



# **2015 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.

**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>.</p> <p>Candidates can be awarded a total of <b>6 marks</b> if they make three elaborated differences. 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. <b>2 marks</b> should be awarded for each elaborated difference.</p> <p>Bullet point answers should be awarded no more than half the available marks.</p> <p>Common sense explanations include descriptions of the following:</p> <ul style="list-style-type: none"> <li>• Based on opinion</li> <li>• May be individualistic or naturalistic</li> <li>• Lacks of objectivity</li> <li>• Carries notions of being factual and hard-headed</li> <li>• Non-sociological</li> </ul> <p>Sociological knowledge includes description of the following aspects:</p> <ul style="list-style-type: none"> <li>• Based on particular theories which have been tested through research</li> <li>• Attempts to be objective</li> <li>• Attempts to be value free or acknowledge roles of values in formulating theories</li> <li>• Challenges taken for granted assumptions.</li> </ul> <p>NB answers that rely solely on presenting the converse of the point made should be awarded no more than half marks. For example, “sociological explanations would argue that women have been socialised into housework, non-sociological explanations do not”, should be awarded no more than half marks.</p>	<b>6 KU</b>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	2	<p>Award up to <b>4 marks</b> for this answer; up to <b>2 marks</b> for each feature 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.</p> <p>Answers may include description of the following points:</p> <ul style="list-style-type: none"> <li>• Class, party and status</li> <li>• Envisaged the development of capitalism – more complex structures and the rise of bureaucracy</li> <li>• Bridge between structure and action theory.</li> </ul>	4 KU	
A	3	<p>Award up to <b>4 marks</b> for this answer; up to <b>2 marks</b> for each feature 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 languages/terms.</p> <p>Answers may include description of the following:</p> <ul style="list-style-type: none"> <li>• Value consensus</li> <li>• Organic analogy</li> <li>• Meritocracy Functional prerequisites</li> <li>• Consensus theory</li> </ul>	4 KU	
A	4	<p>Award up to <b>6 marks</b> for this answer; up to <b>3 marks</b> for each strength or weakness explained. Explanation is asked for in the question and therefore the answer requires explanation and detail. Award <b>1 mark</b> for features that are stated rather than explained and for answers that lack sociological language/terms.</p> <p>Answers may include explanation of the following:</p> <p><b>Strength</b></p> <ul style="list-style-type: none"> <li>• Good at explaining the reason 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> </ul> <p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>• Not good at explaining reasons for inequality other than gender</li> <li>• Not good at explaining inequalities experienced by men</li> </ul>	6 AE	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	5	<p>Award up to <b>6 marks</b> for this answer; up to <b>3 marks</b> for each difference explained. Explanation is asked for in the question and therefore the answer requires description and detail. Award <b>1 mark</b> for features that are described rather than explained and for answers that lack sociological language/terms.</p> <p>Answers may include explanation of the following points:</p> <p><b>Differences</b></p> <ul style="list-style-type: none"> <li>• Consensus theory tends to stress harmony, integration and stability whereas conflict theories tend to emphasise conflict and contradictions in society.</li> <li>• Consensus theorists tend to see the structures of society as being made up of integrated social institutions working in harmony whereas conflict theories tend to see the institutions of society as dominated by one group and working predominantly in their interest eg for feminists this would be men.</li> <li>• Functionalist theory stresses value consensus whereas conflict theory see values as imposed eg Marxists see values imposed by bourgeoisie.</li> </ul> <p><b>Similarities</b></p> <ul style="list-style-type: none"> <li>• Both structural theories that take a macro approach</li> <li>• Both examine society as a whole and its influence on the individual</li> </ul> <p>Candidates who answer only using specific theories may be awarded up to <b>6 marks</b> for this answer, depending on the quality of their answer.</p>	6 AE	
A	6	<p>Candidates can be awarded up to <b>4 marks</b> for this question. Allow up to <b>2 marks</b> per developed feature. Answers may include description of the following:</p> <p>Participant observation:</p> <p><b>Features:</b></p> <ul style="list-style-type: none"> <li>• Researcher becomes a participant in the group/behaviour s/he wishes to study</li> <li>• Has to “get in”, “stay in” and “get out”;</li> <li>• High level of researcher involvement – time consuming and costly;</li> <li>• Can provide a realistic picture of the behaviour studied;</li> <li>• Can be difficult to record data;</li> <li>• Can be dangerous;</li> <li>• Can be biased;</li> <li>• May be difficult to generalise findings;</li> <li>• Hawthorne effect.</li> </ul>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
A	7	<p>Award up to <b>6 marks</b> for this answer. In this question candidates are asked to explain two disadvantages. Up to <b>3 marks</b> may be awarded for each disadvantage. If candidate gives one-word answers then no more than one mark should be awarded for each feature. Markers should note some 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> <ul style="list-style-type: none"> <li>• Can be high cost because of researcher time</li> <li>• Can be time consuming for researcher and respondent</li> <li>• Can be difficult to collate results.</li> </ul>	6 AE	
A	8	<p>Candidate can be awarded up to <b>4 marks</b> for this question. <b>2 marks</b> per stage for explanation but only up to a maximum of <b>1 mark</b> for each step if the responses are limited.</p> <p>Answers may include description of the following points:</p> <p><b>Hypothesis:</b></p> <ul style="list-style-type: none"> <li>• An idea to be tested</li> <li>• Can be expressed as a statement</li> <li>• Can be proved true or false</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Conducting the research</li> <li>• Researcher carries out research using appropriate methods, eg participant observation</li> <li>• Researcher uses relevant sample</li> </ul>	4 KU	

(40)

**Section B—Understanding Human Society 1**

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>B</b>	<b>1</b>	<p><b>Social Class</b></p> <p>The question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <p>Introduction: <b>4KU</b>            Evaluation of 2 contrasting theories: <b>6KU 6AE</b>            Evaluation of 2 relevant studies: <b>6KU 4AE</b>            Conclusion/further evaluation: <b>4AE</b></p> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg <i>the theories</i> refers to the plural and, therefore, for full marks, candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes <i>evaluation</i> and, therefore, to gain full marks in these sections, candidates must make evaluative comments on the studies used. Studies <b>must</b> refer to the theories or aspect discussed. Specific guidelines on each section are given below.</p> <p>The question must refer specifically to the extent of social closure as it 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. This section can include general points about the topic or may relate more specifically to the question asked.</p> <p>Candidates are asked to analyse the extent to which social closure is evident in society today and an introduction may include definitions and reference to this in their introduction. Candidate may also make more general points about changes in social class. Well thought out explanations should be awarded marks at the top of the range. Very short and simple description should be awarded marks at the lower end of the range.</p>	<p><b>16 KU</b> <b>14 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
B	1	<p><b>(Cont)</b></p> <p>This could include introductory remarks, key features and definitions of class, such as:</p> <ul style="list-style-type: none"> <li>• Types of stratification</li> <li>• Definitions of social class and examples</li> <li>• Changes in social class and perceptions of class</li> </ul> <p>This may also include an introduction to social closure:</p> <ul style="list-style-type: none"> <li>• Definition of social closure</li> <li>• Discussion of the concept of elite self-recruitment</li> <li>• Relevant examples.</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 social closure is evident in UK society</li> <li>• Identification of key features of 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 life chances</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 social closure) and the extent to which this is still a significant aspect of society today, for instance to what extent would Marxists agree/disagree that there is social closure in society today</li> <li>• 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 <b>two</b> contrasting theories. Where candidates use two similar theories, marks should only be awarded up to a total of <i>half</i> 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 social closure in the UK today.</p> <p><i>NB Where three theories are used - no additional marks may be allocated from the 12 marks for theories.</i></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 and/or the question and use them to support their discussion. 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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
B	1	<p><b>(Cont)</b></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 conclusions. 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 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 limited 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.</li> </ul>		

**(30)**

**Section C—Understanding Human Society 2**

Question		Expected Answer(s)	Max Mark	Additional Guidance
<b>C</b>	<b>1</b>	<p><b>The Family</b></p> <p>The question is worth <b>30 marks</b> and requires evaluation. The marking guidelines is as follows:</p> <p>Introduction: <b>4KU</b>            Evaluation of 2 contrasting theories: <b>6KU 6AE</b>            Evaluation of 2 relevant studies: <b>6KU 4AE</b>            Conclusion/Further evaluation: <b>4AE</b></p> <p>However, to be awarded marks under these categories, candidates must have met the requirements for the allocated marks, eg <i>the theories</i> refers to the plural and, therefore, for full marks candidates must discuss more than one theory. Similarly, the discussion of theories and studies includes <i>evaluation</i>, and therefore, to gain full marks in this section, candidates must make evaluative comments on the studies used. Studies <b>must</b> refer to the theories discussed. Specific guidelines on each section are given below.</p> <p>This question is specifically about conjugal roles 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 regard to conjugal roles and how this has impacted on the family. 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><b>16 KU</b> <b>14 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont)</b></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> <p>Conjugal roles may include the following:</p> <ul style="list-style-type: none"> <li>• Changes in labour market and effects on women within family life</li> <li>• Changing patterns of work and effects on family life and roles within the family</li> <li>• Changes 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 changes to conjugal roles.</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 conjugal roles have changed 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 conjugal roles have changed</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 the role of the family in primary socialisation</li> </ul>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont)</b></p> <ul style="list-style-type: none"> <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 conjugal roles, for instance what extent Feminists would agree/disagree that there have been significant changes in the role of women within the family.</li> </ul> <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. Evaluation must also relate to the question they have been asked, ie to what extent the conjugal roles have 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 <i>to support their discussion</i> 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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	1	<p><b>(Cont)</b></p> <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 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.</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 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, eg 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><b>Welfare and Poverty</b></p> <p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows.</p> <p>Introduction: <b>4KU</b>  Evaluation of 2 contrasting theories: <b>6KU 6AE</b>  Evaluation of 2 relevant studies: <b>6KU 4AE</b>  Conclusions/Further evaluation: <b>4AE</b></p> <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 <b>must</b> 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 gender 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 lower end of the range.</p>	<p><b>16 KU</b> <b>14 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont)</b></p> <p>Introduction may include general points and 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, those with disabilities</li> <li>• The relationship between poverty and the stratification system.</li> </ul> <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 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 answers on the relationship between gender 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 gender</li> </ul>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont)</b></p> <ul style="list-style-type: none"> <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 Marxist and neo-Marxist explanations of poverty point to the relatively few opportunities for social mobility in society regardless of gender</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 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> <p>Candidates who highlight all 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> <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 poverty and gender.</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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	2	<p><b>(Cont)</b></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 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 candidates 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> <p><b>Further evaluation:</b></p> <p>Evaluative comments, coherence and reasoned conclusions should be awarded high marks. Up to <b>6 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. For example, 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><b>Crime and Deviance</b></p> <p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <p>Introduction: <b>4KU</b></p> <p>Evaluation of 2 contrasting theories: <b>6KU 6AE</b></p> <p>Evaluation of 2 contrasting studies: <b>6KU 6AE</b></p> <p>Conclusion/further evaluation: <b>4AE</b></p> <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 <b>must</b> refer to the theories discussed. Specific guidelines of 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 analyse the relationship between gender and the sociological study of crime and deviance. 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><b>16 KU</b> <b>14 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	3	<p><b>(Cont)</b></p> <p>Points relating more specifically to the relationship between gender and deviance may include:</p> <ul style="list-style-type: none"> <li>• Crime statistics reliability</li> <li>• Sources of statistics</li> <li>• Types of crime recorded</li> <li>• Reporting of crime</li> <li>• Socio-economic make-up of prison population.</li> </ul> <p>Candidates should focus their answer on analysing the relationship between gender and the sociological study of crime and deviance.</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 relationship between gender and the sociological study or 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 Feminists concentrate on the effects of a male dominated justice system on women</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 about theories to a discussion as to the relationship between gender and the sociological study of crime and deviance. Additional points may be awarded additional marks from the conclusion/further evaluation. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to 4 marks.</li> </ul>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	3	<p><b>(Cont)</b></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.</p> <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>• Sub-cultural</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 relationship between gender and the sociological study of crime and deviance.</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 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. 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	3	<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 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, demonstrate links with other research, or draws contrasts with other studies used in the answer.</li> <li>• Candidates draw strong contrasts between theories, eg Feminists placing gender at the centre of their study but Marxists being accused of ignoring the issue of gender.</li> </ul>		

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Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>Mass Media</b></p> <p>This question is worth <b>30 marks</b> and requires evaluation. The marking guideline is as follows:</p> <p>Introduction: <b>4KU</b>  Evaluation of 2 contrasting theories: <b>6KU 6AE</b>  Evaluation of 2 contrasting studies: <b>6KU 4AE</b>  Conclusion/further evaluation: <b>4AE</b></p> <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 <b>must</b> 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 importance of ownership and control of the media. Candidates may also make more general points about the media such as the role of socialisation. Well thought out explanations should be awarded marks at the top of the range. Very short and simple descriptions should be awarded marks at lower end of the range.</p> <p>General points may include:</p> <ul style="list-style-type: none"> <li>• Ownership and control</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>• The concept of bias can be applied in various ways eg gender, political bias.</li> </ul> <p>These points may appear throughout the essay, integrated with evaluation of theories and studies.</p>	<p><b>16 KU</b> <b>14 AE</b></p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont)</b></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 explain the importance of ownership and control of the media</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 neo-Marxists and hegemony</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 about theories to a discussion as to the extent to which ownership and control of the media are important. Candidates cannot gain full marks unless they attempt to evaluate the theory in relation to the question. Where candidates make general evaluative points candidates should be awarded up to 4 marks</li> <li>• 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> <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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont)</b></p> <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 the importance of ownership and control.</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 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.</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>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
C	4	<p><b>(Cont)</b></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, 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> </ul>		

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[END OF MARKING INSTRUCTIONS]