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National  
Qualifications  
SPECIMEN ONLY

Mark

**SQ38/N5/01**

**Sociology**

Date — Not applicable

Duration — 1 hour and 30 minutes



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

**Total marks — 50**

Attempt ALL parts of ALL questions.

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

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



**Question 1 — Human Society**

A school wanted to find out pupils' views on wearing school uniform. All pupils were asked if they agreed with the school uniform policy. The school counted the number of pupils who agreed and the number who disagreed.

- (a) (i) Name the research method used in the scenario. 1

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- (ii) Describe **two** key features of this research method. 4

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- (iii) Name **one other** research method that would be suitable for researching attitudes toward wearing school uniform. 1

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Question 1 (continued)

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- (iv) Explain **one** advantage of using this other research method to research pupil attitudes.

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Question 1 (continued)

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(b) Explain two features of structural perspectives.

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Total marks 15



\* S Q 3 8 N 5 0 1 0 4 \*

**MARKS**

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**Question 2 — Culture and Identity**

Society is made up of cultures and subcultures.

(a) Describe what is meant by the term “culture”.

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(b) Describe what is meant by the term “subculture”.

**2**

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\* S Q 3 8 N 5 0 1 0 5 \*

Question 2 (continued)

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- (c) Describe the process of primary socialisation using one example from a culture or subculture you have studied.

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\* S Q 3 8 N 5 0 1 0 6 \*

Question 2 (continued)

- (d) Describe the process of secondary socialisation using one example from a culture or subculture you have studied.

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- (e) Explain why a sociologist would use qualitative data when researching subcultures.

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Total marks 15



### Question 3 — Social Issues

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(a) Describe social inequality and give **two** examples.

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\* S Q 3 8 N 5 0 1 0 8 \*



Question 3 (continued)

**MARKS**

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(b) Use a structural theory to explain social class.

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\* S Q 3 8 N 5 0 1 0 9 \*

**MARKS**DO NOT  
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## Question 3 (continued)

- (c) Does social class explain differences in educational achievement?  
Explain your answer with reference to structural or action theories.

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\* S Q 3 8 N 5 0 1 1 0 \*

Question 3 (continued)

(d) Explain another social issue **other than differences in educational achievement**. In your explanation you should:

give one contemporary example

and

describe one piece of evidence to support your explanation of this issue.

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Total marks 20

[END OF SPECIMEN QUESTION PAPER]





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**SQ38/N5/01**

**Sociology**

## Marking Instructions

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

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## Part One: 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) 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.
- (d) 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.
- (e) 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.
- (f) 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.

- (g) 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.
- (h) 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. Stimulus pieces or scenarios within the structure of each question require the candidate to use their skills, knowledge and understanding in unfamiliar contexts. In some questions (for example 3d), the candidate can respond drawing on learning where personalisation and choice has been exercised.
- (i) A number of questions ask for examples; however there are differences in demand. In questions 2c and 2d, candidates are asked to "use one example". This kind of question requires links to be made, in this case to a culture or subculture. However, in question 3a the question simply asks for an example and candidates are not required to make links between the example and other aspects of the question. The example simply has to be appropriate.

Part Two: Marking Instructions for each question

Question			General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	a	i	<p>This question has a straightforward "name" command.</p> <p>For <b>1 mark</b> the candidate has to correctly name the research method.</p>	1	<p>The candidate may name the method as:</p> <ul style="list-style-type: none"> <li>• Survey</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• Questionnaire</li> </ul> <p>Either of these responses would gain <b>1 mark</b>.</p>
1	a	ii	<p>This question has a "describe" command and so the candidate should make a point for <b>1 mark</b> and then develop this point for a <b>further mark</b>.</p> <p>For the full <b>4 marks</b>, two descriptions should be given.</p>	4	<p>Features of a survey:</p> <ul style="list-style-type: none"> <li>• Can collect data quickly</li> <li>• Can collect data from a large group</li> <li>• Can cover a wide sample of people</li> <li>• Is relatively cheap to administer</li> </ul> <p>Features of a questionnaire:</p> <ul style="list-style-type: none"> <li>• Can use open or closed questions</li> <li>• Is relatively cheap to administer</li> <li>• Can be used to gather quantitative or qualitative data</li> </ul> <p>Where a candidate gives an appropriate example to illustrate the advantage, this should be accepted as a point of description.</p> <p>For example, "can collect a large amount of data in a short time (<b>1 mark</b>) by choosing a to carry out the survey at lunchtime when more pupils are around" (<b>1 mark</b>). This would be worth <b>2 marks</b>.</p>

					<p>It is possible that a candidate may identify the method incorrectly in Q1a. They may then go on to describe the method they named correctly. In this case, the candidate will lose the mark in Q1a but should be awarded marks for the correct description of the method identified, ie positive marking is used.</p> <p>The following are examples of possible candidate responses:</p> <ul style="list-style-type: none"> <li>• Can collect data from a large number of people (1 mark) because the questions and responses will be short so more people can be asked (1 mark).</li> <li>• Can collect the data quickly (1 mark) which means that people are more likely to respond (1 mark).</li> <li>• Can cover a large sample group (1 mark) and so get a more widespread or representative response (1 mark).</li> </ul> <p>There are other possible acceptable answers; however, these must be relevant to the method named.</p>
1	a	iii	<p>This question has a straightforward "name" command.</p> <p>For 1 mark the candidate has to name another appropriate research method.</p> <p>The candidate is not required to justify the method here. This is assessed by the next question.</p>	1	<p>There are a number of possible responses including survey, questionnaire, postal questionnaire, case study, participant or non-participant observation methods.</p>



1	a	iv	<p>This question requires the candidate to explain one advantage of the named method when researching pupil attitudes.</p>	3	<p>The answer should:</p> <ul style="list-style-type: none"> <li>• Give one advantage of the research method</li> <li>• Give one reason why this is an advantage</li> <li>• Be related to pupil attitudes</li> </ul> <p>There are a number of possible responses. The following is an example:</p> <p>An unstructured interview would have the advantage of enabling the researcher to gather more in-depth information about attitudes (1 mark). This allows pupils to give detailed information about their reasons for agreeing or disagreeing with wearing school uniform (1 mark) and provides the researcher with qualitative data (1 mark).</p>
1	b		<p>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.</p> <p>Responses that use structural theories rather than wider perspectives should be accepted.</p>	6	<p>For full marks, two features must be explained. The answer should:</p> <ul style="list-style-type: none"> <li>• Describe two features</li> <li>• Give a reason, meaning or example to explain each feature</li> <li>• Be related to the structural perspective</li> </ul> <p>There are a number of possible responses. The following are examples.</p> <ul style="list-style-type: none"> <li>• Looks at the macro level of interaction (1 mark). This means that it looks at the “big picture” in society (1 mark). Large-scale changes in society and general trends are studied, as opposed to individual actions (1 mark).</li> <li>• Interested in the effect that structures can have on society and those in it (1 mark). These structures would include the economic system or the political system (1 mark). For example, the structural reasons behind employment as opposed to the individual reasons why someone may lose their job (1 mark).</li> <li>• Regards institutions as paramount in determining roles and social</li> </ul>

					<p>behaviour (1 mark). Institutions such as schools can have a large say in how people act (1 mark); for instance, gendered subject choice or using bells to condition pupils to become punctual workers (1 mark).</p> <ul style="list-style-type: none"> <li>Varies widely in the effect that these structures have: beneficial or detrimental (1 mark). Consensus theories such as functionalism believe that the structures are what holds the society together (1 mark), whereas conflict theories such as Marxism believe that the structures are used by those in power to control the lives of others (1 mark).</li> <li>Tends to use quantitative data which provides evidence to support theories (1 mark). This is because theorists want to use hard evidence to support their view and they look at the big picture (1 mark), so are more interested in large sample statistics than individual interactions (1 mark).</li> </ul>
2	a		<p>This question has a “describe” command and so the candidate should make a point for 1 mark and then develop this point to provide a description for a further mark.</p>	2	<p>Points of information that may be included or developed in a response include information about beliefs, customs, language and way of life of a people group.</p> <p>For 2 marks this description should:</p> <ul style="list-style-type: none"> <li>Give information that a culture is the way of life of a group in society</li> <li>Give a further point or example to describe this</li> </ul> <p>Either of the bullet points below would be enough to achieve 2 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Culture refers to the way of life of a particular group in society (1 mark). The group of people may share the same beliefs, for example beliefs about the role of women or men in society (1 mark).</li> <li>Culture refers to shared characteristics of a particular group in society</li> </ul>

				<p>(1 mark). These characteristics may be recognised in the way people dress or the norms and values they hold (1 mark).</p> <ul style="list-style-type: none"> <li>• Culture may have a number of different meanings. High culture, low culture, youth culture and pop culture are examples of cultures (1 mark). Generally, each of these cultures can be distinguished by features which may include music, literature, styles or modes of dress, behaviour, rules, institutions (eg family, religion, work, healthcare), language, values and norms (1 mark).</li> </ul> <p>Or any other acceptable information that accurately describes the term culture with sociological understanding. A weak response such as "culture is a way of life" with no further information would gain only 1 mark.</p>
2	b		<p>This question has a "describe" command and so the candidate should make a point for 1 mark and then develop this point to provide a description for a further mark.</p>	<p>2 For 2 marks, this description should:</p> <ul style="list-style-type: none"> <li>• Give information that a subculture is a smaller group within a larger culture</li> <li>• Give a further point or example to describe this</li> </ul> <p>Candidates should give points of information or examples to describe a subculture. For example:</p> <ul style="list-style-type: none"> <li>• A subculture is a smaller group that exists within a mainstream culture (1 mark). Subcultures may have their own norms and values (1 mark). <i>or</i></li> <li>• A subculture is a smaller group within wider society (1 mark) that has its own dress code or language (1 mark).</li> </ul>

					Or any other acceptable information that accurately describes the term subculture in sociological understanding.
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2	c	<p>This question has a “describe” command and so the candidate should make a point for <b>1 mark</b> and then develop this point for <b>another mark</b>. The further <b>2 marks</b> are gained by giving one example linked to the culture or subculture.</p>	<p>4</p> <p>For <b>4 marks</b>, this description should:</p> <ul style="list-style-type: none"> <li>• Give information that primary socialisation typically happens within the family (<b>1 mark</b>).</li> <li>• Give a further point of information about primary socialisation (<b>1 mark</b>).</li> <li>• Give one example of primary socialisation linked to the culture or subculture (<b>2 marks</b>).</li> </ul> <p>Candidates may answer this question in a number of ways. The following is an example of a possible response:</p> <p>Primary socialisation typically happens within the family (<b>1 mark</b>) and is when new members of a culture learn the basic norms and values of that culture (<b>1 mark</b>), particularly as interpreted by the family. For example, within Scottish culture a child would probably learn that the norm is to give and receive presents at Christmas (<b>2 marks</b> — for a suitable example of primary socialisation and relating this to Scottish culture).</p>
2	d	<p>This question has a “describe” command and so the candidate should make a point for <b>1 mark</b> and then develop this point for <b>another mark</b>. The further <b>2 marks</b> are gained by giving one example linked to a culture or subculture.</p>	<p>4</p> <p>For <b>4 marks</b>, this description should:</p> <ul style="list-style-type: none"> <li>• Give information that secondary socialisation typically happens within groups other than the family (<b>1 mark</b>).</li> <li>• Give a further point of information about secondary socialisation (<b>1 mark</b>).</li> <li>• Give one example of secondary socialisation linked to a culture or subculture (<b>2 marks</b>).</li> </ul> <p>Candidates may answer this question in a number of ways. The following is an</p>

				<p>example of a possible response:</p> <p>Secondary socialisation is when a child is socialised into a culture through means other than the family (1 mark), especially through school. Secondary socialisation is where society attempts to impart the norms and values of the prevailing culture (1 mark). For example, in Scottish culture school-teachers enforce norms, values and rules that are widely accepted by wider society, such as “it is wrong to cheat” (2 marks).</p>
2	e		<p>This question asks the candidate to “explain” which will require the candidate 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 the use of qualitative data.</p>	<p>3</p> <p>For 3 marks, candidates should:</p> <ul style="list-style-type: none"> <li>• Give information about the term qualitative data, ie data that is descriptive of people’s experiences or feelings.</li> <li>• Give two points of information which must be related to subcultures.</li> </ul> <p>There are a number of possible responses to this question. For example: Qualitative data is descriptive (1 mark) and gives the sociologist the opportunity to explore the feelings and reactions of individuals (1 mark). This gives the researcher the opportunity to find out more about the reasons why people identify with subcultures such as “hip hop” (1 mark).</p>
3	a		<p>This “describe” question requires the candidate to make a point and then develop this point by giving further information about this. Two examples are also required to illustrate the description.</p>	<p>4</p> <p>For 4 marks, the response should:</p> <ul style="list-style-type: none"> <li>• Give two accurate points of information about social inequality: candidates are likely to refer to ideas of difference or advantage/disadvantage in doing this.</li> <li>• Give two examples. Any suitable examples that illustrate social inequality can be accepted.</li> </ul>

				<p>Candidates may mention inequality related to:</p> <ul style="list-style-type: none"> <li>• Poverty/wealth</li> <li>• Gender</li> <li>• Ethnicity</li> <li>• Disability</li> <li>• Age</li> <li>• Sexual orientation</li> </ul> <p>Note that the example only needs to be mentioned and not necessarily integrated into the definition. Hence <b>1 mark</b> for “giving” an example.</p> <p>There are a number of possible ways that a candidate may choose to construct their response. The following are examples:</p> <ul style="list-style-type: none"> <li>• Social inequality is a sociological term used to describe differences in society between groups (<b>1 mark</b>). These differences mean that one group is more advantaged than another group (<b>1 mark</b>). One example of social inequality is the gap between rich and poor in UK society (<b>1 mark</b>). Another example is the inequality experienced by people with disability (<b>1 mark</b>).</li> </ul>
3	b		This question asks the candidate to “use” a structural theory. Connections will need to be shown between the theory and the concept of social class.	<p>4</p> <p>Candidates may choose any structural theory to answer this question. They should be awarded:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for identifying a structural theory, and a further</li> <li>• <b>3 marks</b> for using relevant information from the theory to provide an accurate theoretical explanation of social class.</li> </ul>

				<p>There are a number of possible ways that a candidate may choose to construct their response. The following is one example:</p> <ul style="list-style-type: none"> <li>• Functionalist theory is a structural theory that could be used to explain social class (1 mark). This theory would explain social class in terms of the meritocratic distribution of people in a social structure (1 mark). According to this theory, there is agreement about those norms and values that identify people as belonging to a particular class (1 mark). People with higher economic status belong to a higher class (1 mark).</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• Marxism is a structural theory that could be used to explain social class (1 mark). Marxists would argue that class is related to ownership of the means of production (1 mark). The owners (bourgeoisie) are the ruling class while the non-owners (proletariat) are the working class (1 mark).</li> </ul>
3	c		<p>This question asks the candidate to “explain” which will require the candidate to give information to link sociological theory to their explanation of differences in educational achievement.</p>	<p>6</p> <p>For 6 marks, candidates need to include:</p> <ul style="list-style-type: none"> <li>• Information about social class</li> <li>• Information about differences in educational achievement</li> <li>• Information about at least one structural or action theory</li> <li>• A link between theory and the explanation of differential in educational achievement</li> </ul> <p>There is no expectation that the candidate should identify the source of evidence for the point made; this is only shown here for reference.</p> <p>There are a number of possible ways that a candidate may choose to construct their response. The following are examples:</p>



				<ul style="list-style-type: none"> <li>• Research evidence shows that social class, more than sex or ethnicity, remains the strongest predictor of academic achievement (TES 2011) (1 mark). This is backed up by further research showing that low income is a strong predictor of low educational performance (1 mark). (Joseph Rowntree Foundation 2007) (3 marks). Marxism is a structural theory (1 mark). Marxists would say that education is run for the benefit of the ruling class (bourgeoisie) (1 mark) who attend different schools and different universities which help perpetuate their privileged status (1 mark). Differential achievement is therefore explained by relationship to class and it is to be expected that those from the poorest backgrounds do worse in education (1 mark).</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• Working class people have lower aspirations for their children gaining higher education (1 mark). Eighty-one per cent of the richest mothers hope their child at age 9 will go to university (1 mark), compared to only 39% of the poorest mothers (Joseph Rowntree Foundation 2007) (1 mark). Symbolic interactionists would look at the relationships within the classroom to explain differences in achievement (1 mark). Teacher expectations of pupils or groups of pupils can determine how well those pupils will do (1 mark). An example of this would be Rosenthal and Jacobsen's research which showed that self-fulfilling prophecy or the pygmalian effect can account for differences in attainment (1 mark).</li> </ul>
3	d		This question asks the candidate to "explain", which will require the candidate to give more information about the meaning of something, to give reasons or show connections.	6 This is an open question where candidates can choose any social issue and draw on any relevant information to explain the issue.  For the full 6 marks: <ul style="list-style-type: none"> <li>• The social issue must be clearly identified</li> </ul>

				<ul style="list-style-type: none"> <li>• A contemporary example must be given</li> <li>• Sufficient information should be given to explain why this is a social issue; one point of information may be fully developed or two points of information given</li> <li>• A source of evidence should be used to support the explanation</li> </ul> <p>There are a number of possible ways that a candidate may choose to construct their response and issues they use. The following is an example:</p> <ul style="list-style-type: none"> <li>• The social issue is underage drinking (1 mark). Today in Scotland this is still a problem, despite the Government trying to stop it (1 mark). One piece of research showed that one-third of 15 year-olds had drunk alcohol in the previous week (1 mark). This was the Scottish Schools Adolescent Lifestyle and Substance Use Survey which was published in December 2011 (1 mark). The Government has tried to make it more difficult for young people to buy alcohol by making sure shops ask for proof of age, but it clearly isn't working as the research showed (1 mark). Some young people drink because they are bored and some because they think it makes them seem older, but it causes a lot of problems such as anti-social behaviour and health worries for people (1 mark).</li> </ul>
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[END OF SPECIMEN MARKING INSTRUCTIONS]