



National  
Qualifications  
SPECIMEN ONLY

**S868/75/11**

**Sociology**

Date — Not applicable

Duration — 2 Hours

**Total marks — 70**

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.



\* S 8 6 8 7 5 1 1 \*

Total marks — 70  
Attempt ALL questions

### Question 1

#### Human Society

- |   |   |
|---|---|
| (a) Describe <b>two</b> differences between common sense and sociological approaches to understanding human society.                  | 4 |
| (b) Describe <b>one</b> advantage and <b>one</b> disadvantage of using structured interviews as a research method.                    | 4 |
| (c) Explain <b>two</b> features of official statistics.   | 6 |
| (d) Describe <b>one</b> advantage and <b>one</b> disadvantage of using participant observation as a research method.                  | 4 |
| (e) Explain <b>one</b> feature of unstructured interviews.  | 3 |
| (f) Describe <b>two</b> differences between the structural and action perspectives.   | 4 |
| (g) “The action perspective can explain the influence that individuals have on institutions in a society.”<br>Explain this statement. | 5 |

## Question 2

## Culture and Identity

- |  |   |
|--|---|
| (a) Explain the process of primary socialisation.  | 6 |
| (b) Explain the way <b>two</b> agents of secondary socialisation can influence identity formation. | 6 |
| (c) Describe <b>two</b> features of a subculture you have studied.                                 | 4 |
| (d) Explain what is meant by diversity, and give an example.                                       | 4 |

[Turn over

## Question 3

## Social Issues

- |  |          |
|--|----------|
| (a) Choose a social issue you have studied, <b>other than</b> differential achievement in education.               |          |
| (i) Explain your social issue using one sociological theory and one piece of research evidence.                    | <b>8</b> |
| (ii) Describe inequality in this social issue in relation to social class.   | <b>4</b> |
| (b) Explain the role that gender plays in differential achievement in education.                                   | <b>6</b> |
| (c) Describe one finding of the sociological study, "Pygmalion in the classroom" (1968) by Rosenthal and Jacobson. | <b>2</b> |

[END OF SPECIMEN QUESTION PAPER]



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## 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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## 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, 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 specific 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 candidate response does not seem to be covered by either the principles or specific 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 answer” allows for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates’ 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.
- (e) Questions that ask “does this ...?”, or ask the candidate to “name”, “define” or “give examples” are straightforward questions requiring candidates to recall key points of knowledge or to give examples. The number of marks available for these questions reflects 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.
- (f) 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 you should award a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (g) 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, you should award 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, you should use your professional judgement about whether or not these add up to the required “use” or “application”.
- (h) 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 you should give credit for any correct information given, whether given in the correct part or not.

Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe two differences between common sense and sociological approaches to understanding human society. There are up to <b>2 marks</b> available for each difference.</p> <p><b>Example</b> One difference between common sense and sociological approaches is that common sense is based on personal experience whereas sociological is based on research. <b>(2 marks)</b></p> <p>Another difference is that common sense beliefs can be naturalistic whereas sociological approaches are scientific. <b>(2 marks)</b></p>
	(b)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe one advantage and one disadvantage of structured interviews. There are up to <b>2 marks</b> available for the advantage and up to <b>2 marks</b> available for the disadvantage.</p> <p><b>Example</b> One advantage of using structured interviews as a research method is that each respondent is asked the same questions. This makes it easier to compare results from different people. <b>(2 marks)</b></p> <p>One disadvantage of using structured interviews is that the interviewer has no scope to ask follow-up, unscripted questions. This means that some interesting information may never be given by the respondent as they were not asked to elaborate on an answer. <b>(2 marks)</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	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. This must be done twice for full marks.	6	<p>This question asks candidates to explain two features of official statistics. There are up to <b>3 marks</b> available for each explanation.</p> <p><b>Example</b>            One feature of official statistics is that they usually cover a large sample. Because they are gathered for governmental or similar purposes, the organisation collecting is interested in vast numbers of people. An example of this is the census which tries to capture data from every household in the UK every ten years. (<b>3 marks</b>)</p> <p>Another feature of official statistics is that the information is usually quantitative data. This means that the responses are converted into figures. This can then be represented in tables and graphs. (<b>3 marks</b>)</p>
	(d)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe one advantage and one disadvantage of using participant observation. There are up to <b>2 marks</b> available for the advantage and <b>2 marks</b> available for the disadvantage.</p> <p>Participant observation can be overt or covert. Any answer where the candidate gives an advantage or disadvantage which only applies to one or the other without stating they are referring to overt/covert cannot be awarded full marks.</p> <p><b>Example</b>            One advantage of using participant observation is that the researcher is involved with the research subjects. This means that trust can be built up, leading to more truthful findings. (<b>2 marks</b>)</p> <p>One disadvantage of using participant observation is that the researcher can become too close to the research subjects. This means that they could lose their objectivity because they care for or dislike the people personally. (<b>2 marks</b>)</p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(e)	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.	3	<p>This question asks candidates to explain one feature of unstructured interviews. There are up to <b>3 marks</b> available for this.</p> <p><b>Example</b> One feature of unstructured interviews is that the questions are not all pre-set. This means that there will be a topic to be discussed between the researcher and the interviewee and the researcher’s next question will be based on the interviewee’s last answer. One consequence of not having set questions is that the interview will be unique. (<b>3 marks</b>)</p>
	(f)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe two differences between the structural and action perspectives. Up to <b>2 marks</b> are available for each description.</p> <p><b>Example</b> One difference between structural and action perspectives is that structural perspectives believe that society is dominated by its social structures, whereas action perspectives believe that human agency is more important. (<b>2 marks</b>).</p> <p>Another difference is that theories based on the structural perspective are more likely to rely on quantitative data for support, whereas theories from the action perspective are more likely to rely on qualitative data. (<b>2 marks</b>)</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(g)	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.	5	<p>This question asks candidates to explain the statement. There are up to <b>5 marks</b> available for the explanation.</p> <p><b>Example</b> The action perspective focuses on the actions of individuals in shaping society. It believes that their individual actions influence the structures in our society and individuals are not driven by the structures to act in a certain way. This leads to the belief that studying individual actions is most important when analysing society, not looking at the influence that structures have in coercing or limiting people’s actions. <b>(3 marks)</b></p> <p>An example of where an individual has influenced institutions in society would be Malala Yousafzai from Pakistan who campaigned for girls’ education and influenced her home country’s education system as well as institutions abroad. <b>(2 marks)</b></p>
2.	(a)	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.	6	<p>This question asks the candidate to explain the process of primary socialisation. Up to <b>3 marks</b> may be given for any developed point. The candidate may make two fully developed points or more less well developed points to obtain full marks.</p> <p><b>Example</b> Primary socialisation takes place early on in life, before a child goes to school. This is the phase where basic norms and values begin to be instilled. <b>(2 marks)</b></p> <p>The main agent of primary socialisation is the family. Typically parents/carers have the biggest part to play. <b>(2 marks)</b></p> <p>Primary socialisation is when children initially learn and build their selves through experiences and interactions around them in the home. <b>(2 marks)</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	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.	6	<p>This question asks candidates to explain the ways two agents of secondary socialisation can influence identity formation. Any two agents can be chosen by candidates, such as: education, media, peer groups or religion. Two agents must be used for the full <b>6 marks</b> to be awarded. If only one agent is used there is a maximum of 3 marks available. If there is no link to identity formation award a maximum of 2 marks.</p> <p><b>Example</b> One agent of secondary socialisation that can influence identity formation is education. In schools, children quickly learn which children are clever, which are popular and what behaviour receives attention (good and bad) from teachers. This can help mould behaviour and how individuals see themselves, as “good”, “clever”, “class clown” etc. <b>(3 marks)</b></p> <p>Another agent of secondary socialisation is the media. Social media, television and magazines often portray teenagers and adults as having certain ideal body types. This can lead to individuals identifying themselves as “fat” or “unattractive”. <b>(3 marks)</b></p>
	(c)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe two features of a subculture. There are up to <b>2 marks</b> available for each description.</p> <p><b>Example</b> One subculture I have studied is travelling people. One feature is that they have very close family bonds, with extended family generations all living with each other. <b>(2 marks)</b></p> <p>Another feature is the importance of an oral story-telling tradition. Travellers take more account of the spoken word than they do of written documents. <b>(2 marks)</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(d)	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.	4	<p>This question asks candidates to explain what is meant by diversity and to give an example. There are up to <b>3 marks</b> available for the explanation and <b>1 mark</b> for the example.</p> <p><b>Example</b> Diversity is the co-existence of different cultures and subcultures within one society. This means that there is an acceptance of each other’s respective traditions and accommodation of differences rather than this being a cause of friction. (<b>3 marks</b>)</p> <p>An example of diversity is the tolerance of different religious communities within Scotland, including Christians, Muslims, Jews and others. (<b>1 mark</b>)</p>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	i	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.	8	<p>This question asks candidates to explain a social issue, other than differential achievement in education, using one piece of research evidence and one sociological theory. There are up to <b>4 marks</b> available for the explanation using the piece of research evidence and up to <b>4 marks</b> available for the explanation using a sociological theory. Both parts must explain the issue for full marks.</p> <p><b>Example</b>  My chosen social issue is social mobility. One piece of research evidence which helps explain social mobility is Blanden and Machin 2008 “Up and Down the Income Ladder in Britain”. 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. This means that social mobility is still very difficult to achieve for many people in Britain today. They concluded that the current children yet to have jobs are unlikely to have improved chances of social mobility. <b>(4 marks)</b></p> <p>One social theory which is good at explaining this is Marxism. Marxists believe that people fit into broad groups called classes. There are two main groups in today’s society, the working class (proletariat) and the ruling class (bourgeoisie). Movement between these classes is very difficult and therefore social mobility does not really happen in any meaningful sense. This suggests that most of the changes we believe are happening are caused by changes in the labour market, not real mobility. <b>(4 marks)</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	ii	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe social inequality in their chosen social issue in relation to social class, for <b>four marks</b>. Both social inequality and social class must be covered for full marks.</p> <p><b>Example</b> Social class is at the heart of social mobility. Social mobility is the movement between social classes. This can be either up or down. <b>(2 marks)</b></p> <p>There are many different ways of identifying social class. One of the official ones is to look at the type of job someone does and then classify it into one of several occupational groups. <b>(2 marks)</b></p>
	(b)	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.	6	<p>This question asks the candidate to explain the role that gender plays in differential achievement in education, for <b>six marks</b>.</p> <p><b>Example</b> Gender is a complex issue in educational achievement. It was not until during the last century that girls were educated on an equal footing to boys. Access to Higher Education in particular was denied and there were far more men than women who graduated from University. For several decades now though, girls have done better than boys at school and more recently have overtaken them at University too. <b>(3 marks)</b></p> <p>There has been a lot of concern over a gendered curriculum. This means that there are some subjects which are predominantly taken by girls and some by boys. “Hard” sciences such as physics are more likely to be taken by boys while girls are more likely to do home economics and care. This affects the jobs that men and women go on to. <b>(3 marks)</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	2	<p>This question asks the candidate to describe one finding of the sociological study, “Pygmalion in the classroom” (1968) by Rosenthal and Jacobson, for <b>2 marks</b>.</p> <p><b>Example</b>            One finding of the study was that pupils would live up or live down to labels that they were given, creating a self-fulfilling prophecy. If a teacher conveyed to a pupil that they were expected to do well, then they would be more likely to perform well in an IQ test. <b>(2 marks)</b></p>

[END OF SPECIMEN MARKING INSTRUCTIONS]