



# **2013 Sociology**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## Part One: General Marking Principles for Sociology Intermediate 2

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.

- (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. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### GENERAL MARKING ADVICE: Sociology Intermediate 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

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 awarded up to half 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, non-sociological 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.

## Part Two: Marking Instructions for each Question

### Section A—Studying Human Society: The Sociological Approach

Question		Expected Answer/s	Max Mark	Additional Guidance
A	1	<p><b>Candidates must answer all questions in this Section.</b></p> <p><b>Describe two differences between sociological and common sense explanations of human social behaviour.</b></p> <p>A total of 4 marks may be awarded for this question, up to 2 marks for each difference described. For full marks candidates should describe the differences fully whilst using the correct sociological terminology.</p> <p>Differences between common sense explanations and sociological explanations of human social behaviour could include:</p> <ul style="list-style-type: none"><li>• Common sense explanations are based on opinion whereas sociological explanations are based on theories which have been tested through research.</li><li>• Common sense explanations are subjective whereas sociological explanations are objective.</li><li>• Common sense explanations carry notions of being factual or hard headed whereas sociological explanations challenge taken for granted 'facts' and assumptions.</li></ul>	4 KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
A	2	<p><b>Describe two strengths of action theory.</b></p> <p>A total of 4 marks may be awarded for this question, up to 2 marks for each strength described. For full marks, candidates should describe the strength using the correct sociological terminology.</p> <p>Strengths of action theory could include:</p> <ul style="list-style-type: none"> <li>• Looks at the micro level of interaction.</li> <li>• Interested in the effect individuals can have on society.</li> <li>• Regards individuals as active social actors who play meaningful social roles.</li> <li>• Interested in the meanings behind actions and interpretation of these meanings.</li> <li>• Action theory uses qualitative data which goes beyond surface explanations.</li> </ul>	4 KU	
A	3	<p><b>Describe two strengths of Marxism.</b></p> <p>Strengths of Marxism could include:</p> <ul style="list-style-type: none"> <li>• is a conflict theory – the idea being that there is conflict between the bourgeoisie and the proletariat over the means of production</li> <li>• the idea of false consciousness whereby the bourgeoisie try to convince the proletariat that they can achieve success through hard work and diligence.</li> </ul> <p>2 marks are available for each strength</p>	4 KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
A	4	<p><b>Explain one difference between feminism and functionalism.</b></p> <p>A total of 3 marks may be awarded for this question. For full marks candidates should explain the difference fully whilst using the correct sociological terminology.</p> <p>Answers could include explanation of the following points:</p> <p>Differences between Feminism and Functionalism could include:</p> <ul style="list-style-type: none"> <li>• Feminism is a conflict theory whereas functionalism is a consensus theory.</li> <li>• Feminism considers the effects of values imposed by men whereas functionalism considers the effects of value consensus achieved through socialisation.</li> <li>• Feminism considers the struggles between men and women which bring about social change whereas functionalism considers the apparent harmony and stability which has helped to foster consensual change.</li> <li>• Feminism looks at the interaction between and the integration of different social institutions and the ways in which they impact on women whereas functionalism looks at the interaction between and integration of different social institutions on all members of society.</li> </ul>	3 AE	
A	5	<p><b>Describe two features of using Official statistics.</b></p> <p>A total of 4 marks may be awarded for this question. Award two marks for each feature described accurately. For full marks, candidates should explain the advantage fully whilst using the correct sociological terminology.</p> <p>Answers could include description of the following points:</p> <p>Official Statistics</p> <ul style="list-style-type: none"> <li>• Figures which are already collated eg Scottish Government Crime Statistics</li> <li>• Low cost</li> <li>• Good at identifying trends.</li> </ul>	4 KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
A	6	<p><b>Explain one advantage and one disadvantage of using postal questionnaires as part of sociological research.</b></p> <p>A total of 6 marks may be awarded for this question. Award up to 3 marks for each advantage and disadvantage explained. For full marks, candidates should explain the advantage fully whilst using the correct sociological terminology.</p> <p>Answers could include explanation of any of the following points:</p> <p>Advantages</p> <ul style="list-style-type: none"> <li>• pre-set questions make responses easy to collate</li> <li>• can be used to find out factual information and/or peoples' opinions</li> <li>• generates quantitative data</li> <li>• can reach a large sample.</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• low response rate</li> <li>• cannot be used to explain the causes/ motives behind the responses.</li> <li>• respondents may misunderstand the questions.</li> </ul>	6 AE	
			(25)	

## Section B—Socialisation

Question		Expected Answer/s	Max Mark	Additional Guidance
B	1	<p><b>Candidates must answer all questions in this Section.</b></p> <p><b>Describe what sociologists mean by the term social norm. Give one example of a social norm found in the UK.</b></p> <p>A total of 4 marks may be awarded for this question. Up to 2 marks for description of what sociologists mean by social norms. Award 2 marks for suitable example.</p> <p>Answers could include description of the following points:</p> <ul style="list-style-type: none"> <li>• social norms is the term used by sociologists to describe forms of behaviour which are commonly found in a society or culture</li> <li>• these behaviours can be actual or expected</li> <li>• these actual or expected behaviours are learned through the socialisation process</li> <li>• social norms in a society/culture may be formal and form part of legal system or informal</li> <li>• that is they are accepted ways of thinking and behaving but may not be formally written down anywhere.</li> </ul> <p>Examples of a social norm found in the UK could include:</p> <ul style="list-style-type: none"> <li>• for children to go to school</li> <li>• for a person who is ill to go to the doctor</li> <li>• for doctors to work in hospitals</li> <li>• to eat with a knife or fork</li> <li>• to call our parents mother and father</li> <li>• to pay for our food and clothing with money</li> <li>• to go out to work to earn that money.</li> </ul>	4 KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
B	2	<p><b>Identify one social role from UK culture and explain the way this role is different in two contrasting cultures.</b></p> <p>A total of 6 marks may be awarded for this question. Up to 3 marks for each explanation of the way the role is different in each culture. For full marks candidates should use the correct sociological terminology. Use of similar cultures such as UK and USA should not attract any marks.</p> <p>Answers could include explanation of any of the following points:</p> <p>British Culture</p> <ul style="list-style-type: none"> <li>• Role of women still tends to emphasise housework, look after children and go out to work.</li> <li>• Role of men is to go to work and make a contribution to do housework and childcare.</li> <li>• Role of doctor is to treat sick people with drugs and surgery.</li> </ul> <p>Jo'hansi culture</p> <ul style="list-style-type: none"> <li>• Role of women is to gather food close to home.</li> <li>• Role of men is to do the hunting.</li> <li>• Role of healer is to go into a trance and draw the badness out of people.</li> </ul> <p>Trobriander</p> <ul style="list-style-type: none"> <li>• Role of women is to create own wealth with banana leaves and skirts.</li> <li>• Role of men is to tend yam gardens to create wealth.</li> <li>• Role of Toliwaga is to organise Kula exchanges.</li> </ul>	6 AE	

Question		Expected Answer/s	Max Mark	Additional Guidance
B	3	<p><b>Explain the ways any one agent of socialisation contributes to social order.</b></p> <p>A total of 3 marks may be awarded for this question. For full marks candidates should use the correct terminology.</p> <p>Agents of socialisation could contribute to the maintenance of social order in the following ways:</p> <ul style="list-style-type: none"> <li>• the family and peer groups can contribute to the learning of the formal and informal rules of society</li> <li>• work can contribute to learning about the different roles that different individuals play in society</li> <li>• the mass media can contribute to learning about norms, values, roles and culture</li> <li>• religion can help individuals to understand the relationship between beliefs and social norms and values</li> <li>• the education process can contribute to individuals behaving in an acceptable manner.</li> </ul>	3 AE	

Question		Expected Answer/s	Max Mark	Additional Guidance
B	4	<p><b>Describe two features of the nature versus nurture debate.</b></p> <p>A total of 4 marks are available, 2 marks for each side of the debate. For full marks candidates should use the correct sociological terminology.</p> <p>Answers could include description of the following points:</p> <p>Nature</p> <ul style="list-style-type: none"> <li>• Refers to genetic inheritance.</li> <li>• Social behaviour can be solely explained by genetic disposition.</li> <li>• Little chance of changing or influencing behaviour.</li> <li>• People are born with certain pre-dispositions.</li> </ul> <p>Nurture</p> <ul style="list-style-type: none"> <li>• Social inheritance.</li> <li>• Social behaviour is learned.</li> <li>• Implies differences in behaviour arise due to different socialisation.</li> <li>• Behaviour is learned through socialisation.</li> </ul>	4 KU	
B	5	<p><b>Describe the process of both primary and secondary socialisation.</b></p> <p>A total of 4 marks may be awarded. 2 marks for correct description of each of the socialisation processes.</p> <p>Primary socialisation takes place between birth and 5 years and mainly involves close family and/or carers. The process takes place in the first few years of life through contact with immediate and extended family.</p> <p>Secondary socialisation takes place from 5 years upward and involves extended family, friends and others in society such as teachers. This stage occurs mainly once the child matures and leaves the close circle of family and/or carers.</p>	4 KU	

Question		Expected Answer/s	Max Mark	Additional Guidance
<b>B</b>	<b>6</b>	<p><b>Describe two differences between primary and secondary socialisation.</b></p> <p>A total of 4 marks may be awarded for this question. Award up to 2 marks for each difference.</p> <p>For full marks candidates should describe the difference fully whilst using the correct sociological terminology. Please note that to make a point and then give the negative is not a difference.</p> <p>Answers could include description of the following points:</p> <ul style="list-style-type: none"> <li>• Primary socialisation usually occurs between birth and aged 5 years whereas secondary socialisation occurs after 5 years.</li> <li>• Primary socialisation usually carried out by family/carers and secondary socialisation through agents such as education, media, religion and peer groups.</li> </ul>	<b>4 KU</b>	
			<b>(25)</b>	

## Section C—Social Stratification

Question		Expected Answer/s	Max Mark	Additional Guidance
C	1	<p><b>Answer one question from C1–C5.</b></p> <p><b>Social Class: Analyse the relationship between social class and social mobility in the UK.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• describe social stratification</li> <li>• describe social class</li> <li>• explain and evaluate the link between social class and social mobility.</li> </ul> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• Give an introduction which sets out how they will respond to the question.</li> <li>• Describe the concept of the category of social stratification.</li> <li>• Analyse the concept of social stratification.</li> <li>• State a conclusion which includes a summary of their discussions and offers evaluative comments.</li> </ul> <p>Description of social stratification could include (6 marks available):</p> <ul style="list-style-type: none"> <li>• Structured inequality.</li> <li>• Social hierarchy.</li> <li>• System where members of society are ranked in some order.</li> <li>• Ranked inequality which persists over generations.</li> </ul> <p>Description of the category of social class could include (6 marks available):</p> <ul style="list-style-type: none"> <li>• No one definition or measurement of social class.</li> <li>• Ascribed and achieved?</li> <li>• Based on income, wealth, status, power.</li> <li>• According to some views social class will affect person's life chances.</li> <li>• Those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services leading to low self-esteem and ill-health.</li> </ul>	<p><b>6 KU</b></p> <p><b>6 KU</b></p> <p><b>8 AE</b></p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	1	<p><b>(Cont.)</b></p> <p>Links and evaluative points between social class and social mobility could include (8 marks available):</p> <ul style="list-style-type: none"> <li>• Based on income, wealth, status and power.</li> <li>• According to some views social class will affect person's life chances from the cradle to the grave.</li> <li>• Those who don't own anything, or have low income, can be excluded, eg in terms of credit, access to goods and services.</li> <li>• Can experience low self-esteem, poor job prospects, etc.</li> </ul>		
C	2	<p><b>Gender: Analyse the effect of gender roles on social mobility in the UK.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• <b>describe social stratification</b></li> <li>• <b>describe gender and social mobility</b></li> <li>• <b>explain and evaluate the link between gender and social mobility.</b></li> </ul> <p>Describe the importance of social stratification and the category chosen.</p> <p>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 detailed description of the category of social stratification chosen. For full marks candidates should describe using the correct sociological terminology.</p> <p>Description of social stratification could include:</p> <ul style="list-style-type: none"> <li>• structured inequality</li> <li>• social hierarchy</li> <li>• system where members of society are ranked in some order</li> <li>• ranked inequality which persists over generations.</li> </ul>	<p><b>6 KU</b></p> <p><b>6 KU</b></p> <p><b>8 AE</b></p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	2	<p><b>(Cont.)</b></p> <p>Description of gender could include:</p> <ul style="list-style-type: none"> <li>• socially constructed rather than biological</li> <li>• power of men who are in positions of authority, eg work, law, parliament based on physical differences</li> <li>• may support institutions such as economy, family, etc, but be detrimental to the individual.</li> </ul> <p>Explain and evaluate the link between the category chosen and social mobility or social inequality.</p> <p>A total of 8 marks may be awarded for this part of the question, 2 marks for the explanation of the link between the category of social stratification chosen and mobility or inequality and 6 marks for the evaluation of the link between the category of social stratification chosen and social mobility or social inequality.</p> <p>The evaluation of the link between the category of social stratification and inequality is the most difficult part of this answer. Candidates should discuss areas in which individuals experience inequality such as education, employment, health, housing, political, civil and legal rights and link these inequalities to the category of social stratification chosen. The following list is not prescriptive, marks should be awarded on the basis of the quality of the answer.</p> <p>Links and evaluative points between gender and social inequality could include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• glass ceiling in job market</li> <li>• individual can become isolated and stuck in poverty</li> <li>• space may be divided, eg women only allowed to mix with other women.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
C	3	<p><b>Race and Ethnicity: Explain the effects of discrimination on people from ethnic minority groups.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• describe social stratification</li> <li>• describe race and ethnicity</li> <li>• explain and evaluate the link between race and ethnicity and social mobility.</li> </ul> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• Give an introduction which sets out how they will respond to the question.</li> <li>• Describe the concept of the category of social stratification.</li> <li>• Analyse the concept of social stratification.</li> <li>• State a conclusion which includes a summary of their discussions and offers evaluative comments.</li> </ul> <p>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 detailed description of the category of race and ethnicity. Marks can be allocated as three marks for each of two features described or two marks for each of three features described depending on exemplification of answer. For full marks, candidates should describe using the correct sociological terminology.</p> <p>Description of social stratification could include:</p> <ul style="list-style-type: none"> <li>• Structured inequality.</li> <li>• Social hierarchy.</li> <li>• System where members of society are ranked in some order.</li> <li>• Ranked inequality which persists over generations.</li> </ul> <p>Description of race and ethnicity could include:</p> <ul style="list-style-type: none"> <li>• Differences based on where a person is born.</li> <li>• Culturally relative.</li> <li>• Usually thought of in terms of black and white.</li> </ul>	<p>6 KU</p> <p>6 KU</p> <p>8 AE</p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	3	<p><b>(Cont.)</b></p> <p>A total of 8 marks may be awarded for this part of the question, 2 marks for the explanation of the link between the category of social stratification chosen and mobility or inequality and 6 marks for the evaluation of the link between the category of race and gender and social mobility.</p> <p>Relationship between race and ethnicity and social mobility could include:</p> <ul style="list-style-type: none"> <li>• discrimination against people from a different racial or ethnic background moving into another area</li> <li>• lack of job opportunities, promotion</li> <li>• ghettoisation and so difficult to move out of that situation</li> <li>• experience violence and abuse which can be detrimental to life chances which gives way to an unwillingness to move from “what is known”</li> <li>• harassment from authorities such as police and immigration</li> <li>• space may be divided, eg ‘no go’ areas for particular groups.</li> </ul>		
C	4	<p><b>Age: Analyse the link between age and poverty in the UK.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• describe social stratification</li> <li>• describe age</li> <li>• explain and evaluate the link between age and social inequality in the UK.</li> </ul> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• Give an introduction which sets out how they will respond to the question.</li> <li>• Describe the concept of the category of social stratification.</li> <li>• Analyse the concept of social stratification.</li> <li>• State a conclusion which includes a summary of their discussions and offers evaluative comments.</li> </ul>	<p><b>6 KU</b></p> <p><b>6 KU</b></p> <p><b>8 AE</b></p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	4	<p><b>(Cont.)</b></p> <p>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.</p> <p>Description of social stratification could include:</p> <ul style="list-style-type: none"> <li>• Structured inequality.</li> <li>• Social hierarchy.</li> <li>• System where members of society are ranked in some order.</li> <li>• Ranked inequality which persists over generations.</li> </ul> <p>Description of the category of age could include:</p> <ul style="list-style-type: none"> <li>• Differences based on biological age.</li> <li>• Can affect young and old.</li> <li>• Culturally relative.</li> </ul> <p>A total of 8 marks may be awarded for this part of the question, 2 marks for the explanation of the link between the category of social stratification chosen and mobility or inequality and 6 marks for the evaluation of the link between the category of social stratification chosen and social mobility or social inequality.</p> <p>Links and evaluative points between age and social inequality could include:</p> <ul style="list-style-type: none"> <li>• Divided society.</li> <li>• Discrimination.</li> <li>• Poverty – older people and younger people receive low state benefit (younger people often receive no state benefit).</li> <li>• Unemployment.</li> <li>• Can lead to abuse and violence which can be detrimental to life chances.</li> <li>• Lack of opportunities in job market.</li> <li>• May experience low self-esteem because not valued by society.</li> </ul>		

Question		Expected Answer/s	Max Mark	Additional Guidance
C	5	<p><b>Disability: Analyse the ways the socialisation process can affect the life chances of people with a disability in the UK.</b></p> <p><b>In your answer you should:</b></p> <ul style="list-style-type: none"> <li>• describe social stratification</li> <li>• describe disability</li> <li>• explain and evaluate the link between disability and inequality in the UK.</li> </ul> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• Give an introduction which sets out how they will respond to the question.</li> <li>• Describe the concept of the category of social stratification.</li> <li>• Analyse the concept of social stratification.</li> <li>• State a conclusion which includes a summary of their discussions and offers evaluative comments.</li> </ul> <p>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.</p> <p>Description of social stratification could include:</p> <ul style="list-style-type: none"> <li>• Structured inequality.</li> <li>• Social hierarchy.</li> <li>• System where members of society are ranked in some order.</li> <li>• Ranked inequality which persists over generations.</li> </ul> <p>Description of the category of disability could include:</p> <ul style="list-style-type: none"> <li>• Differences based on physical characteristics.</li> <li>• Differences based on cerebral characteristics.</li> <li>• Social construction of disability.</li> </ul>	<p>6 KU</p> <p>6 KU</p> <p>8 AE</p>	

Question		Expected Answer/s	Max Mark	Additional Guidance
C	5	<p><b>(Cont.)</b></p> <p>A total of 8 marks may be awarded for this part of the question, 2 marks for the explanation of the link between the category of social stratification chosen and mobility or inequality and 6 marks for the evaluation of the link between the category of social stratification chosen and social mobility or social inequality.</p> <p>Links and evaluative points between disability and social inequality could include:</p> <ul style="list-style-type: none"> <li>• Can experience low self-esteem, poor health, poor job prospects, etc.</li> <li>• Discrimination.</li> <li>• Unemployment.</li> <li>• Can lead to abuse and violence which can be detrimental to life chances.</li> <li>• Space may be divided, eg 'no go' areas due to access problems.</li> </ul>		
			<b>(20)</b>	

[END OF MARKING INSTRUCTIONS]