



National
Qualifications
2016

2016 Sociology

Higher

Finalised Marking Instructions

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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.

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)	The candidate is expected to explain one advantage and one disadvantage of official statistics.	6	<p>Candidates can be awarded up to 6 marks.</p> <p>Up to a maximum of 4 marks can be awarded for one advantage and up to a maximum of 4 marks can be awarded for one disadvantage.</p> <p>Advantages could include:</p> <ul style="list-style-type: none"> An advantage of official statistics is that they are considered to be reliable; they are gathered by official bodies, for example SQA. They produce quantitative data, often gathered annually or over other periods of time which allows for trends to emerge and be identified (3 marks). <p>Disadvantages could include:</p> <ul style="list-style-type: none"> A disadvantage of official statistics is that they do not tend to produce qualitative data and therefore lack meaning. For instance, the data in the table does not explain why males and females choose different subjects at school. Hence the reasons behind the data remain unknown (3 marks). <p>Or any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	The candidate is expected to produce a possible hypothesis which is relevant to the research.	2	<p>Candidates can be awarded up to 2 marks for a hypothesis which is relevant to the research, i.e. gender in education.</p> <p>Examples:</p> <p>Boys and girls are likely to choose different subjects in school (1 mark).</p> <p>There is still gender inequality in Scottish education (2 marks).</p> <p>Traditional views of male and female roles strongly influence subject choice in schools (2 marks).</p> <p>Or any other appropriate answer.</p>
(c)	The candidate is expected to use feminist theory to analyse the information in the table.	6	<p>Candidates can be awarded up to 6 marks in a number of ways for using feminist theory to analyse the information in the table.</p> <p>Up to 3 marks can be awarded for one well developed point.</p> <p>Example:</p> <p>Feminists would argue that we live in a patriarchal society and that all institutions including education perpetuate gender inequality through the patriarchal structure. The table shows that subjects taken by females such as Biology, Early Education and Childcare and Home Economics are linked to traditional female occupations such as nursing, caring and catering (3 marks). The subjects predominantly chosen by males such as Physics and Technical Studies are also linked to projected future work roles in more highly paid occupations such as engineering. Feminists would further argue that the reasons for these subject choices are rooted in early gender socialisation (3 marks).</p> <p>Or any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	The candidate is expected to explain one strength and one weakness of feminist theory.	6	<p>Candidates can be awarded up to 6 marks.</p> <p>Up to a maximum of 4 marks can be awarded for explaining one strength and up to a maximum of 4 marks can be awarded for explaining one weakness.</p> <p>Example of a strength:</p> <p>One strength of feminist theory is that it provides a valid explanation of persistent gender inequality in society. It does this by explaining the structural basis for the power imbalance that exists throughout society, for instance the pay gap between men and woman (3 marks).</p> <p>Example of a weakness:</p> <p>Marxists would argue that one weakness of feminist theory is that by focusing on gender inequality, feminists downplay other factors such as class. For example, women from the bourgeoisie exploit men and women from the proletariat (3 marks).</p> <p>Or any other appropriate answer.</p>

Section 2 - CULTURE AND IDENTITY

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	The candidate is expected to use symbolic interactionist theory to explain ways in which a sense of identity can be formed.	6	<p>Candidates can be awarded up to 6 marks in a number of different ways for explaining ways in which a sense of identity can be formed using symbolic interactionist theory.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> • As SI theory adopts a micro-sociological approach to explain human society, its focus is on how individuals create and live in a world full of shared social meaning. It is our interactions with significant others in our social worlds that help us develop our sense of ‘who we are’ - our identity (2 marks). • Shared social meaning is reinforced by symbols which may be objects, artefacts, language, patterns of communication, modes of dress or musical genres all of which can be significant in how individuals and small groups create their sense of identities and communicate this to others developing their ‘sense of self’ or identity based on their perceptions of the feedback they receive from others during social interactions (4 marks). <p>Or any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
4.		The candidate is expected to explain the influence of secondary socialisation on gender identity.	5	<p>Candidates can be awarded up to 5 marks in a number of ways.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> • Secondary socialisation could be considered to have contributed to gender identity in a range of ways including the portrayal of the 'ideal' in terms of both femininity and masculinity in magazines, music videos or fashion. Such influence has been criticised for contributing to a range of social issues including eating disorders and the increased sexualisation of children (3 marks). • Lesbian, gay, bisexual and transgender rights in the UK have significantly improved in recent years and many would claim that media has been a significant driving force in this progress due to people having more awareness of diverse sexual identities through wider exposure to a range of media (2 marks). <p>Or any other appropriate answer.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
5.	(a)	The candidate is expected to describe two findings of a research study on culture and identity.	4	<p>Candidates can be awarded up to 2 marks for each description of a finding.</p> <p>For example: A candidate could focus on the sociological study by Linda McDowell “<i>Redundant Masculinities: Employment Change and White Working Class Youth</i>” (2003).</p> <ul style="list-style-type: none"> • McDowell’s (2003) study on “Redundant Masculinities” found that the young working class men had failed to realise the changes that had taken place in the employment market, this led to them clinging on to an identity which no longer existed (2 marks). • The research also challenged the often taken for granted assumption that working class young men experiencing difficulties in the employment market were ‘idlers’, ‘layabouts’ or ‘yobs.’ (2 marks). • The focus of this longitudinal study was on how these young men shaped their identities within the complex and often contradictory expectations associated with their working class masculinity (2 marks). <p>Or any other appropriate answer.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	The candidate is expected to explain ways in which this research study has contributed to their own sociological understanding of culture and identity.	5	<p>Candidates can be awarded up to 5 marks in a number of different ways including evaluative points relating to the research.</p> <p>A maximum of 3 marks can be awarded if the candidate makes no direct reference to the contribution the study has made to their own sociological understanding of culture or identity.</p> <p>As an example: points of explanation for McDowell’s (2003) “<i>Redundant Masculinities</i>” research could include:</p> <ul style="list-style-type: none"> • This is a very good example of a study that uses qualitative research methods to examine the social construction of young male identities (1 mark). • As a longitudinal study, it follows the lives of 24 young men for 18+ months and therefore provides a significant amount of in-depth information about the meanings of social interactions experienced by these young men in their transitional years between secondary education and further education or employment. This has therefore helped me to understand that when studying ideas around identity formation, an action based approach such as that adopted by McDowell provides a real depth of insight into the actual life experiences of the group being studied. The participants became ‘real’ to me which is not what happens when statistics are analysed. This piece of research therefore helped me to really understand the benefits of qualitative research in studying aspects of identity formation (5 marks). <p>Or any other appropriate answer.</p>

Section 3 - SOCIAL ISSUES

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
6.	<p>Candidates are expected to analyse socio-economic inequality using:</p> <ul style="list-style-type: none"> • two contrasting sociological theories, one of which must be functionalist theory. • Blanden and Machin’s 2008 study “Up and Down the Income Ladder in Britain.” <p>Candidates must make clear the relationship between the points of the theory and the points about inequality. The candidate is expected to explain functionalist theory in terms of how it views socio-economic inequality.</p>	20	<p>Candidates can be awarded up to 20 marks for this question in a number of different ways.</p> <p>Up to 10 marks can be awarded for analysing socioeconomic inequality using two theories, one of which must be functionalism. 5 marks can be awarded for each theory.</p> <p>Up to 5 marks can be awarded for analysis of Blanden and Machin’s 2008 study “Up and Down the Income Ladder in Britain.”</p> <p>Up to 5 marks can be awarded for further analytical points for instance linking theories and studies.</p> <p>Full marks may be awarded only if the candidate relates relevant points of theory to the study.</p> <p>Points of analysis might include:</p> <ul style="list-style-type: none"> • Functionalism recognises structured inequality as necessary to the functioning of society (Davis and Moore for example discusses stratification as a functional prerequisite.) Inequality can be a motivational factor in improving social status and hence levels of inequality. • Discussions of an open meritocratic system based on ability and hard work, access to public resources such as educational provision, rather than background as raised by Parsons and Saunders - “unequal but fair”.

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	<p>Evidence of cause and effect/impact of using one other theory on social inequality.</p> <p>Candidates are expected to link the theories to the study.</p>		<p>Conversely:</p> <ul style="list-style-type: none"> • Weakness is that it ignores those who have wealth choosing to retain their wealth rather than see it redistributed through a tax system - as a result the life chances and benefits tend to persist across the generations. Equally, social inequalities of those further down the income and wealth structure will also continue. • Some groups are marginalised and suffer inequalities because for various reasons they may not be able to/or choose not to share the values of the majority. • Who is judging the value of an occupation in terms of income and reward - is it those who are wealthy anyway? <p>Or any other acceptable response.</p> <p>Any contrasting theory, for instance Marxism.</p> <p>Points of analysis for Marxist theory could include:</p> <ul style="list-style-type: none"> • Marxist theory considers capitalism creates the inequalities in society because it is structured to benefit those who have control over the means of production - it is therefore socially divisive. For example, the poorest in UK society have experienced a decline in their living standards since 2007. • Marxist theory considers capitalism to be exploitative in that it shapes social life in a way that benefits the wealthy who protect their position and wealth in society but disadvantages the workers or those with no work who are oppressed by the wealth (control of superstructure). • Capitalism and the structured inequalities in society create limited opportunities for those further down the system to achieve their full potential (social reproduction). <p>Or any other acceptable response.</p>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
			<p>Up to a maximum of 10 marks can be awarded for analysis of Blanden and Machin’s 2008 study “Up and Down the Income Ladder in Britain.”</p> <p>Points of analysis may include:</p> <ul style="list-style-type: none"> • Key findings of Blanden and Machin 2008 “Up and Down the Income Ladder in Britain” support the Marxist view. For instance, Blanden and Machin conclude that the decline in intergenerational mobility that occurred between 1958 and 1970 is unlikely to continue for cohorts born from 1985 to 2000, and mobility is likely to remain at the low level observed for the 1970 cohort. (3 marks) • Evaluation of Blanden and Machin 2008 “Up and Down the Income Ladder in Britain.” For instance the data for 1985-2000 cohorts is incomplete and it is difficult to draw accurate conclusions from the intermediate data. (2 marks)

[END OF MARKING INSTRUCTIONS]