



# **2014 Sociology**

## **Higher**

### **Finalised Marking Instructions**

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## Part One: General Marking Principles for: Sociology Higher

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 Higher

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.

All questions in the papers provide scope for candidates to demonstrate sociological knowledge, understanding and skills at different levels.

Section A is specific in the type of information required and more detailed marking guidelines are given for this section. Points should however, be developed using appropriate sociological language and should be linked directly to the question.

Where explanation is asked for, answers should include expanded points in response to the questions. List-type or bullet-point answers are not appropriate and should not be awarded any marks.

Where the question asks for description, detail is essential and points should be developed using appropriate sociological language and linked. 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 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 if a candidate response is: ‘sociological explanations would argue that women have been socialised into housework, non-sociological explanations do not’ – this would only gain one of the two marks allocated for one difference between sociological and common sense explanations.

Sections B and C 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 that which is required in the question set, eg 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, half-marks are not permitted.

The guidelines are not prescriptive, but merely illustrate the kinds of responses that are judged to be acceptable. However, given the range and scope of sociological theory and research, the guidelines are not exhaustive and markers may credit alternative responses that they judge to be acceptable.

Candidates are expected to refer to appropriate sociological theories in Sections B and C, while this should include mention of relevant theorists, marks **will not** be allocated for merely naming theorists.

Candidates are expected to refer to studies by their title and to use the author(s) name(s) and/or the date of the study. However, whilst this is considered good practice, candidates will not be awarded any marks for using the name, author and/or date.

Any other relevant points made should be credited as appropriate.

**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>Candidates can be awarded up to <b>6 marks</b> for this question. Candidates can be awarded a total of <b>4 marks</b> if they make two elaborated differences. Up to <b>2 marks</b> for each elaborated difference. For example, if a candidate explains that common sense explanations are based on opinion, whereas sociological explanations are grounded in theory and research, then this would count as one elaborated difference. Description that merely states the opposite without exemplification or elaboration should be awarded no marks.</p> <p>Common sense explanations include description of the following:</p> <ul style="list-style-type: none"> <li>• based on opinion</li> <li>• may be individualistic or naturalistic</li> <li>• lacks objectivity</li> <li>• carries notions of being factual and hard-headed.</li> </ul> <p>Sociological knowledge include description of the following aspects:</p> <ul style="list-style-type: none"> <li>• based on particular theories that have been tested through research</li> <li>• attempts to be objective</li> <li>• attempts to be value free or acknowledges role of values in formulating theories</li> <li>• challenges taken for granted assumptions.</li> </ul> <p>Candidates must express points as differences eg using words such as ‘whereas’ or ‘however’.</p> <p>Candidate should be awarded up to 2 marks for a relevant example that illustrates both sides of the argument. If a candidate only gives an example illustrating one side of the argument then they should be awarded only 1 mark.</p>	<b>6 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	1	<p><b>(Cont)</b></p> <p>Examples could include:</p> <ul style="list-style-type: none"> <li>• people marry because they love each other versus people marry because it is a social expectation</li> <li>• people are unemployed because they are lazy and don't want to work versus the structure of employment has changed</li> <li>• people are poor because they don't budget properly versus people are poor because of low wages and benefits</li> <li>• people commit suicide because they are unhappy versus rates of suicide are socially distributed and can be attributed to factors such as unemployment, religion, urbanisation.</li> </ul>		
A	2	<p>Award up to <b>4 marks</b> for this question. Up to <b>2 marks</b> for each feature.</p> <p>Answers may include description of the following:</p> <ul style="list-style-type: none"> <li>• interested in the human ability to symbolise</li> <li>• mirrored self</li> <li>• social actors and roles in defining self and behaviour</li> </ul>	<b>4 KU</b>	
A	3	<p>Award up to <b>4 marks</b> for this answer; up to <b>2 marks</b> for each strength described. Description is asked for in the question and therefore the answer requires description and detail. Award <b>1 mark</b> for features that are stated rather than described and for answers that lack sociological language/terms. Credit reference to different types of feminism.</p> <p>Answers may include explanation of the following:</p> <p>Strengths</p> <ul style="list-style-type: none"> <li>• Good at explaining the reasons behind gender inequalities in society</li> <li>• Good at explaining the patriarchal nature of society</li> <li>• Good at explaining bias in law formation and implementation</li> <li>• Good at explaining conflict in society based on gender</li> <li>• Good at explaining male stream sociology</li> <li>• Feminism as a social/political movement</li> </ul> <p>Weaknesses</p> <ul style="list-style-type: none"> <li>• Not good at explaining class or ethnicity</li> <li>• Not good at explaining inequalities experienced by men</li> </ul>	<b>6 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	4	<p>Award up to <b>6 marks</b> for this answer, up to <b>3 marks</b> for one similarity and <b>3 marks</b> for one difference described. Explanation is asked for in the question and therefore the answer requires description and detail.</p> <p>Award up to <b>1 mark</b> for a similarity or difference that are merely stated or are too brief to make full sense rather than explained and for answers that lack sociological language/terms.</p> <p>Where candidates identify features rather than a similarity or difference no marks should be awarded.</p> <p>However, where features are expressed appropriately as strengths award marks accordingly.</p> <p>Answers may include explanation of the following points:</p> <p>Similarity:</p> <ul style="list-style-type: none"> <li>• both are structural, conflict theories</li> <li>• both are concerned with inequalities in society</li> <li>• both claim that there is inequality in society – between men and women or bourgeoisie and proletariat</li> <li>• both claim that laws are made by the ruling group – for Marxists this is the bourgeoisie and for feminists it is men.</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>• feminists claim the main basis of inequalities in society is between men and women whereas Marxists claim the main inequalities being between the bourgeoisie and the proletariat</li> <li>• feminists claim that much of sociological study is carried out by men and focuses on men and try to readdress this. However, Marxists are often criticised for not sufficiently addressing the issue of gender</li> <li>• Marxists claim that work is the exploitation of the proletariat by the bourgeoisie whereas feminists question the definition of 'work' itself eg many tasks undertaken by women in the home are unpaid as they are not considered to be 'real work'.</li> </ul>	6 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	5	<p>Candidates can be awarded up to <b>6 marks</b> for this question.</p> <p>Allow up to <b>3 marks</b> for each advantage and disadvantage, but only <b>1 mark</b> should be given if the response is limited. Answers could include explanation of the following:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>• researcher and respondent meet face-to-face</li> <li>• questions can be repeated if something is not initially understood</li> <li>• people can answer questions even if they cannot read or write</li> <li>• good response rate.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• can be high cost due to researcher time</li> <li>• can be time consuming for researcher and respondent</li> <li>• people may not answer questions honestly</li> <li>• people may give the answer they think the researcher wants</li> <li>• closed questions therefore cannot explore points.</li> </ul>	<b>6 AE</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	6	<p>Award up to <b>6 marks</b> for this question; up to <b>2 marks</b> for each step described. Description is asked for in the question and therefore the answer requires description and detail. Award <b>1 mark</b> for key features that are stated rather than described and for answers that lack sociological language/terms.</p> <p>Theory:</p> <ul style="list-style-type: none"> <li>• researcher examines work previously done on the topic</li> <li>• examines theories on research previously carried out</li> </ul> <p>Hypothesis:</p> <ul style="list-style-type: none"> <li>• statement is set by researcher</li> <li>• a statement to prove or disprove</li> </ul> <p>Operationalisation:</p> <ul style="list-style-type: none"> <li>• number of subsets, including pilot study</li> <li>• set measurements, sample size, choose methods, etc</li> </ul> <p>Fieldwork:</p> <ul style="list-style-type: none"> <li>• carrying out research</li> <li>• use research methods identified</li> </ul> <p>Processing results:</p> <ul style="list-style-type: none"> <li>• analyse the results</li> <li>• analyse results to prove/disprove hypothesis</li> <li>• present findings as a report, poster, lecture, etc.</li> </ul>	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	7	<p>Up to <b>6 marks</b> can be awarded. Up to <b>3 marks</b> may be awarded for one advantage and up to <b>3 marks</b> for one disadvantage. If candidate gives one-word answers then no more than one mark should be awarded for each advantage or disadvantage. Markers should note some advantages/disadvantages may be expressed as features and vice versa – this is acceptable as long as the point is stated clearly by the candidate.</p> <p>Answers may include explanation of the following points:</p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>• Good for quantitative studies – how many crimes have been reported in any one year</li> <li>• Can save researcher lot of time</li> <li>• May show general trends for particular behaviour</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• May be biased because of the way data is collected</li> <li>• May be collected and/or presented for a specific reason, eg unemployment figures</li> <li>• May be difficult to do comparison on longitudinal studies because different criteria may be used when gathering statistics, eg class criteria</li> <li>• All statistics still require interpretation</li> <li>• Official statistics can describe but not explain.</li> </ul>	6 AE	

(40)

## Section B—Understanding Human Society 1

Question		Expected Answer(s)	Max Mark	Additional Guidance												
<b>B</b>	<b>1</b>	<p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <table border="0"> <tr> <td>Introduction</td> <td><b>4KU</b></td> <td></td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td><b>6KU</b></td> <td><b>6AE</b></td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td><b>6KU</b></td> <td><b>4AE</b></td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td></td> <td><b>4AE</b></td> </tr> </table> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the theories refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes evaluation and, therefore, to gain full marks in these sections, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed. Specific guidelines on each section are given below.</p> <p>The question must refer specifically to the extent of differential achievement as relates to class.</p> <p><b>Introduction</b></p> <p>Up to <b>4 marks</b> should be given to this part of the discussion.</p> <p>This section can include general points about the topic or may relate more specifically to the question asked.</p> <p>Candidates are asked to evaluate achievement in education with regards to class and an introduction may include definitions and reference to this. Candidates may also make more general points about changes in education. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.</p> <p>This could include introductory remarks, key features and definitions of education, such as:</p> <ul style="list-style-type: none"> <li>• contributes to the socialisation process including formal and informal, secondary and anticipatory</li> <li>• provides society with a skilled workforce</li> <li>• range of provision available</li> <li>• academic and vocational aspects.</li> </ul>	Introduction	<b>4KU</b>		Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>	Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>	Conclusion/Further evaluation		<b>4AE</b>	<b>16 KU</b> <b>14 AE</b>	
Introduction	<b>4KU</b>															
Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>														
Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>														
Conclusion/Further evaluation		<b>4AE</b>														

Question		Expected Answer(s)	Max Mark	Additional Guidance
B	1	<p><b>(Cont)</b></p> <p>However, this could also include an introduction to differential achievement</p> <ul style="list-style-type: none"> <li>• concept of meritocracy</li> <li>• exam results</li> <li>• entry to Further and Higher Education</li> <li>• the nature of intelligence</li> <li>• achievement and attainment.</li> </ul> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB Other important points should be credited as appropriate.</p> <p><b>Theories</b></p> <p>Up to <b>12 marks</b> are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> <li>• Candidates are required to use the theories to evaluate the extent to which differential class affects educational attainment in modern UK society.</li> <li>• Identification of key features of the theories should be awarded up to <b>6 marks</b>. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – eg Marxism and the influence of class on educational achievement.</li> <li>• Evaluation of theories identified should be awarded up to <b>6 marks</b>. Points must be evaluative and not descriptive – for example focusing on strengths and weaknesses. To gain all <b>6 marks</b> candidates must link evaluative points to the question (ie achievement in education) and the extent to which this is still a significant aspect of education today, for instance to what extent would Marxists agree/disagree that there are no barriers to education/attainment. Additional points may be awarded additional marks from the conclusion/further evaluation.</li> </ul>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
B	1	<p><b>(Cont)</b></p> <p>Candidates, who highlight all of the aspects above and do so in a cogent manner, using the points to discuss differential achievement in education, should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Theories could include:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Weberianism</li> <li>• Neo-Marxism</li> <li>• Interactionism</li> <li>• Feminism</li> <li>• Any other pertinent sociological theory.</li> </ul> <p>Candidates are asked to evaluate two contrasting theories. Where candidates use two similar theories marks should only be awarded up to a total of half the marks available for this section. Evaluation must also relate to the question they have been asked, ie to what extent is there still evidence of differential achievement linked to social class.</p> <p>Where three theories are used – no additional marks may be allocated from the <b>12 marks</b> for theories.</p> <p><b>Studies</b></p> <p>Up to <b>10 marks</b> could be given to this part of the answer. Candidates must use studies linked to the theories evaluated to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following for each study:</p> <ul style="list-style-type: none"> <li>• Findings for up to <b>3 marks</b></li> <li>• If they support/refute the theory/argument (evaluation) for up to <b>2 marks</b></li> </ul> <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective, but draw on these studies to illustrate different points.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
B	1	<p><b>(Cont)</b></p> <p><b>Further evaluation</b></p> <p>Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to <b>4 marks</b> could be given to candidates who demonstrate these aspects. These aspects could be throughout the answer or in the conclusion. Marks should not be awarded for repetition of points previously made.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> <li>• candidate gives details that are pertinent to, and enhance, the discussion</li> <li>• evaluation is over and above that required in the theory section, eg describes more than one strength</li> <li>• more than one strength and/or more than one weakness of the theories discussed</li> <li>• evaluation is over and above that required in the studies section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer</li> <li>• comparison is made between perspectives. For example, which ones are strong on particular aspects – Marxists are useful in explaining differential achievement between classes but Feminist perspectives are useful in explaining differentials in attainment between genders.</li> </ul>		

**Section C—Understanding Human Society 2**

Question		Expected Answer(s)	Max Mark	Additional Guidance												
C	1	<p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <table border="0"> <tr> <td>Introduction</td> <td><b>4KU</b></td> <td></td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td><b>6KU</b></td> <td><b>6AE</b></td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td><b>6KU</b></td> <td><b>4AE</b></td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td></td> <td><b>4AE</b></td> </tr> </table> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the theories refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes evaluation and, therefore, to gain full marks in these sections, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed. Specific guidelines on each section are given below.</p> <p>The question is specifically about marital breakdown and candidates may refer to this in their introductory remarks and must address this issue in their discussion of theories.</p> <p><b>Introduction</b></p> <p>Up to <b>4 marks</b> could be given to this part of the answer. Candidates are asked to discuss the changes that have taken place with regards to marital breakdown and are expected to explain how this has impacted on traditional family structures. The introduction may include definitions and references to this or more general points about changes in roles within the family and family structures.</p> <p>Well thought out explanations should be awarded marks at the top end of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.</p> <p>Points may include:</p> <ul style="list-style-type: none"> <li>• Family has many different forms – nuclear/reconstituted/ single-parents</li> <li>• Families are not merely those who are married but those who co-habit</li> <li>• Family size has changed over the years</li> <li>• Divorce – changes in the law/attitudes</li> <li>• Family as a unit of consumption</li> <li>• Changes in sociological study from families to relationships.</li> </ul>	Introduction	<b>4KU</b>		Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>	Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>	Conclusion/Further evaluation		<b>4AE</b>	<p><b>16 KU</b> <b>14 AE</b></p>	
Introduction	<b>4KU</b>															
Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>														
Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>														
Conclusion/Further evaluation		<b>4AE</b>														

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont)</b></p> <p>Marital breakdown may include the following:</p> <ul style="list-style-type: none"> <li>• Increase in divorce rate – changes in law, increased secularism, socially acceptable</li> <li>• Changes in labour market for women and legal changes making it ‘easier’ for women to be single parents than in previous years</li> <li>• Changing patterns of work and effects on family life and roles within the family</li> <li>• Change in family structure – takes many forms, eg nuclear, extended, reconstituted, lone parent and the effects on conjugal roles.</li> </ul> <p>Answers should focus on marital breakdown.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB Other important points should be credited as appropriate.</p> <p><b>Theories</b></p> <p>Up to <b>12 marks</b> are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> <li>• candidates are required to use the theories to discuss marital breakdown and the effect this has had. Candidates must link features and evaluation of theories to the question – ie link it to the extent to which changes have affected the family.</li> <li>• identification of key features of the theories should be awarded up to <b>6 marks</b>. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – eg functionalism and role allocation/significance of the family in the process of socialisation.</li> <li>• evaluation of theories identified should be awarded up to <b>6 marks</b>. Points must be evaluative and not descriptive – for example focusing on strengths and weaknesses. To gain all <b>6 marks</b> candidates must link evaluative points to marital breakdown and the extent to which they have contributed to the changes in gender roles, for instance to what extent Feminists would agree/disagree that there have been significant changes in the role of women within the family.</li> </ul>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont)</b></p> <p>Additional points may be awarded additional marks from the conclusion/further evaluation.</p> <p>Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Theories could include:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• New right</li> <li>• Feminism</li> <li>• Weberianism</li> <li>• Any other pertinent sociological theory.</li> </ul> <p>Candidates are asked to evaluate two contrasting theories. Where candidates use two similar theories marks should only be awarded up to a total of half the marks available for this section.</p> <p>Evaluation must also relate to the question they have been asked, ie to what extent increased marital breakdown has affected the family.</p> <p><b>Studies</b></p> <p>Up to <b>10 marks</b> could be given to this part of the answer. Candidates must use studies to support their discussion and for full marks candidates need to discuss more than one study. To gain full marks candidates must include the following for each study:</p> <ul style="list-style-type: none"> <li>• Findings for up to <b>3 marks</b></li> <li>• If they support/refute the theory/argument (evaluation) for up to <b>2 marks</b></li> </ul> <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont)</b></p> <p>Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support.</p> <p>Candidates may be credited if they use two studies to discuss only one perspective, but draw on these studies to illustrate different points.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p> <p><b>Further evaluation</b></p> <p>Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to <b>4 marks</b> could be given to candidates who demonstrate these aspects. These aspects could be throughout the answer or in the conclusion.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> <li>• candidate gives details that are pertinent to, and enhance, the discussion</li> <li>• evaluation is over and above that required in the theory section, eg describes more than one strength</li> <li>• more than one strength and/or more than one weakness of the theories discussed</li> <li>• evaluation is over and above that required in the studies section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer</li> <li>• comparison is made between perspectives. For example, which ones are strong on particular aspects – liberal feminists are good at explaining changes to conjugal roles that have resulted in greater equity.</li> </ul>		

(30)

Question		Expected Answer(s)	Max Mark	Additional Guidance												
C	2	<p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <p>Welfare and Poverty</p> <table border="0"> <tr> <td>Introduction</td> <td><b>4KU</b></td> <td></td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td><b>6KU</b></td> <td><b>6AE</b></td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td><b>6KU</b></td> <td><b>4AE</b></td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td></td> <td><b>4AE</b></td> </tr> </table> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg 'theories' refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes evaluation and, therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed. Specific guidelines on each section are given below.</p> <p>The question is specifically about the relationship between poverty and class and candidates may refer to this in introductory remarks and must address this issue in their discussion of the theories and studies.</p> <p><b>Introduction</b></p> <p>Up to <b>4 marks</b> could be given to this part of the answer. Candidates are asked to discuss the extent to which poverty and class are linked and answers may include definitions and reference to this in their introduction. Candidates may also make more general points about poverty, stratification, benefits and so on. Well thought-out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.</p> <p>Introduction may include general points relating to the study of poverty or introduce the discussion on the links between poverty and class. These may include:</p> <ul style="list-style-type: none"> <li>• differences between absolute and relative poverty</li> <li>• poverty is socially distributed</li> <li>• some groups affected more than others, eg the sick and those with disabilities</li> <li>• the relationship between poverty and the stratification system.</li> </ul>	Introduction	<b>4KU</b>		Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>	Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>	Conclusion/Further evaluation		<b>4AE</b>	<b>16 KU</b> <b>14 AE</b>	
Introduction	<b>4KU</b>															
Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>														
Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>														
Conclusion/Further evaluation		<b>4AE</b>														

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont)</b></p> <p>Points relating more specifically to poverty and class could include:</p> <ul style="list-style-type: none"> <li>• some groups affected more than others, eg the sick, those with disabilities and the unemployed</li> <li>• children, women and the elderly particularly affected by poverty</li> <li>• effects include malnourishment, under nourishment, morbidity and low self-esteem</li> <li>• the underclass and marginalisation</li> <li>• changes in the labour market, such as the increase in part-time work and temporary contracts, paid and unpaid work</li> <li>• the relationship between poverty and social policy.</li> </ul> <p>Candidates should focus their answer on the relationship between class and poverty.</p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB Other important points should be credited as appropriate.</p> <p><b>Theories</b></p> <p>Up to <b>12 marks</b> are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> <li>• Candidates are required to use the theories to discuss the extent to which there is a link between poverty and class</li> <li>• Identification of key features of the theories should be awarded up to <b>6 marks</b>. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically, eg Marxist and neo-Marxist explanations of poverty point to the relatively few opportunities for social mobility in society.</li> <li>• Evaluation of theories identified should be awarded up to <b>6 marks</b>. Points must be evaluative and not descriptive, eg focusing on strengths and weaknesses. To gain all <b>6 marks</b> candidates must link evaluative points about theories to a discussion as to the extent to which there is a relationship between class and poverty. Additional points may be awarded additional marks from the conclusion/further evaluation.</li> </ul>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont)</b></p> <p>Candidates who highlight all of the above aspects and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks. Candidates are asked to evaluate two contrasting theories. Where candidates use two similar theories, marks should only be awarded up to half the marks available for this section. Evaluation must also relate to the question they have been asked, ie poverty and class.</p> <p>Theories might include:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• New Right</li> <li>• Feminism</li> <li>• Individualism</li> <li>• Culture of poverty</li> <li>• Any other pertinent sociological theory.</li> </ul> <p><b>Studies</b></p> <p>Up to <b>10 marks</b> could be given to this part of the answer. Candidates must use studies to support their discussion and, for full marks, candidates need to discuss more than one study. To gain full marks, for each study candidates must include the following:</p> <ul style="list-style-type: none"> <li>• Findings for up to <b>3 marks</b></li> <li>• If they support/refute the theory/argument (evaluation) for up to <b>2 marks</b></li> </ul> <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory. Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective but draw on these studies to illustrate different points. However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings. Studies may include O. Lewis, L. Morris, C. Murray, J. Young.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont)</b></p> <p><b>Further evaluation</b></p> <p>Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to <b>4 marks</b> could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> <li>• candidates give details that are pertinent to, and enhance, the discussion</li> <li>• evaluation is over and above that required in the theory section, eg describes more than one strength and/or more than one weakness</li> <li>• evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer</li> <li>• candidates discuss the way in which different theories would advocate different solutions to poverty, eg individuals helping themselves, change to distribution of wealth, etc</li> <li>• candidates point out that definitions and measurements of poverty carry political implications, eg in the UK, measurement of relative poverty has greater emphasis than that of absolute poverty.</li> </ul>		

(30)

Question		Expected Answer(s)	Max Mark	Additional Guidance												
C	3	<p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <table border="0"> <tr> <td>Introduction</td> <td><b>4KU</b></td> <td></td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td><b>6KU</b></td> <td><b>6AE</b></td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td><b>6KU</b></td> <td><b>4AE</b></td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td></td> <td><b>4AE</b></td> </tr> </table> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the theories refers to the plural and therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes evaluation and therefore, to gain full marks in these sections, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed. Specific guidelines on each section are given below.</p> <p><b>Introduction</b></p> <p>Up to <b>4 marks</b> could be given to this part of the answer. Candidates are asked to discuss the usefulness of labelling and a candidate may include definitions and reference to this in their introduction. Candidates may also make more general points about crime and deviance. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.</p> <p>General points may include:</p> <ul style="list-style-type: none"> <li>• definition of crime and deviance</li> <li>• crime and deviance as a social construct</li> <li>• relationship between gender and deviance.</li> </ul> <p>Points relating more specifically to the relationship between labelling and deviance may include:</p> <ul style="list-style-type: none"> <li>• definition</li> <li>• effect of labelling</li> <li>• socio-economic make up of prison population.</li> </ul> <p>Candidates should focus their answer on the extent to which labelling is significant in the sociological study of crime and deviance.</p>	Introduction	<b>4KU</b>		Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>	Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>	Conclusion/Further evaluation		<b>4AE</b>	<b>16 KU</b> <b>14 AE</b>	
Introduction	<b>4KU</b>															
Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>														
Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>														
Conclusion/Further evaluation		<b>4AE</b>														

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	3	<p><b>(Cont)</b></p> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB: Other important points should be credited as appropriate.</p> <p><b>Theories</b></p> <p>Up to <b>12 marks</b> are available for this section. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> <li>• Candidates are required to use the theories to discuss the extent to which the concept of labelling contributes to the study of crime and deviance.</li> <li>• Identification of key features of the theories should be awarded up to <b>6 marks</b>. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – for instance Marxists concentrate on the influence of the superstructure in explaining the effects of class on crime and deviance and would point to the partisan nature of statistical information gathered by institutions such as the police.</li> <li>• Evaluation of theories identified should be awarded up to <b>6 marks</b>. Points must be evaluative and not descriptive – for example focusing on strengths and weaknesses. To gain all 6 marks candidates must link evaluative points about theories to a discussion as to the extent to which labelling makes a significant contribution to the study of crime and deviance. Additional points may be awarded additional marks from the conclusion/further evaluation.</li> <li>• Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks.</li> </ul> <p>Two relevant, contrasting sociological theories from:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• New left realism</li> <li>• Feminism</li> <li>• Interactionism</li> <li>• Subcultural</li> <li>• Any other pertinent sociological theory.</li> </ul> <p>Candidates are asked to evaluate two contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of half the marks available for this section. Evaluation must also relate to the question they have been asked, ie the significance of labelling in the study of crime and deviance.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	3	<p><b>(Cont)</b></p> <p><b>Studies</b></p> <p>Up to <b>10 marks</b> could be given to this part of the answer. Candidates must use studies to support their discussion and, for full marks, candidates need to discuss more than one study. To gain full marks candidates must include the following for each study:</p> <ul style="list-style-type: none"> <li>• Findings for up to <b>3 marks</b></li> <li>• If they support/refute the theory/argument (evaluation) for up to <b>2 marks</b></li> </ul> <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective but draw on these studies to illustrate different points. Marks may be awarded for accurate findings.</p> <p>Studies may include: Becker (1963) Outsiders Goffman (1968) Asylums</p> <p><b>Further evaluation</b></p> <p>Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to <b>4 marks</b> could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> <li>• candidates give details that are pertinent to, and enhance, the discussion</li> <li>• evaluation is over and above that required in the theories section, eg describes more than one strength and/or more than one weakness</li> <li>• evaluation is over and above that required in the studies section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer</li> <li>• candidates draw strong contrasts between theories, eg looking at the deviant, at agents of control, structure of society, etc</li> <li>• candidates discuss the implications of each in terms of solutions to crime and deviance, eg interactionism would look at agents of control, Marxism in ending capitalism</li> </ul>		

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Question		Expected Answer(s)	Max Mark	Additional Guidance												
C	4	<p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <table border="0"> <tr> <td>Introduction</td> <td><b>4KU</b></td> <td></td> </tr> <tr> <td>Evaluation of 2 contrasting theories</td> <td><b>6KU</b></td> <td><b>6AE</b></td> </tr> <tr> <td>Evaluation of 2 relevant studies</td> <td><b>6KU</b></td> <td><b>4AE</b></td> </tr> <tr> <td>Conclusion/Further evaluation</td> <td></td> <td><b>4AE</b></td> </tr> </table> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg the theories refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes evaluation and, therefore, to gain full marks in these sections, candidates must make evaluative comments on the studies used. Studies must refer to the theories discussed. Specific guidelines on each section are given below.</p> <p><b>Introduction</b></p> <p>Up to <b>4 marks</b> should be given to this part of the answer.</p> <p>This section can include general points about the topic or may relate more specifically to the question asked.</p> <p>Candidates are asked to discuss the media and bias, influence and attitude formation and an introduction may include definitions and reference to this in their introduction. Candidates may also make more general points about the media such as socialisation and bias. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at the lower end of the range.</p> <p>General points may include:</p> <ul style="list-style-type: none"> <li>• the concept of bias can be applied in various ways eg gender, political bias</li> <li>• forms of mass media eg TV, newspapers, magazines, books and so on</li> <li>• purpose of the media – to inform/make money?</li> <li>• do the media reflect or set social values</li> <li>• ownership and control and relationship to socialisation.</li> </ul>	Introduction	<b>4KU</b>		Evaluation of 2 contrasting theories	<b>6KU</b>	<b>6AE</b>	Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>	Conclusion/Further evaluation		<b>4AE</b>	<b>16 KU</b> <b>14 AE</b>	
Introduction	<b>4KU</b>															
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Evaluation of 2 relevant studies	<b>6KU</b>	<b>4AE</b>														
Conclusion/Further evaluation		<b>4AE</b>														

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont)</b></p> <p>Points relating specifically to socialisation and the media could include:</p> <ul style="list-style-type: none"> <li>• portrayal of women</li> <li>• portrayal of minority groups</li> <li>• stereotyping</li> <li>• role of media as an agent of social progression</li> <li>• link to ideology, political points of view and so on</li> <li>• language.</li> </ul> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p> <p>NB: Other important points should be credited as appropriate.</p> <p><b>Theories</b></p> <p>Up to <b>12 marks</b> should be given for this part of the discussion. To gain full marks the discussion of each theory must include:</p> <ul style="list-style-type: none"> <li>• candidates are required to use the theories to analyse the media in relation to bias, influence and attitude formation</li> <li>• identification of key features of the theories should be awarded up to 6 marks. These descriptions should use the appropriate sociological language associated with the theory and refer to the theory specifically – for instance neo-Marxists and hegemony</li> <li>• evaluation of theories identified should be awarded up to 6 marks. Points must be evaluative and not descriptive – for example focusing on strengths and weaknesses. To gain all 6 marks candidates must link evaluative points about theories to a discussion as to the extent to which there is a link between bias, influence and attitude formation and the media. Additional points may be awarded additional marks from the conclusion/further evaluation.</li> </ul> <p>Candidates who highlight all of the aspects above and do so in a cogent manner should be awarded high marks. Candidates who draw distinctions or comparisons between theories should also be awarded high marks.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont)</b></p> <p>Theories could include:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• pluralism</li> <li>• feminism</li> <li>• interactionism</li> <li>• hypodermic syringe model</li> <li>• any other pertinent sociological theory.</li> </ul> <p>Candidates are asked to evaluate two contrasting theories. Where candidates use two similar theories marks should only be awarded up to a total of half the marks available for this section. Evaluation must also relate to the question they have been asked eg in this case bias, influence and attitude formation.</p> <p><b>Studies</b></p> <p>Up to <b>10 marks</b> could be given to this part of the answer. Candidates must use studies to support their discussion and, for full marks, candidates need to discuss more than one study. To gain full marks, for each study candidates must include the following:</p> <ul style="list-style-type: none"> <li>• Findings for up to <b>3 marks</b></li> <li>• If they support/refute the theory/argument (evaluation) for up to <b>2 marks</b></li> </ul> <p>Maximum marks should be given if all points above are discussed, depending on the cogency of arguments and relation of studies to theory.</p> <p>Studies must be relevant to the theories that are being discussed or to a point the candidate wishes to support. Candidates may be credited if they use two studies to discuss only one perspective, but draw on these studies to illustrate different points.</p> <p>However, candidates who do not relate the studies to a theory overtly should not be awarded any evaluative marks. Marks may be awarded for accurate findings.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont)</b></p> <p><b>Further Evaluation</b></p> <p>Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to <b>4 marks</b> could be given to candidates who demonstrate these aspects. These comments could be throughout the answer or in the conclusion.</p> <p>These marks should be awarded where:</p> <ul style="list-style-type: none"> <li>• candidate gives details that are pertinent to, and enhance, the discussion</li> <li>• evaluation is over and above that required in the theory section, eg describes more than one strength and/or more than one weakness</li> <li>• Evaluation of the impact of ownership and bias eg political support by media groups</li> <li>• evaluation is over and above that required in the study section, eg explains limits of the research, demonstrates links with other research, or draws contrasts with other studies used in the answer</li> <li>• candidates use contrasting theories to review the way they see the consumer, eg recipient as active, recipient as passive</li> <li>• candidates comment on the implications of theories discussed, eg media needs to be controlled, or no control as people are rational and will make their own choices</li> <li>• Candidates may draw exemplars from current issues eg referendum debate and media coverage.</li> </ul>		

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[END OF MARKING INSTRUCTIONS]