Marxists also claim the bourgeoisie control the superstructure and are therefore able to disseminate their ideology through institutions such as education. This means they can justify inequalities in society through the myth of meritocracy. However, Marxists are often criticised for not considering inequalities based on gender for instance, woman only make up less than 25% of MPs. Contrasting approaches which could be developed include: • Feminism - would claim that inequality is based on gender. • Functionalism – would claim inequality is necessary. • Weberianism – would claim inequality is based on a number of factors.

[END OF MARKING INSTRUCTIONS]