



# **2012 Sociology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## General guidelines for markers

Sections A, B and C provide scope for candidates to demonstrate sociological knowledge, understanding and skills at different levels.

Where description is asked for:

- Detail is essential and points should be developed using appropriate sociological language.
- List-type or bullet point answers should be awarded no more than one mark for each point to a total of no more than half the available marks.
- Answers that are made up of disconnected words and/or phrases should be awarded no more than half the available marks.

Where explanation is asked for:

- Answers should include expanded points.
- Descriptive only answers should be given up to half of the available marks.

Where similarities and/or differences are asked for, answers that rely solely on presenting the converse of the point made, should be awarded no more than half the available marks, eg 'sociological explanations would argue that women have been socialised into housework, nonsociological explanations do not'.

Some questions are more open in terms of the range of answers candidates can produce. This leaves scope for candidates to achieve strong responses to the questions. Advice on what constitutes strong responses to specific questions is given in the specific marking guidelines with suggestions for allocating marks. However, in general strong responses would also be characterised by:

- Consistent use of appropriate sociological terms and language.
- Elaboration of responses that go beyond what is required in the question set. For example, by
- making more points and good exemplification.
- Ideas expressed with a high degree of clarity.
- Coherence demonstrated by linking relevant concepts/ideas appropriately.

For all sections  $\frac{1}{2}$  marks are not permitted.

The guidelines are not prescriptive, they illustrate the kinds of responses that are judged to be acceptable. However, given the range and scope of sociological enquiry the guidelines are not exhaustive and markers may accept alternative responses, which they judge to be acceptable.

Candidates are expected to refer to appropriate sociological theories and theorists but marks will not be allocated for merely mentioning the theorists without reference to features of the theories.

## SECTION A

### Question A1

Describe **two** differences between common sense and sociological explanations of human social behaviour.

A total of **4 marks** may be awarded for this question, up to **2 marks** for each difference described.

For full marks candidates should explain the differences using the correct sociological terminology.

Differences between common sense explanations and sociological explanations of human social behaviour could include:

- common sense explanations are based on opinion whereas sociological explanations are based on theories which have been tested through research
- common sense explanations are subjective whereas sociological explanations are objective
- common sense explanations carry notions of being factual or hard headed whereas sociological explanations challenge taken for granted 'facts' and assumptions.

### Question A2

Explain **one** similarity between functionalism and Marxism.

A total of **3 marks** may be awarded for this question, up to **3 marks** for one similarity explained. For full marks candidates should explain the similarity using the correct sociological terminology.

Answers could include explanation of any of the following points.

- Both are macro theories.
- Both study the impact the institutions of society have on individuals.
- Both tend to use quantitative methods of research.

### Question A3

Describe **two** features of feminism.

A total of **4 marks** are available for this question, up to **2 marks** for each feature described.

Features of feminism could include description of the following points.

- It is a conflict theory – the idea being that there is male dominance of sociology and society which results in unequal opportunities for females.
- There is debate within feminism as it is split into different approaches, eg Liberal, Radical and Marxist.

#### Question A4

Describe **two** features of Action theory.

A total of **4 marks** may be awarded for this question, up to **2 marks** for each feature described. For full marks, candidates should describe the feature using the correct sociological terminology.

Features of Action theory could include description of the following points:

- looks at the micro level of interaction
- interested in the effect individuals can have on society
- regards individuals as active social actors who play meaningful social roles
- interested in the meanings behind actions and interpretation of these meanings
- action theory uses qualitative data which goes beyond surface explanations.

#### Question A5

Describe **two** features of structured interviews.

A total of **4 marks** may be awarded for this question. **Up to 2** marks for the description of each feature. For full marks candidates should use the correct sociological terminology.

Answers could include description of the following points:

Structured interviews:

- This type of interview is carried out **face-to-face**.
- The interviewer uses **pre-set questions**.
- The **same questions** will be used with each person being interviewed.
- The interviewers get **training** for their job.
- They try to be **objective** when asking questions.
- Researchers have found that people who are being interviewed often give the answer they think the **interviewer wants to hear**.
- Sometimes, the answers are **pre-coded**. This makes it easier for the researcher to analyse the data gathered. For example, in a yes/no answer a 'yes' maybe given a code 1 and a 'no' a code 2. This makes it easier if results are being put into a computer. Although this saves the sociologist time when analysing the data, it does take more time when making up the interview questions.

## Question A6

Explain **one** advantage and **one** disadvantage of using official statistics in sociological research.

A total of **6 marks** may be awarded for this question. Award up to **3 marks** for each advantage explained. For full marks, candidates should explain the advantage fully whilst using the correct sociological terminology.

Answers could include explanation of the following points:

Advantages:

- saves time, eg using figures which are already collated
- low cost
- good at identifying trends.

Disadvantages:

- can be out of date
- difficult to compare figures collated by different organisations due to different methods/criteria
- don't explain the causes/reasons/motives behind the figures.

## SECTION B – Socialisation

### Question B1

*Describe what Sociologists mean by the term values.  
Give **one** example of a value found in the UK.*

A total of **3 marks** may be awarded for this question. Up to **2 marks** are available for the description of the term values. **1 mark** may be awarded for the relevant example.

Description of what Sociologists mean by the term values could include:

- Values are shared beliefs within society.
- Seen as the ideas which underpin social behaviour.
- Implicit is that such beliefs are worthwhile and something which members of society want.
- Can be seen from a consensus perspective, eg functionalism, which sees such values as being positive and shared by most within society.
- Can be seen from conflict perspective, eg Marxism whereby values of ruling class imposed on proletariat.

Examples of values found in the UK could include:

- Values in Britain based on parliamentary democracy, so democracy within framework of civil liberties is seen as important.
- In Britain in elections free choice of parties is valued.

### Question B2

*Choose **one** social norm and explain the way in which this social norm is different in **two** contrasting cultures.*

A total of **6 marks** may be awarded for this question. Up to **3 marks** are available for each explanation. For full marks candidates should use the correct terminology.

Social norms:

- Forms of behaviour which are commonly found in a society or culture.
- These behaviours can be actual or expected which are learned through the socialisation process.
- These behaviours are accepted ways of thinking and behaving but may not be written down anywhere.

Contrasting cultures could include:

- UK
- China
- Trobriander
- Ju'hoansi, etc.

### Question B3

Describe **both** sides of the nature versus nurture debate.

A total of **4 marks** are available. Up to **2 marks** may be awarded for each side of the debate, depending on the accuracy of the answer. Award **1 mark** only for points that are not described in detail. Candidates must refer to both sides of the debate to gain full marks. Elaborate responses demonstrating contrast, eg through the use of 'whereas' or 'however', should be awarded marks at the top of the range.

Answers could include description of the following points.

Nature:

- Refers to genetic inheritance.
- Social behaviour can be solely explained by genetic disposition.
- Little chance of changing or influencing behavior.
- People are born with certain pre-dispositions.

Nurture:

- Social inheritance.
- Social behaviour is learned.
- Implies differences in behaviour arise due to different socialization.
- Behaviour is learned through socialisation.

### Question B4

Explain **two** ways in which socialisation contributes to social order.

A total of **6 marks** may be awarded for this question. Up to **3 marks** are available for each explanation. For full marks candidates should use the correct terminology.

Answers could include explanation of the following points:

Socialisation could contribute to the maintenance of social order in the following ways.

- It can contribute to the learning of the formal and informal rules of society.
- It can contribute to learning about the different roles that different individuals play in society.
- It can contribute to learning about norms, values, roles and culture where individuals are brought up.
- It can help individuals to predict behaviour and to learn appropriate responses to others.
- The socialisation process can contribute to individuals behaving in an acceptable manner.

## Question B5

*Describe the ways in which Peer Groups, Religion, and Work contribute to the process of socialisation.*

A total of **6 marks** may be awarded for this question. **2 marks** may be awarded for the description of the ways each agent contributes to socialisation, depending on the quality of the response.

Answers could include description of the following points.

The peer group as an agent of socialisation contributes to the socialisation process in the following ways.

- It is involved in formal and informal socialisation.
- It may be involved in the learning of deviant behaviour,
- It becomes increasingly important during adolescence.

Religion as an agent of socialisation contributes to the process of socialisation in the following ways.

- It can be highly influential in the learning of values.
- It may have less effect in modern UK society because of changing attitudes.
- Some sociologists argue that the traditional role of religion as an agent of socialisation has been taken over by the mass media.

Work as an agent of socialisation contributes to the process of socialisation in the following ways.

- It can help in the transition from adolescence to adulthood.
- It can help individuals to gain independence and assume responsibilities and obligations.
- It can be a way of passing on skills and knowledge.

## SECTION C – Social Stratification

### Question C1

**Social Class:** Analyse the changing nature of social class and the way in which this affects social inequality in the UK.

In your answer you should:

- describe social stratification **(6 KU)**
- describe social class **(6 KU)**
- explain and evaluate the link between social class and social inequality in the UK **(8 AE)**.

Candidates will be expected to:

- give an introduction which sets out how they will respond to the question
- describe the concept of the category of social stratification
- analyse the concept of social stratification
- state a conclusion which includes a summary of their discussions and offers evaluative comments.

A total of **12 marks** may be awarded for this part of the question. **6 marks** for the detailed description of social stratification and **6 marks** for the chosen category of social stratification chosen. For full marks candidates should use sociological terminology.

Descriptions of social stratification could include:

- structured inequality
- social hierarchy
- system where members of society are ranked in some order
- ranked inequality which persists over generations.

Descriptions of social class could include:

- no one definition or measurement
- ascribed and achieved status
- based on income, wealth, status, power
- according to some views social class will affect a person's life chances
- those who don't own anything or have low incomes may be excluded eg some forms of credit, access to goods and services. This could lead to low self esteem and/or poor health.

A total of **8 marks** may be awarded for this part of the question, up to **2 marks** for developed explanations of evaluative points with regard to the link between the category of social stratification chosen and inequality. Candidates must include evaluative points to gain the full **8 marks**.

**Links and evaluative points between social class and social mobility could include:**

- based on income, wealth, status, power
- according to some views social class will affect person's life chances from the cradle to the grave
- those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services
- can experience low self-esteem, poor job prospects, etc
- discrimination.

**20 Marks**

## Question C2

**Gender:** Analyse the link between gender inequalities and the way in which they affect social mobility in the UK.

In your answer you should:

- describe social stratification **(6 KU)**
- describe gender **(6 KU)**
- explain and evaluate the link between gender and social mobility in the UK **(8 AE)**.

Candidates will be expected to:

- give an introduction which sets out how they will respond to the question
- describe the concept of the category of social stratification
- analyse the concept of social stratification
- state a conclusion which includes a summary of their discussions and offers evaluative comments.

A total of **12 marks** may be awarded for this part of the question. **6 marks** for the detailed description of social stratification and **6 marks** for the chosen category of social stratification chosen. For full marks candidates should use sociological terminology.

Descriptions of social stratification could include:

- structured inequality
- social hierarchy
- system where members of society are ranked in some order
- ranked inequality which persists over generations.

Descriptions of gender could include:

- socially constructed rather than biological
- power of men who are in positions of authority eg work, law, politics based on physical differences
- may support institutions such as the economy, family etc but be detrimental to the individual.

A total of **8 marks** may be awarded for this part of the question, up to **2 marks** for developed explanations of evaluative points with regard to the link between the category of social stratification chosen and inequality. Candidates must include evaluative points to gain the full **8 marks**.

**Links and evaluative points between gender and social inequality could include:**

- Violence and abuse against women can be detrimental to life chances.
- May support institutions such as economy, family, etc., but be detrimental to the individual.
- Glass ceiling in job market.
- Individual can become isolated and stuck in poverty.
- Space may be divided, eg women only allowed to mix with other women.

**20 Marks**

### Question C3

**Race and Ethnicity:** Analyse the role of the media in forming stereotypes of ethnic groups and the way this could affect social mobility in the UK.

In your answer you should:

- describe social stratification **(6 KU)**
- describe race and ethnicity **(6 KU)**
- explain and evaluate the link between race and ethnicity and social mobility **(8 AE)**.

Candidates will be expected to:

- give an introduction which sets out how they will respond to the question
- describe the concept of the category of social stratification
- analyse the concept of social stratification
- state a conclusion which includes a summary of their discussions and offers evaluative comments.

A total of **12 marks** may be awarded for this part of the question. **6 marks** for the detailed description of social stratification and **6 marks** for the chosen category of social stratification chosen. For full marks candidates should use sociological terminology.

Description of social stratification could include:

- structured inequality
- social hierarchy
- system where members of society are ranked in some order
- ranked inequality which persists over generations.

Description of race and ethnicity could include:

- differences based on where a person is born
- culturally relative
- usually thought of in terms of black and white
- racial stereotypes
- role of the media in forming and reinforcing stereotypes.

A total of **8 marks** may be awarded for this part of the question, up to **2 marks** for developed explanations of evaluative points with regard to the link between the category of social stratification chosen and inequality. Candidates must include evaluative points to gain the full **8 marks**.

**Relationship between race and ethnicity and social mobility could include:**

- discrimination against people from a different racial or ethnic background moving into another area
- lack of job opportunities, promotion
- ghettoisation and so difficult to move out of that situation
- experience violence and abuse which can be detrimental to life chances which gives way to an unwillingness to move from “what is known”
- harassment from authorities such as police and immigration
- space may be divided, eg ‘no go’ areas for particular groups.

**20 Marks**

#### Question C4

**Age:** Analyse the implications of changes in the age structure of modern society and how they could lead to social inequality in the UK.

In your answer you should:

- describe social stratification **(6 KU)**
- describe age **(6 KU)**
- explain and evaluate the link between age and social inequality in the UK **(8 AE)**.

Candidates will be expected to:

- give an introduction which sets out how they will respond to the question
- describe the concept of the category of social stratification
- analyse the concept of social stratification
- state a conclusion which includes a summary of their discussions and offers evaluative comments.

A total of **12 marks** may be awarded for this part of the question. **6 marks** for the detailed description of social stratification and **6 marks** for the chosen category of social stratification chosen. For full marks candidates should use sociological terminology.

Descriptions of social stratification could include:

- structured inequality
- social hierarchy
- system where members of society are ranked in some order
- ranked inequality which persists over generations.

Descriptions of age could include:

- differences based on biological age
- can affect young and old
- culturally relative.

A total of **8 marks** may be awarded for this part of the question, up to **2 marks** for developed explanations of evaluative points with regard to the link between the category of social stratification chosen and inequality. Candidates must include evaluative points to gain the full **8 marks**.

**Links and evaluative points between age and social inequality could include:**

- divided society
- discrimination
- poverty – older people and young people receive very low state benefit (younger people often receive no state benefit)
- unemployment
- can lead to abuse and violence which can be detrimental to life chances
- lack of opportunities in job market
- may experience low self-esteem because not valued by society.

**20 Marks**

## Question C5

**Disability:** Analyse the social construction of disability and the way this can contribute to social inequality for some individuals in the UK.

In your answer you should:

- describe social stratification **(6 KU)**
- describe disability **(6 KU)**
- explain and evaluate the link between disability and social inequality **(8 AE)**.

Candidates will be expected to:

- give an introduction which sets out how they will respond to the question
- describe the concept of the category of social stratification
- analyse the concept of social stratification
- state a conclusion which includes a summary of their discussions and offers evaluative comments.

A total of **12 marks** may be awarded for this part of the question. **6 marks** for the detailed description of social stratification and **6 marks** for the chosen category of social stratification chosen. For full marks candidates should use sociological terminology.

Descriptions of social stratification could include:

- structured inequality
- social hierarchy
- system where members of society are ranked in some order
- ranked inequality which persists over generations.

Descriptions of social class could include:

- no one definition or measurement
- ascribed and achieved status
- based on income, wealth, status, power
- according to some views social class will affect a person's life chances
- those who don't own anything or have low incomes may be excluded eg some forms of credit, access to goods and services. This could lead to low self esteem and/or poor health.

Descriptions of disability could include:

- differences based on physical or cerebral characteristics
- social construction of disability.

A total of **8 marks** may be awarded for this part of the question, up to **2 marks** for developed explanations of evaluative points with regard to the link between the category of social stratification chosen and inequality. Candidates must include evaluative points to gain the full **8 marks**.

**Links and evaluative points between disability and social inequality could include:**

- can experience low self-esteem, poor health, etc
- discrimination
- unemployment
- can lead to abuse and violence which can be detrimental to life chances
- lack of opportunities in job market
- space may be divided, eg 'no go' areas due to access problems.

**20 Marks**

[END OF MARKING INSTRUCTIONS]