



National
Qualifications
SPECIMEN ONLY

S868/76/11

Sociology

Date — Not applicable

Duration — 2 hours 40 minutes

Total marks — 80

SECTION 1 — HUMAN SOCIETY — 30 marks

Attempt ALL questions

SECTION 2 — CULTURE AND IDENTITY — 25 marks

Attempt the question

SECTION 3 — SOCIAL ISSUES — 25 marks

Attempt ALL questions

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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SECTION 1 — HUMAN SOCIETY — 30 marks

Attempt ALL questions

1. Explain **two** differences between functionalism and feminism. 6
2. Describe **two** features of symbolic interactionism. 4
3. Explain **one** strength and **one** weakness of Marxism. 6
4. Describe **two** advantages of any research method which tends to produce quantitative data. 4
5. Evaluate non-participant observation as a research method. 6
6. Describe any **two** stages of the research process. 4

SECTION 2 — CULTURE AND IDENTITY — 25 marks

Attempt the question

7. Analyse the relationship between power and status and the formation of identity.

In your answer you should:

- use **two** contrasting theories to explain the process of socialisation
- use a sociological study of your choice
- link your chosen theories to your chosen study.

25

[Turn over for next question

SECTION 3 — SOCIAL ISSUES — 25 marks

Attempt ALL questions

- | | |
|---|----|
| 8. Explain two findings of Blanden and Machin's 2008 study 'Up and Down the Generational Income Ladder'. | 6 |
| 9. Explain social mobility using functionalism. | 7 |
| 10. Analyse a social issue other than social mobility, using a sociological study of your choice. | 12 |

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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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.	Candidates are expected to explain two differences between theories.	6	<p>Award a maximum of 6 marks.</p> <p>Candidates should explain two clear differences between functionalism and feminism; award up to 3 marks for each difference depending on the quality of the candidate's response.</p> <p>For example: One difference between functionalism and feminism is that functionalists believe that society is fundamentally consensual, whereas feminists think that there are groups in society which are in conflict. Functionalists believe that different groups in society work together for the benefit of the society as a whole, whereas feminists believe that patriarchy deliberately undermines women in society. (3 marks)</p> <p>Another difference between functionalism and feminism is that functionalists believe that society is largely meritocratic, whereas feminists believe that society places barriers in the way of social progress for women. Functionalists look at examples of social mobility to support their beliefs, whereas feminists point to the wage and job opportunity differences between men and women to show how society still prevents women from achieving their full potential. (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
2.		Candidates are expected to describe two features of a theory.	4	<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>For example: One feature of symbolic interactionism is that it adopts a micro sociological approach to explain human society. It focuses on how individuals help to shape the social world they live in through their interactions, to help create a world of shared social meaning. (2 marks)</p> <p>Another feature of symbolic interactionism is the concept of the significant other that helps individuals develop their sense of who they are. These are the people that individuals interact with most often, especially within the family which symbolic interactionism sees as a social group. (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
3.		Candidates are expected to explain one strength and one weakness of a sociological theory.	6	<p>Award a maximum of 6 marks.</p> <p>Candidates should explain one strength of Marxism to gain up to 3 marks and one weakness of Marxism to gain up to 3 marks.</p> <p>For example: One strength of Marxism is that it can account for the continued inequality that exists in capitalist societies. By explaining the nature of the power imbalance inherent in our class system, Marxism shows how the distribution of wealth is a direct result of the nature of our society. This means that social inequality can only be overcome by changing the system, which means a redistribution of power as well as wealth. (3 marks)</p> <p>One weakness of Marxism is that it is criticised for not accounting for the social mobility that exists within society. (1 mark) There are many examples of working-class people being able to change their social position. Alan Sugar started off from very humble beginnings to become the head of a large company and a member of the House of Lords, showing that he has become part of the establishment. Marxism finds this difficult to explain. (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
4.		Candidates are expected to describe two advantages of a research method.	4	<p>Award a maximum of 4 marks.</p> <p>Candidates should describe one advantage of any research method which tends to produce quantitative data to gain up to 2 marks, and a further advantage of that research method to gain a further 2 marks.</p> <p>For example: One research method which tends to produce quantitative data is official statistics. One advantage of official statistics is that they are gathered by government departments or similar organisations who are reputable. This means that they can be treated as valid and relatively bias-free. (2 marks)</p> <p>Another advantage of official statistics is that that they tend to cover very large samples, sometimes even the whole population, which increases their reliability. This is further enhanced by often being repeated on a regular basis. (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
5.		Candidates are expected to evaluate a research method.	6	<p>Candidates can gain up to 6 marks in a number of ways for evaluating strengths and/or weaknesses.</p> <p>Award up to 3 marks for each developed evaluative point, for instance a strength or weakness. Responses must explain why the point made is an advantage or disadvantage.</p> <p>For example: Non-participant observation has a number of advantages to the sociologist. Using this method means that the research subjects can act naturally so that accurate, valid data can be obtained. This is particularly true if the non-participatory observation is covert, as the subjects not only do not know they are being observed but, unlike covert participation, the researcher has not introduced a change to the subject group. (3 marks)</p> <p>However, there are disadvantages of this method. If it is done covertly, as above, there are a number of ethical questions raised and if it is overt the subjects may not act naturally. It also requires a lot of time as the observer cannot direct what is happening. As a result, many of the actions observed may be irrelevant to the research. (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
6.		Candidates are expected to describe two stages of the research process.	4	<p>Candidates can gain up to 4 marks for describing two stages of the research process. A maximum of 2 marks are available for each description.</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>Another stage in the research process is the presentation of results. Once the raw data has been analysed, the researcher will want others to know the results. They may want to publish a research paper in a sociological journal or similar and use graphs and tables to help present the results to the public. (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
7.		25	<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 identity, power and status. The introduction may also explain the general nature of socialisation, for example, primary and secondary socialisation and agents. These marks may be awarded from anywhere in the response.</p> <p>Theories - 14 marks Candidates must explain socialisation in terms of the theories chosen. Do not award marks for generic theory points unless they are relevant to the question. Any two contrasting theories may be chosen:</p> <ul style="list-style-type: none"> • Marxism Structural theories may prioritise top down explanations involving socialisation, ideology, institutional and external pressures. For example, answers on Marxism may include explanation, development and/or analysis of points such as: <ul style="list-style-type: none"> – role of the media (superstructure) in the formulation of the social concept of identity – role of consumerism in identity formation – development of class and youth identities through ritual, dress and lifestyle may be identified as the means whereby youth cultures resist imposed norms and values of the bourgeoisie.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>For example: Marxists argue that power and status are held largely by the bourgeoisie in a capitalist society. Hence, bourgeois-owned and controlled institutions such as education and media can put forward their views on culture, values and norms and so influence identity. Capitalism creates cultural symbols such as the mobile phone which are then marketed as 'necessities' for us to consume. (3 marks)</p> <ul style="list-style-type: none"> • Feminism <ul style="list-style-type: none"> – formation and reinforcement of gender roles in a patriarchy – role of the media in reinforcing gender roles – role of the media in discriminating against women – differences in power and status of men and women in patriarchal societies and the effects of this differential on identity. <p>For example: Feminists argue that the development of gender roles through socialisation is influenced significantly by patriarchal institutions of society. Agents of secondary socialisation such as media are dominated by men in terms of ownership and management. Hence it is argued that the institutions promote patriarchal notions of gender. (3 marks)</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Study - 7 marks Candidates can use any relevant study but they must explain the significance of power and status on identity.</p> <p>For example: Cohen, S. (1972) <i>Folk Devils and Moral Panics</i>: Cohen's work, conducted in the 1960s, highlighted the power of the media to create '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. (3 marks)</p> <p>or</p> <p>Wood, J. T. (1994) <i>Gendered Media: The Influence of Media on Views of Gender</i>: The study highlights the power of men in the media, an agent of socialisation, in terms of power and status. Hence male owned and dominated media communicate images of the sexes which are often unrealistic, stereotypical and limited. For instance, depiction of relationships between men and women emphasise traditional roles and normalise violence against women. (3 marks)</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>

Section 3 - SOCIAL ISSUES

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.		Candidates are expected to explain two findings of a sociological study.	6	<p>Award a maximum of 6 marks.</p> <p>Award up to 3 marks for an explanation of a finding of the study, Blanden, J. and Machin, S. (2008) <i>Up and Down the Generational Income Ladder</i>. Candidates must explain two findings to gain up to 6 marks.</p> <p>For example: The study looks at the degree to which the influence of parental background changed as the rates of child poverty increased and found that the link between association to parental background was stronger for children growing up in the 1980s (2nd cohort) than the 1970s (1st cohort). This showed that a rise in social inequality and child poverty coincided with a fall in social mobility. (3 marks)</p> <p>Intergenerational social mobility has fallen over time in Britain and equality of opportunity has declined for those born in the 1970s. This supports the Marxist view as they concluded 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)</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
9.		Candidates are expected to explain social mobility using a sociological theory.	<p>7</p> <p>Award up to 3 marks for each developed point that applies functionalism to explain social mobility.</p> <p>Points of explanation may include:</p> <ul style="list-style-type: none"> • meritocracy • functional prerequisites • social stratification as being vital for society. <p>For example: Functionalists would argue that social mobility is possible in society but only for those people with a will to work hard and succeed. (1 mark) Functionalism recognises structured inequality as necessary to the functioning of society (Davis and Moore, for example, discusses stratification as a functional prerequisite). This means that inequality can be a motivational factor in improving social status and hence levels of inequality. (2 marks)</p> <p>Functionalists believe strongly in a meritocratic open system of stratification. (1 mark) Functionalists argue that the fact that everyone has access to public resources such as educational provision means that everyone has an equal chance to be upwardly mobile despite their background, as raised by Saunders <i>Unequal but Fair</i>. (2 marks)</p> <p>A challenge to this theory, according to feminists, is that many women do not necessarily have the same opportunities as men to be socially mobile, due to the patriarchal structure of society. (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
10.		12	<p>Award a maximum of 12 marks. Candidates are expected to analyse a social issue other than social mobility, using a sociological study. They must make clear the relationship between the key findings of the chosen study and the chosen social issue.</p> <p>Candidates can gain marks in a number of ways.</p> <p>Award up to 3 marks for each relevant, developed point. Analysis of the social issue may also include evaluation of a theory or theories relating to the chosen social issue. Award a maximum of 6 marks if candidates make no reference to a relevant sociological study.</p> <p>Candidates may choose any social issue other than social mobility.</p> <p>For example, for differential achievement in education:</p> <p>Award marks where candidates refer to findings from:</p> <p>Kingdon, G. and Cassen, R. (2007) <i>Understanding low achievement in English schools</i></p> <p>Rosenthal, R. and Jacobson, L. (1968) <i>Pygmalion in the classroom</i></p> <p>Any other relevant study relating to the chosen social issue, for example:</p> <p>Kingdon, G. and Cassen, R. (2007) <i>Understanding low achievement in English schools</i>:</p> <ul style="list-style-type: none"> • nearly half of all low achievers are white British males • Chinese and Indian pupils were most successful in avoiding low achievement; Afro-Caribbean pupils were least successful in avoiding low achievement

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<ul style="list-style-type: none"> • free school meal eligibility was linked to lower achievement, more so for white than black and minority ethnic pupils • neighbourhood levels of unemployment were associated with lower attainment in schools • higher percentage of single parent households was linked to lower levels of attainment • proportion of parents with low educational attainment was linked to educational attainment differences • socio-economic status of students was the most important factor explaining differential educational attainment/differences in educational results • schools can make a difference to students' outcomes. <p>Rosenthal, R. and Jacobson, L. (1968) <i>Pygmalion in the classroom</i>:</p> <ul style="list-style-type: none"> • pupils internalise positive or negative labels given to them, based on teacher perceptions/expectations of their pupils' ability, resulting in positively-labelled pupils giving increased levels of effort and enhanced performance, whereas negatively-labelled pupils were disaffected, gave less effort and poorer performance • clear link between teacher expectation and pupil performance • self-fulfilling prophecy. <p>Or any other relevant response.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]