



# **2014 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 ½ 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
<b>A</b>	<b>1</b>	<p>A total of <b>4 marks</b> may be awarded for this question, up to <b>2 marks</b> 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>	<b>4 KU</b>	
<b>A</b>	<b>2</b>	<p>A total of <b>4 marks</b> may be awarded for this question, up to <b>2 marks</b> for each feature described. For full marks, candidates should describe the feature using the correct sociological terminology.</p> <p>Strengths of functionalism could include description of the following points:</p> <ul style="list-style-type: none"> <li>• is a consensus theory – the idea being that everyone learns, through socialisation, the values and norms which make society function harmoniously</li> <li>• the idea of collective consciousness whereby everyone learns, through socialisation, that working to similar goals is beneficial to all</li> </ul>	<b>4 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	3	<p>A total of <b>4 marks</b> may be awarded for this question, up to <b>2 marks</b> for each feature described. For full marks, candidates should describe the feature using the correct sociological terminology.</p> <p>Features of Action Theory could include description of the following points:</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>	<b>4 KU</b>	
A	4	<p>A total of <b>6 marks</b> may be awarded for this question, up to <b>3 marks</b> for the similarity and up to <b>3 marks</b> for the difference. For full marks, candidates should explain both the similarity and the difference using the correct sociological terminology.</p> <p>Answers could include explanation of the following:</p> <p>Similarities between Marxism and feminism could include:</p> <ul style="list-style-type: none"> <li>• Both are structural explanations of individual behaviour</li> <li>• As such they both look at the macro level of interaction</li> <li>• Both see society in a holistic, systematic way</li> </ul> <p>Differences between Marxism and feminism could include:</p> <ul style="list-style-type: none"> <li>• Whereas Marxism looks at the interaction between the classes as being important feminism looks, in general, to the interaction between men and women</li> <li>• Marxism sees values imposed by powerful groups while feminism, in general, sees values imposed by men</li> </ul>	<b>6 AE</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>A</b>	<b>5</b>	<p>A total of <b>4 marks</b> may be awarded for this question. <b>2 marks</b> may be awarded for each feature described. For full marks, candidates should describe two features of participant observation.</p> <p>Answers could include description of the following points:</p> <ul style="list-style-type: none"> <li>• Researcher becomes part of group</li> <li>• Identity may be known only to a few</li> <li>• Examples – recreational drug use, gangs, football hooligans</li> <li>• Provides access to natural settings giving a realistic picture of human social behaviour</li> </ul>	<b>4 KU</b>	
<b>A</b>	<b>6</b>	<p>A total of <b>6 marks</b> may be awarded for this question, up to <b>3 marks</b> for each advantage explained. For full marks, candidates should explain the advantages fully whilst using the correct sociological terminology.</p> <p>Answers could include explanation of the following points:</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>	<b>3 AE</b>	
			<b>(25)</b>	

## Section B – Socialisation

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>B</b>	<b>1</b>	<p>A total of <b>6 marks</b> may be awarded for this question. Up to <b>2 marks</b> for description of the term values and social role. Candidates who respond by using examples may also be credited up to full marks depending on the explanation.</p> <p>Answers could include description of any of the following points:</p> <p>Values</p> <ul style="list-style-type: none"> <li>• The general guidelines as to how people should behave.</li> <li>• Ideas which underpin social behaviour.</li> <li>• The aspects of social life that people in society see as important.</li> </ul> <p>Social roles</p> <ul style="list-style-type: none"> <li>• Specific behaviours expected from people who occupy particular positions in society.</li> <li>• Each person has different roles, eg child, mother, husband, worker, etc.</li> <li>• The behaviour associated with different roles differs from one society to another.</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Social inheritance.</li> <li>• Behaviour, relationships, language, dress, customs, beliefs which are passed on from one generation to the next.</li> <li>• Total way of behaving and thinking which is followed by a particular society. Includes history, traditions, knowledge, skills, values and norms.</li> </ul>	<b>6 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>B</b>	<b>2</b>	<p>A total of <b>6 marks</b> may be awarded for this question, up to <b>3 marks</b> for developed explanation of the way in which the social value chosen is different in contrasting cultures. For full marks candidates should use the correct sociological terminology.</p> <p>Social values:</p> <ul style="list-style-type: none"> <li>• values are the general guidelines that underpin the social norms</li> <li>• values are the things that people value and think are important in a society</li> </ul> <p>Contrasting cultures, and values, could include explanation of the following points:</p> <p>Culture/Values</p> <p>British</p> <ul style="list-style-type: none"> <li>• Freedom of speech</li> <li>• Personal achievement</li> </ul> <p>Chinese</p> <ul style="list-style-type: none"> <li>• Family ties</li> <li>• Compliance and conformity</li> </ul> <p>Ju/'hoansi</p> <ul style="list-style-type: none"> <li>• Sharing</li> <li>• Equality</li> </ul> <p>Trobriander</p> <ul style="list-style-type: none"> <li>• Reciprocity and mutual obligations</li> <li>• Duty</li> </ul> <p>American</p> <ul style="list-style-type: none"> <li>• Wealth and income</li> <li>• Individualism and materialism</li> </ul>	<b>6 AE</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>B</b>	<b>3</b>	<p>A total of <b>4 marks</b> may be awarded for this question, up to <b>2 marks</b> for description of each feature of the nurture side of the debate. For full marks candidates should describe the features fully whilst using the correct sociological terminology.</p> <p>Answers could include description of the following points:</p> <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>	<b>4 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>B</b>	<b>4</b>	<p>A total of <b>6 marks</b> may be awarded for this question, up to <b>2 marks</b> for describing the way each secondary agent of socialisation works in the socialisation process. For full marks candidates should use the correct sociological terminology.</p> <p>Answers could include description of the following points:</p> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>involved in all types of socialisation – primary, secondary, anticipatory, formal and informal</li> <li>often involves learning skills that are required to survive in a special culture or society</li> <li>in the UK this form of socialisation usually takes place in school but this differs from society to society</li> </ul> <p><b>Peer groups</b></p> <ul style="list-style-type: none"> <li>involved in formal and informal socialisation</li> <li>may be involved in the learning of deviant behaviour</li> <li>becomes increasingly important during adolescence</li> </ul> <p><b>Work</b></p> <ul style="list-style-type: none"> <li>can help in the transition from adolescence and adulthood</li> <li>seen as a ‘rite of passage’</li> <li>helps develop independence and the taking of responsibilities and obligations</li> <li>ways of passing on skills and knowledge</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>can be very influential in some cultures, social groups and families</li> <li>may have less effect in secular society</li> <li>some argue that the traditional role of religion as an agent of socialisation has been taken over by the media</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>involved in formal and informal socialisation</li> <li>mass media may have taken over other agents such as religion and education in some cases</li> <li>debates around the role of the media – education or propaganda</li> <li>celebrities as role models</li> <li>generates or reflects values and ideologies</li> </ul>	<b>6 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>B</b>	<b>5</b>	<p>A total of <b>6 marks</b> may be awarded for this question. Up to <b>3 marks</b> are available for each explanation. 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> <p>Family</p> <ul style="list-style-type: none"> <li>• primary socialisation, learning formal and informal rules of society</li> <li>• values and norms – what is ‘right’ and ‘wrong’</li> <li>• learn about roles and expectations</li> </ul> <p>Peer group</p> <ul style="list-style-type: none"> <li>• secondary socialisation, learning formal and informal rules of society</li> <li>• can encourage people (members of the group) to maintain social order</li> <li>• important in forming a person’s identity</li> </ul>	<b>3 AE</b>	
			<b>(25)</b>	

**Section C—Social Stratification**

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>C</b>	<b>1</b>	<p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <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 <b>12 marks</b> may be awarded for this part of the question. <b>6 marks</b> for the detailed description of social stratification and <b>6 marks</b> 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 social class could include:</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>  <b>6 KU</b>  <b>8 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont.)</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, <b>2 marks</b> for the explanation of the link between the category of social stratification chosen and mobility or inequality and <b>6 marks</b> 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 social class and social mobility could include:</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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <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 <b>12 marks</b> may be awarded for this part of the question. <b>6 marks</b> for the detailed description of social stratification and <b>6 marks</b> for the chosen category of social stratification chosen. For full marks candidates should use sociological terminology.</p> <p>Descriptions 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>Descriptions 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, politics based on physical differences</li> <li>May support institutions such as the economy, family, etc but be detrimental to the individual</li> </ul>	<p><b>6 KU</b>  <b>6 KU</b>  <b>8 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont.)</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, <b>2 marks</b> for the explanation of the link between the category of social stratification chosen and mobility or inequality and <b>6 marks</b> 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 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</li> <li>• 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
<b>C</b>	<b>3</b>	<p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <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 <b>12 marks</b> may be awarded for this part of the question. <b>6 marks</b> for the detailed description of social stratification and <b>6 marks</b> 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 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><b>6 KU</b>  <b>6 KU</b>  <b>8 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	3	<p><b>(Cont.)</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, <b>2 marks</b> for the explanation of the link between race and ethnicity and mobility/inequality and <b>6 marks</b> 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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <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 <b>12 marks</b> may be awarded for this part of the question. <b>6 marks</b> for the detailed description of social stratification and <b>6 marks</b> 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><b>6 KU</b>  <b>6 KU</b>  <b>8 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont.)</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, <b>2 marks</b> for the explanation of the link between the category of social stratification chosen and mobility or inequality and <b>6 marks</b> 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
<b>C</b>	<b>5</b>	<p>Candidates will be expected to:</p> <ul style="list-style-type: none"> <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 <b>12 marks</b> may be awarded for this part of the question. <b>6 marks</b> for the detailed description of social stratification and <b>6 marks</b> 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 disability could include:</p> <ul style="list-style-type: none"> <li>Differences based on physical or cerebral characteristics</li> <li>Social construction of disability</li> </ul>	<p><b>6 KU</b>  <b>6 KU</b>  <b>8 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>C</b>	<b>5</b>	<p><b>(Cont.)</b></p> <p>A total of <b>8 marks</b> may be awarded for this part of the question, <b>2 marks</b> for the explanation of the link between the category of social stratification chosen and mobility or inequality and <b>6 marks</b> for the evaluation of the link between the category of social stratification chosen and disability 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, etc</li> <li>• Discrimination</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>• Space may be divided, eg 'no go' areas due to access problems</li> </ul>		

[END OF MARKING INSTRUCTIONS]