



National
Qualifications
2016

2016 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) 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) 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.
- (e) 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.
- (f) 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.
- (g) 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.
- (h) 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.
- (i) 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.

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)	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 . This should be done twice for a total of 4 marks .	4	<p>The question asks the candidate to describe two disadvantages of using participant observation.</p> <ul style="list-style-type: none"> • 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 • This type of research can take up a lot of time and can therefore be costly <p>Any other appropriate response.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(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.	6	<p>The question asks the candidate to explain two features of one research method that tends to generate quantitative data.</p> <p>Any research method which tends to generate quantitative data is acceptable, eg official statistics, structured interviews, questionnaires.</p> <p>Example:</p> <p>One feature of official statistics is that they are produced by official bodies such as the Government (1 mark) this means that they are more reliable because they use large samples or even the whole population (1 mark). For example, the Census is taken every ten years and gathers lots of information on the UK population (1 mark).</p> <p>Another feature of official statistics is that it generates numerical data (1 mark) which is useful for comparing social trends across time (1 mark). This means it can be easily collated and analysed (1 mark).</p> <p>Any other appropriate response.</p> <p>Candidates can only be awarded marks for one research method.</p> <p>Note that the candidate would need to explain the points for 6 marks, list type answers would receive a maximum of 3 marks. An explained point would receive 2 marks or 3 marks for a well explained point.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(c)	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.	5	<p>This requires the candidate to explain how individual actions influence institutions in 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.</p> <p>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 individuals are influencing the institutions and society (1 mark). Individual have choices, whether to comply with laws or to try to change them, these decisions influence 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 gay rights activists who have brought about changes in marriage laws.</p> <p>Any other appropriate response.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	(i)	This has a simple command. The candidate is asked “In what ways does”. The candidate must show in what ways one item influences another	4	<p>The candidate must show that they understand what Primary socialisation is and also how socialisation relates to the formation of identity. A candidate who only describes Primary Socialisation should be awarded a maximum of 2 marks. A candidate who explains identity formation without specific mention of Primary socialisation should be awarded a maximum of 2 marks.</p> <p>Example:</p> <p>Primary socialisation describes how children learn norms and values within the home (1 mark). The family are the main agents of primary socialisation (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).</p> <p>Any other appropriate response.</p>
		(ii)	<p>The question asks the candidate to “explain” a term. This will require the candidate to give more information about the meaning or show connections.</p> <p>The candidate is also asked to use sources and /or research evidence to do this.</p>	6	<p>The candidate is asked to explain socialisation using sources and/or research evidence. The explanation of socialisation and its influence on identity formation itself could attract a maximum of 2 marks if no sources or research evidence is used. The correct identification of a source or piece of research evidence can attract 1 mark for each source/piece of research evidence, up to a maximum of 2 marks.</p> <p>Example:</p> <p>Socialisation is the process which members of society learn the norms and values associated with that society. In this way our individual identity is shaped by the influences of the agencies of socialisation, such as the family in primary socialisation and the media in secondary socialisation (2 marks). Oswalt, in the study “Factors influencing gender identity” (1 mark) showed how parents who do not support gender nonconformity are more likely to have children with firmer and stricter views on gender identity and gender roles (2 marks). This shows how the influence of socialisation can help shape our identity as individuals (1 mark).</p> <p>Any other appropriate response.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b) (i)	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>The candidate is asked to explain what is meant by subculture. The candidate must therefore do more than just describe subculture, either by expanding the explanation or using an example to illustrate the explanation given.</p> <p>A subculture is a group of people within but also distinguishable from a culture (1 mark). A subculture will have different beliefs and values from the main culture, though it may also share some of them (1 mark). An example of a subculture would be travelling people in the UK (1 mark).</p>
	(ii)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark.	2	<p>The candidate is asked to describe a feature of a specific subculture. There is no mark for stating a subculture however the feature must relate to a specific subculture. A general, correct feature of an unidentified subculture would be awarded a maximum of 1 mark.</p> <p>For example:</p> <p>Traveling people within the UK are a subculture. One feature of this subculture is that they believe in early marriage more than the rest of the UK (1 mark). This is part of their belief system which emphasises family ties and is carried on from generation to generation (1 mark).</p> <p>Any other appropriate response.</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 term. This will require the candidate to give more information about the meaning or show connections.</p> <p>The question also asks the candidate to give an example.</p>	5	<p>The candidate is asked to explain what is meant by the term diversity. This is also to include an example. If no example is given, a maximum of 3 marks should be given.</p> <p>Example: Diversity is an understanding that within a society that different cultures and subcultures can co-exist (1 mark). There is an appreciation that these differences add to a society and bring different benefits to it (1 mark). Diversity in a society means that there will be an acceptance of this and that the whole is greater than the sum of the parts (1 mark). An example of diversity within society would be people from different Asian communities settling in Scotland. They will keep some of their own customs and traditions, including their religions, while adopting some others, such as language and education system. Similarly some of their culture’s traditions, such as food will influence Scottish culture (2 marks).</p> <p>Any other appropriate response.</p>

Question			General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	(i)	This question has an “explain” command and so candidates should give more information about the meaning of an evaluative statement, give reasons or show connections.	6	<p>This question asks candidates to explain a social issue and use two sociological theories in their answers. As this question is open to any social issues, the answers will be varied. Candidates will not be awarded a mark for simply stating a social issue.</p> <p>Where only one theory is used a maximum of 3 marks can be awarded.</p> <p>Example:</p> <p>Wealth inequalities is a social issue. Marxists claim that the capitalist system is exploitative with few opportunities available for those at the bottom (1 mark) whereas functionalists stress equal opportunities and meritocracy gives those at the bottom something to aim for and motivates them (1 mark). Therefore, functionalists see social mobility as a possibility for those that have a talent/skill and who are willing to put in the effort (1 mark). For functionalists the relationship between those at the top and bottom is interdependent, with all positions contributing to the smooth running of society (1 mark), whereas Marxists see the relationship between the owners and non-owners as oppressive (1 mark); the bourgeoisie exploit the proletariat by keeping wages low to maximise profits for their own benefit (1 mark).</p> <p>Any other appropriate response.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(ii)	This question has an “explain” command and so candidates should give more information about the meaning of an evaluative statement, give reasons or show connections.	5	<p>This question asks the candidates to apply a piece of research. 1 mark will be allocated for identifying a relevant piece of research evidence applicable to the social issue identified above in (a) (i).</p> <p>As this question is open to any piece of research applicable to any social issue, the answers will be varied.</p> <p>Example:</p> <p>The “Oxford Mobility Studies” by Goldthorpe (1972) (1 mark) found that downward mobility appeared to be declining, but more men from working-class backgrounds were unemployed (1 mark). Goldthorpe found that two-thirds of the sons of unskilled or semi-skilled workers were in manual occupations (1 mark). Although high rates of absolute mobility were found, there were low rates of relative mobility (1 mark). This shows that social mobility is possible but still difficult for the working class (1 mark).</p> <p>Any other appropriate response.</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 candidates should make a point for 1 mark and then develop this point for a further mark.	4	<p>This question asks for the candidate to describe two ways educational achievement can be affected by a person's ethnicity or gender. Each example given will be awarded two marks each. Candidates may refer to research evidence to support their answer and should be awarded marks if so.</p> <p>Marks can only be awarded for two features of either gender or ethnicity.</p> <p>Example:</p> <p>Ethnicity- Numerous pieces of research have shown that ethnic minorities are often labelled in the education system. This label (whether positive or negative) may lead to self-fulfilling prophecy and influence their exam grades (2 marks).</p> <p>Leon Tikly (2005) studied ethnicity and educational achievement and found that teachers had lower expectations of mixed heritage students compared to their white counterparts. Students and parents questioned also cited feeling picked on or dislike by teachers due to their ethnic origins (2 marks).</p> <p>Gender- Feminists claim that girls are at a disadvantage in the education system due to their gender. The education system continues the socialisation of gender roles steering girls into caring subjects and boys into sciences (2 marks).</p> <p>The emphasis used to be on girls underachieving in the education system but since the 90's girls have been outperforming boys. Girls now outperform boys at every level of schooling - from Primary to University level (2 marks).</p> <p>Any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]