



**EP41/H/01**

**Sociology**

Date — Not applicable

Duration — 2 hours

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**Total marks — 60**

**SECTION 1 — HUMAN SOCIETY — 20 marks**

Attempt ALL questions.

**SECTION 2 — CULTURE AND IDENTITY — 20 marks**

Attempt ALL questions.

**SECTION 3 — SOCIAL ISSUES — 20 marks**

Attempt this question.

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.



## Section 1 — HUMAN SOCIETY — 20 marks

Attempt ALL questions

1. Explain **two** differences between structural and action theories. **6**
  
2. Explain **one** advantage and **one** disadvantage of using non-participant observation as a research method. **6**
  
3. A sociology student wants to investigate trends in criminal activity in their town. For this research, evaluate **one** method that would generate quantitative data. **8**

**Section 2 – CULTURE AND IDENTITY – 20 marks**

**Attempt ALL questions**

- |   |           |
|---|-----------|
| 4. Explain the relationship between a culture and subculture using the concepts of power and status.                        | <b>10</b> |
| 5. Evaluate Cohen’s (1972) study “Folk Devils and Moral Panics” in terms of how well it explains the idea of “moral panic”. | <b>10</b> |

## Section 3 – SOCIAL ISSUES – 20 marks

Attempt this question

6. *Socio-economic inequality is an issue in our society.*

Use **two** contrasting sociological theories and relevant research findings to analyse the extent to which socio-economic inequality is an issue in our society. Draw conclusions based on your analysis.

20

[END OF EXEMPLAR QUESTION PAPER]



National  
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EXEMPLAR PAPER ONLY

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**EP41/H/01**

**Sociology**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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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) 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.
- (d) 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.
- (e) 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.
- (f) 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).
- (g) Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.
- (h) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.
- (i) 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.
- (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 Instructions for each question:  
SECTION 1 – HUMAN SOCIETY

Question	Expected response	Max mark	Specific Marking Instructions for each question
1	The candidate is expected to explain two differences between structural and action theories.	6	<p>Candidates can be awarded 1 mark for each point or for the development of the point that explains a difference between structural and action theories.</p> <p>The candidate is expected to make a point about action/structural theory and then give a point of difference relating to this point from the other theoretical perspective.</p> <p>Where both points are related to correctly explain a point of difference then two marks can be awarded, as in the following examples.</p> <p>Points of explanation could include:</p> <ul style="list-style-type: none"> <li>• Action theories begin analysis by examining the role of the individual in society <b>whereas</b> structural theories begin by examining the role of institutions in society.</li> <li>• Action theories take a micro approach <b>whereas</b> structural theories take a macro approach.</li> <li>• Micro approaches are concerned with studying individuals and small groups <b>whereas</b> structural theories are concerned with examining society as a whole.</li> <li>• Action theories tend to use methods that generate qualitative data <b>whereas</b> structural theories tend to use methods that generate quantitative data.</li> </ul> <p>Additional marks are awarded for developing the points by giving further points of explanation such as:</p> <ul style="list-style-type: none"> <li>• This is because action theorists are concerned with interpreting and understanding individual actions.</li> <li>• This is because structural theorists are only concerned with facts.</li> <li>• Examples of qualitative data include unstructured interviews and observation methods.</li> </ul>

Question			Expected response	Max mark	Specific Marking Instructions for each question
					<ul style="list-style-type: none"> <li>Examples of quantitative methods include official statistics and questionnaires with closed questions.</li> </ul> <p><i>or any other acceptable response</i></p>
2			The candidate is expected to explain <b>one</b> advantage and <b>one</b> disadvantage of using non-participant observation as a research method.	6	<p>Candidates can be awarded 1 mark for each point or development of the point that explains an advantage or a disadvantage of using non-participant observation as a research method.</p> <p>Candidates may achieve up to 4 marks for <b>only</b> explaining <b>one</b> advantage or one disadvantage.</p> <p>Points of explanation could include:</p> <p>Advantages of this method are that:</p> <ul style="list-style-type: none"> <li>There is no researcher intervention and so it is good for describing ‘natural’ behaviour.</li> <li>Observing the individual/group in their ‘natural’ habitat makes the research ecologically valid.</li> <li>The group’s behaviour is unaffected by knowing they are being observed if the research is covert.</li> <li>It is good for gathering qualitative data which can give an in-depth picture of social behaviour.</li> <li>It is good for observing social behaviour in public places such as deviant behaviour at sporting events.</li> </ul> <p>Disadvantages of this method are that:</p> <ul style="list-style-type: none"> <li>It needs a high input from the observer in terms of time and therefore costs are high as researcher needs to be there all the time.</li> <li>It is difficult for the observer/researcher to interpret (and quantify) behaviour.</li> <li>There is usually no way of checking details or exploring issues further.</li> <li>There may be bias on the part of the researcher in what he/she sees.</li> </ul>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<ul style="list-style-type: none"> <li>There are ethical considerations related to individuals/groups being observed without their knowledge.</li> </ul> <p>These points of explanation could be developed by linking them or giving other new information.</p> <p><i>or any other acceptable response</i></p>
3	<p>The candidate is expected to evaluate a research method that would tend to generate quantitative data.</p> <p>The candidate is expected to do this by:</p> <ul style="list-style-type: none"> <li>Evaluating a method that would generate quantitative data, eg survey/questionnaire or official statistics.</li> <li>Making judgements about the suitability or unsuitability of the method based on criteria such as advantages/disadvantages, strengths/weaknesses.</li> <li>Relating responses to the purpose of investigating trends in criminal activity.</li> </ul>	8	<p>Candidates can be awarded 1 mark for each evaluative point or development of the point that determines the value of the chosen method for the purpose of investigating trends in criminal activity.</p> <p>Points of evaluation could include:</p> <p><b>Survey/Questionnaire:</b></p> <ul style="list-style-type: none"> <li>Can provide large scale statistical evidence on crime trends not included in official statistics such as the British Crime Survey.</li> <li>Researcher can design questions specifically to meet their research requirements (as this is a method that generates primary data).</li> <li>Can access a large sample relatively cheaply, for example postal questionnaires can be sent to thousands of households at a reasonable cost.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>Response rate (if postal) is usually very low which can affect results, for example a small sample may give a false impression of trends.</li> <li>Closed questions do not provide any insight as to the motives for crime, the effects of crime etc.</li> <li>Designing a questionnaire is complex. Questions can be difficult to construct and consideration must be given to ethical issues and anonymity of respondents.</li> </ul> <p><b>Official statistics:</b></p> <ul style="list-style-type: none"> <li>Gathered by official bodies such as Scottish Government and therefore considered to be mostly reliable in identifying trends.</li> </ul>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<ul style="list-style-type: none"> <li>• Good at providing large scale statistical detail on crime trends, for example official crime statistics, provided by police forces to the UK and Scottish Governments. Hence easy to compare data and identify trends.</li> <li>• Relatively easy to access and free of charge for researchers.</li> </ul> <p>However:</p> <ul style="list-style-type: none"> <li>• Data is selected and presented and therefore may be unreliable because data can be manipulated.</li> <li>• Official bodies such as governments may change definitions or the way data is collected, this may then make it difficult to compare data over time or from different sources.</li> <li>• Definitions of crime and the law change over time and official statistics will only tell the researcher part of the story – not the reasons behind changes etc.</li> </ul> <p><i>or any other acceptable response</i></p>

## SECTION 2 – CULTURE AND IDENTITY

Question	Expected response	Max mark	Specific Marking Instructions for each question
4	<p>The candidate is expected to explain the relationship between a culture and a subculture using the concepts of power and status.</p> <p>The candidate is expected to make clear the relationship between a culture and a subculture. The candidate is expected to do this using the concepts of power and status. The candidate may use real-life examples in their response.</p>	10	<p>Candidates can be awarded 1 mark for each point or development of the point that explains the relationship between a culture and a subculture using the concepts of power and status. Marks can be awarded for explanations of the concepts of power and status where these points contribute to explaining the relationship between a culture and subculture.</p> <p><b>Points of explanation may include:</b></p> <ul style="list-style-type: none"> <li>• Subcultures attract individuals who experience status frustration within the mainstream culture.</li> <li>• The subculture can provide individuals with autonomy in contrast to their lack of status within dominant culture.</li> <li>• A subculture has a role in trying to liberate members from dominant cultural restraints for instance on gender (Goths).</li> <li>• Ethnocentrism is the idea that one culture has a superior status to another and tends to promote judgements about other cultures and subcultures.</li> <li>• This viewpoint (ethnocentrism) does not acknowledge cultural relativism where values and norms can be understood from the point of view of the particular culture.</li> <li>• Subcultures are smaller groups that differ in their norms and values from the main culture, for example in their language, behaviours and clothing.</li> <li>• Deviant subcultures, ethnic minority groups, minority religious groups and youth groups are examples of subcultures which have norms and values which differ from the dominant subculture.</li> <li>• Some groups in society have more say than others in defining, ordering and classifying the social world; some groups have more say than others in making cultural rules.</li> <li>• Hegemony is the notion that one group has a predominant influence over</li> </ul>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<p>other groups.</p> <ul style="list-style-type: none"> <li>• Institutions have a role in maintaining the dominant culture.</li> <li>• The role of the media can be used to drain a subculture of power, for example in commercialising images such as ‘Che’ t-shirt.</li> <li>• Reactive subcultures develop group values and norms in response to, and in opposition to, the dominant conventional culture.</li> </ul> <p>Candidates may choose to use points from theories to answer the question, for example the way in which Neo-Marxists explain power relationships between culture and subcultures or explaining status frustration using Functionalism.</p> <p><i>or any other acceptable response</i></p>
5	<p>The candidate is expected to evaluate Cohen’s (1972) study ‘<i>Folk Devils and Moral Panics</i>’ in terms of how well it explains the idea of ‘moral panic’.</p> <p>The candidate is expected to do this by:</p> <ul style="list-style-type: none"> <li>• making judgements based on criteria</li> </ul>	10	<p>Candidates can be awarded 1 mark for each point or development of the evaluative point that determines the value of the study in terms of how well it explains the idea of ‘moral panic’.</p> <p>Marks can be awarded for explaining the findings of this study if these are used to explain ideas around moral panics in order to make an evaluative point. Up to five marks can be awarded for explaining findings of the study without any evaluation.</p> <p>Points of evaluation could judge that the study is:</p> <ul style="list-style-type: none"> <li>• Good at explaining the development of a moral panic, including amplification.</li> <li>• Good at explaining the role of the media and other organisations in the process.</li> <li>• Applicable to moral panics beyond mods and rockers, eg immigration.</li> </ul> <p>However points could judge that:</p> <ul style="list-style-type: none"> <li>• In modern society it may be more difficult to identify a clear moral panic, ie behaviour considered unacceptable by all.</li> <li>• Cohen ignored the power and status of those able to amplify the moral panic</li> </ul>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<p>such as journalists and politicians.</p> <ul style="list-style-type: none"> <li>• Marxists would argue that the mods and rockers were all working class and the moral panic was created by the institutions controlled by the bourgeoisie.</li> </ul> <p><i>or any other acceptable response</i></p>

## SECTION 3 – SOCIAL ISSUES

Question	Expected response	Max mark	Specific Marking Instructions for each question
6	<p>For full marks the candidate must include all of the following in their analysis.</p> <p>(a) Identify and make clear the relationships between key features of one sociological theory and the issue in order to address the question.</p> <p>(b) Identify and make clear the relationships between key features of a second contrasting sociological theory and the issue in order to address the question.</p> <p>(c) Identify and make clear the relationships between relevant research findings and the issue in order to address the question. The research evidence may or may not be linked to theory.</p> <p>(d) Draw out and relate implications/likely consequences of features of theory and/or research findings used in the analysis and draw conclusions.</p> <p>It is not expected that these points will always be made in this order but that they will be made in whichever order is appropriate to addressing the question.</p>	20	<p>For full marks the candidate response must contain all four elements of analysis in the response. These are described in the ‘Expected response’ in the left hand column.</p> <p>A maximum of 15 marks can be awarded where only three elements have been covered.</p> <p>A maximum of 10 marks can be awarded where only two elements have been covered.</p> <p>A maximum of 5 marks can be awarded where only one element has been covered.</p> <p>Marks can be awarded for each point or development of a point relating to these elements, wherever they appear in the response. The points below have a letter in brackets following the point. The letter corresponds to an element of analysis as described in the ‘Expected response’ column.</p> <p>Points could include:</p> <ul style="list-style-type: none"> <li>• Describing/explaining features of a theory in relation to the concept of social and economic inequality as an issue. For example, Marxism claims that capitalism itself causes inequality. Our society is a capitalist society; therefore social inequality is an issue. (a/b)</li> <li>• Theory/research based suggestions/consequences of addressing socio-economic inequalities, for example Marxists would claim that inequalities will not end until capitalism ends. (d)</li> <li>• Drawing conclusions about the relevance/adequacy of sociological theory, this may refer to the extent to which the theory explains current reality of socio economic inequality. (d)</li> <li>• Describing/explaining a point of contrast. For example, Functionalism claims that inequalities are the result of differences in income given for different jobs with differing levels of skill and responsibility. (a/b)</li> </ul>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<ul style="list-style-type: none"> <li>• Explaining the relevance of key features from research which exemplify the issue. Giving examples that provide evidence of inequality from: <ul style="list-style-type: none"> <li>– Goldthorpe (1972) (2008) <i>Oxford Mobility Studies</i>. (c)</li> <li>– Blanden J Machin M (2008) <i>Up and Down the Income Ladder in Britain: Past Changes and Future Prospects</i>. (c)</li> </ul> </li> <li>• Using specific statistical evidence from findings to exemplify the issue. For example, 23% of UK population lives in poverty (2008) and around £300million is spent by UK government on free school meals. (c)</li> <li>• Explaining the relevance of research from the following sources: the Joseph Rowntree Foundation, Child Poverty Action Group, Scottish government, UK Government, The Black Report, Acheson Report, which provide evidence of inequalities and the implications of inequalities in our society. (c)</li> <li>• Drawing conclusions about the relevance/adequacy of research, for example the accuracy of data with regards to wider social forces. (d)</li> <li>• Describing and explaining the consequences of examples of socio-economic inequality. For example, only 36% of pupils entitled to free school meals achieve 5 GCSEs; and the implications of this level of achievement on future educational and employment opportunities. (d)</li> <li>• Relating the likely consequences of social inequality to social outcomes (differentials) such as educational attainment or health. Poorer people have a lower life expectancy and poorer health. (d)</li> <li>• Relating one theory to another to show points of contrast when analysing the issue. For example, the notion that gender is a bigger issue in our society in terms of socio-economic inequality than class (Feminism v Marxism). (a/b)</li> <li>• Relating points of a theory to explain the issue of socio-economic inequality, for example that at its core capitalism is based on economic and therefore social inequality (Marxists). (a/b)</li> <li>• Relating statistical information/research findings to social events, for example, explaining the implications of welfare reform leading to greater inequalities and possible consequences such as protests against the ‘bedroom tax’. (c)</li> <li>• Relating research findings to theory (or vice versa), for example Marxists would claim that the fact that 18-19-year-olds from manual backgrounds are much more likely to lack qualifications than those from higher/managerial</li> </ul>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<p>backgrounds illustrates class differences. (a/b/c)</p> <ul style="list-style-type: none"> <li>• Theoretical points about social interactions and social influences, for example feminists would claim that a consequence of living in a patriarchy is that women are placed at economic and social disadvantage. (c)</li> <li>• Considering alternative viewpoints such as the way that Postmodernism would explain socio-economic inequalities as an issue in our society. (a/b)</li> <li>• Implications of research findings/data, for example the effects of income on life chances. (d)</li> <li>• Possible future implications of socio-economic inequalities making reference to current trends, government policy and reports from voluntary organisations such as Save the Children. (d)</li> <li>• Drawing conclusions about the extent of socio-economic inequality, for example referring to the level of inequality, trends and possible future projections of inequalities. (d)</li> </ul> <p><i>or any other acceptable response</i></p>

[END OF EXEMPLAR MARKING INSTRUCTIONS]