



National
Qualifications
RESOURCE

X868/76/11

Sociology

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

General marking principles for Higher Sociology

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) 'Describe' requires candidates to make factual points or state characteristics and/or features. This will be more than an outline or a list and may refer to, for example, a concept, process, experiment, situation, or facts.
- (e) 'Explain' requires candidates to 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.
- (f) 'Analyse' requires candidates to identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; and analyse data (possibly including calculations and/or a conclusion).
- (g) 'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.
- (h) A development of a point (of description, explanation, analysis or evaluation) will provide further related information and might include exemplification of the point.
- (i) Candidates gain marks by responding to the questions using sociological knowledge and understanding. Do not award marks for personal opinion that is not supported by sociological knowledge and understanding.
- (j) 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)	Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	6	<p>Candidates are asked to explain one advantage and one disadvantage of official statistics.</p> <p>Award a maximum of 6 marks.</p> <p>Up to a maximum of 3 marks can be awarded for one advantage and up to a maximum of 3 marks can be awarded for one disadvantage.</p> <p>Up to a maximum of 2 marks can be awarded for one generic advantage and up to a maximum of 2 marks can be awarded for one generic disadvantage.</p> <p>For full marks candidates must refer to the data in the table provided to explain the strengths and weaknesses of the method.</p> <p>Advantages could include An advantage of official statistics is that they are considered to be reliable; they are gathered by official bodies, for example Government, SQA. They produce quantitative data, often gathered annually or regularly over other periods of time which allows for trends to emerge and be identified. (2 marks) In this case the researcher could compare data in this table to that of previous years on the link between social class and attainment. (1 mark)</p> <p>Disadvantages could include A disadvantage of official statistics is that they do not tend to produce in-depth, qualitative data and therefore lack meaning. (1 mark) For instance, the data in the table neither explains why pupils choose to enter/not enter higher education nor why pupils in schools with higher FSM entitlement are less likely to enter higher education. Hence the reasons behind the data remain unknown. (2 marks)</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	Analyse questions ask candidates to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications.	6	<p>Candidates are asked to use Marxist theory to analyse the information in the source.</p> <p>Award a maximum of 6 marks.</p> <p>Up to 3 marks can be awarded for one well developed point.</p> <p>For example Marxists argue that the proletariat are disadvantaged by capitalism. The source shows that pupils who are entitled to a free school meal – an indication of lower income/lower social class – were less likely to enter Higher Education, than pupils from wealthier backgrounds. Pupils from more affluent backgrounds are more likely to gain SQA Higher passes than pupils in lower income areas. Educational progress to higher education is therefore more likely for more affluent pupils. (3 marks)</p> <p>Marxists would argue that because we live in a capitalist society, all institutions including education perpetuate class inequality. Marxists would argue that education in a capitalist system, benefits one class over another, ensuring academic and future economic success for wealthy pupils – the next generation of owning-class. Marxists would claim the source shows that education provides most advantage for the children of the affluent bourgeoisie class. (3 marks)</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	Evaluate questions require candidates to make a judgement based on criteria to determine the value of something.	6	<p>Candidates are asked to evaluate one research method that the sociologist could use to collective qualitative data for this research.</p> <p>Up to 3 marks for each evaluative point to a maximum of 6 marks. Candidates must refer to the research to gain full marks.</p> <p>For example One research method which tends to produce qualitative data is unstructured interviews.</p> <p>One advantage of unstructured interviews is that they use open-ended questions. This means that respondent pupils or teachers could discuss their own opinions about differences in attainment or entry to higher education by different groups of pupils, and are not limited to answering closed questions from a schedule, as would be the case if using structured interviews. (3 marks)</p> <p>A disadvantage of unstructured interviews is that that they tend to cover small samples, which decreases their reliability. Conclusions drawn from unstructured interviews about pupil attainment differences cannot be generalised. (2 marks) Some respondents may be uncomfortable discussing their socio-economic status. (1 mark)</p> <p>Or any other relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	6	<p>Candidates are asked to explain one strength and one weakness of feminism.</p> <p>Award a maximum of 6 marks.</p> <p>Up to a maximum of 4 marks can be awarded for explaining one strength of feminism and up to a maximum of 4 marks can be awarded for explaining one weakness of feminism.</p> <p>Example of a strength: 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: 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 relevant response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.		Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	2	<p>Candidates are asked to explain any stage of the research process.</p> <p>Award a maximum of 2 marks.</p> <p>For example One stage of the research process is devising a hypothesis. This is a statement (or series of statements) which the research will try to prove or disprove. (1 mark) The hypothesis will be created after a consideration of the theory and after reading already published research. (1 mark)</p> <p>Or any other relevant response.</p>
4.		Describe questions require candidates to make factual points or state characteristics and/or features.	4	<p>Candidates are asked to describe two features of symbolic interactionism.</p> <p>Award a maximum of 4 marks.</p> <p>Candidates should describe two features of symbolic interactionism. Award up to 2 marks for each feature.</p> <p>Symbolic interactionism puts forward the idea of the looking glass self- this is the idea that we form our sense of identity through our interaction with others - defining ourselves by the reaction of others to us. (2 marks) The label can become the 'master status', taking over all other roles and identities a person has. People that interact only with the label and not the person - this can then lead to a 'self-fulfilling' prophecy. (2 marks)</p> <p>Or any other relevant response.</p>

Section 2 – Culture and identity

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.		Analyse questions ask candidates to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications.	25	<p>Candidates are asked to analyse the extent to which society is characterised by diversity using two contrasting sociological theories and at least one study.</p> <p>Award a maximum of 25 marks for this extended response.</p> <p>Award marks as follows</p> <ul style="list-style-type: none"> • Introduction and/or definition of sociological concepts 4 marks • Theories 14 marks (up to 7 marks for each theory) • Study 7 marks <p>Introduction/definitions – 4 marks Candidates may define terms such as diversity, prejudice and discrimination, power and status etc. The introduction may also include more generic points on the nature of society and of changes over time. These marks may be awarded from anywhere in the response.</p> <p>Theories – 14 marks Candidates must explain the theoretical approach to diversity, prejudice and discrimination, power and status. Do not award marks for general theory points unless relevant to the question. Any two contrasting theories may be chosen.</p> <p>For example Marxism may concentrate on the nature of class prejudice and discrimination, looking at the judicial system, the workplace and the inherent bias within society in favour of the ruling class. Answers may also discuss the nature of false class consciousness and the ‘divide and rule’ nature of the predominant ideology which produces gender, race and disability divisions in society as a means of distracting the proletariat from the true nature of their exploitation. Candidates may also look at notions of cultural hegemony. Candidates may also examine popular and high culture in relation to diversity.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Feminism may consider the nature of gender discrimination in society. The lack of diversity in some areas, such as CEOs in large companies or consider the relative gains that women have made in representation in some places, such as the Scottish Parliament. Feminism answers may also look at the nature of advances in legislation, such as The Equal Pay Act, but continued discrimination in reality.</p> <p>Functionalism may look at the existence of diversity as an example of social cohesion. Changes in the law on discrimination, such as same sex marriage, can be shown as the means by which society tolerates differences of opinion and reacts to changes in social attitudes. Candidates may also examine representation of different groups in the media and the claimed pluralism of media.</p> <p>Study – 7 marks Candidates can use any relevant study, but they must explain the extent to which society is characterised by diversity.</p> <p>For example Scottish Government (2016) <i>One Scotland: My Story</i> As part of the ongoing One Scotland campaign, the Scottish Government published a series of case studies on diversity, prejudice and discrimination where people related their own personal account of life in Scotland. These people were from a variety of backgrounds, such as lesbians, disabled people and those from minority ethnic backgrounds. Many of these showed the lessening of prejudice and discrimination over time and portrayed Scotland as a place where diversity is celebrated and encouraged. This links with the functionalist theory of society as consensual and having a value consensus. However, the relatively recent acceptance of many of these people and for some their continued struggle shows the persistence of discrimination among some sections of society.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>or</p> <p>Wood J. T. (1994) <i>Gendered Media: The influence of Media on Views of Gender</i> This study highlights the power of men in the media in maintaining a prejudiced view of gender in society. The study shows how the depiction of relationships between men and women emphasises traditional roles. This study supports the feminist view of society which views the media as part of the patriarchy and responsible for the continuation of prejudice and discrimination. Marxists would point to how the media is controlled by the ruling class and therefore will reflect the ideology of the bourgeoisie.</p> <p>Award marks for conclusive points of analysis wherever they occur in the response, when candidates link theories to studies to answer the question.</p> <p>Or any other relevant response.</p>

[END OF MARKING INSTRUCTIONS]