



National
Qualifications
2017

2017 Sociology

National 5

Finalised Marking Instructions

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General marking principles for National 5 Sociology

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of learner’s answers. The skill of using appropriate sociological terminology and relevant use of research evidence is reflected in exemplar responses. However, at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) Questions that ask the candidate to “name”, “does this”, “define” or “give examples” are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available, the candidate needs to make three correct key points.
- (f) Questions that ask the candidate to “describe” require the candidate to apply their sociological knowledge and understanding to make a point and then develop this point by giving further information. For example, if two marks are available the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (g) Questions that ask the candidate to “use” or “explain” require the candidate to apply their sociological knowledge and understanding to give more information about the meaning of something, to give reasons or show connections. This may include using appropriate examples, concepts or theories to explain an aspect of sociology. For example, if three marks are available for an “explain” question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation. Where a greater number of smaller points are made, the marker should use their professional judgement about whether or not these add up to the required “use” or “application”. Marking instructions for the question should be checked to ensure that the answer meets the required standard.
- (h) For credit to be given, points must relate to the question asked. However, within a structured question of, say, two or three parts a candidate may give more information in the first part than is required and inadvertently have given the answer to the second part. In this case the candidate should be given credit for any correct information given, whether given in the correct part or not.
- (i) There are three questions in this paper. Each question is structured to assess the candidate’s breadth of sociological knowledge and understanding and their skill in applying knowledge and understanding to explain aspects of the sociological study of society.

Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	<p>This question has a straight forward “name” command. For one mark the candidate has to correctly name one research method favoured by an Action perspective.</p> <p>This question has a “describe” command and so candidates should make a point for 1 mark and then develop this point for a further mark, for each feature.</p>	5	<p>Any method favoured by a sociologist adopting an action perspective such as:</p> <p>Participant and non-participant observation, case studies, unstructured interviews. Or any other appropriate answer. (1 mark)</p> <p>Two features are required in this answer. Up to two marks available for each. Advantages and disadvantages can be accepted as features. Features must relate to a method favoured by an action perspective.</p> <p>Depending on the method selected above, the answers may include:</p> <p>Participant Observation</p> <ul style="list-style-type: none"> • This includes joining in with the sample being studied and observing behaviour as it naturally occurs (2 marks) • This could be overt 1 mark (the sample is aware of researcher identity and/or true nature of research) 1 mark • This could be covert 1 mark (the sample is unaware of researcher identity and/or true nature of research) 1 mark <p>Non-participant Observation</p> <ul style="list-style-type: none"> • This includes not joining in with the sample being studied and observing behaviour from the side-lines (2 marks) • This could be overt 1 mark (the sample is aware of researcher identity and/or true nature of research) 1 mark • This could be covert 1 mark (the sample is unaware of researcher identity and/or true nature of research) 1 mark

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Case Studies</p> <ul style="list-style-type: none"> • This involves an in-depth study, normally over a long period of time, of a single individual or small group of individuals (2 marks) • A range of methods may be implemented on the same sample to collect a large amount of data (1 mark) ie Observations and unstructured interviews (1 mark) <p>Unstructured Interviews</p> <ul style="list-style-type: none"> • This usually takes the format of an everyday conversation in an informal setting (2 marks). • There is no pre-set list of questions and instead is respondent led (questions may develop due to answers given) 2 marks. <p>Any other appropriate answer</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	This question has an “explain” command and so candidates should give more information about the meaning of an evaluative statement, give reasons or show connections.	6	<p>An advantage and a disadvantage are required in this response. Up to three marks for each depending on the quality of answer. Responses merely stating an advantage or disadvantage may be awarded one mark.</p> <p>Answers may include:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Produces quantitative data which is easier to collate and analyse than qualitative data (1 mark). This data can then be converted into graphs for more visual impact (1 mark). These graphs may allow patterns and trends to be analysed (1 mark). • Produces a large amount of data from a large sample (1 mark). This may ensure a more representative sample (1 mark) increasing the ability to generalise the findings to a target population (1 mark). <p>Disadvantages-</p> <ul style="list-style-type: none"> • Produces quantitative data which will only show ‘what’ behaviour is occurring and lacks the ‘why’ behind the behaviour (1 mark). Due to closed questions they lack detail (1 mark) and respondents cannot clarify their responses (1 mark). • Due to the pre-set nature of the questionnaire it does not allow for explanation of questions or responses (1 mark). An individual may read into a question differently to another individual in the sample (1 mark) or not understand the question being asked which may affect the findings (1 mark). <p>Any other appropriate answer</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	This question has a "describe" command and so candidates should make a point for 1 mark and then develop this point for a further mark.	4	<p>There are two differences required which must be distinct. Up to two marks available for each difference depending on the quality of response. Responses which merely state a difference may be awarded one mark.</p> <ul style="list-style-type: none"> • Sociologists adopting a structural perspective are more likely to focus on the bigger picture (Macro) whilst sociologists adopting an action perspective are more likely to focus on smaller scale (Micro) (2 marks). • Structural and action perspectives tend to gather data differently (1 mark) with structural perspectives favouring methods which produce quantitative data and action perspectives favouring methods which produce qualitative data (1 mark). • Within structural theories there are huge differences in the emphasis they take e.g. consensus versus conflict. Whereas action theories tend to be complementary (2 marks). • Structural perspectives highlight how the structures in society influence human behaviour (deterministic) whereas action perspectives stress choices individuals have and the part this plays in shaping society (human agency) (2 marks). <p>Any other appropriate answer</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2	(a)	<p>This question has a “describe” command and so the candidate should make a point for 1 mark and then develop this point for a further mark.</p> <p>The question also asks the candidate to “give” an example. So 1 further mark should be awarded for any appropriate example given.</p>	3	<p>Points of information that may be included or developed in a response would be information that shows an understanding of ‘culture’ as the shared way of life of a social group.</p> <p>For 2 marks the candidate should:</p> <ul style="list-style-type: none"> • Give information that shows an understanding of what culture is • Give a further point to describe this <p>For 1 further mark Candidates should give an example of ‘culture’. This could be a specific named culture but could also include an example that acknowledges a specific aspect of culture.</p> <p>For example</p> <p>Culture is the shared characteristics of a particular social group which can relate to beliefs, behaviour or values (1 mark). It can also include specific aspects of cultural experiences and behaviour such as music, literature, styles of dress, food, behaviour rules, institutions or language (1 mark). An example of a culture could be Scottish culture (1 mark).</p> <p>Or any other acceptable information that accurately describes ‘culture’ and provides an example that shows sociological understanding.</p>
	(b)	<p>This question has a “describe” command and so the candidate should make a point for 1 mark and then develop this point for a further mark.</p> <p>The question also asks the candidate to “give” an example. So 1 further mark should be awarded for any appropriate example given.</p>	3	<p>Points of information that may be included or developed in a response would be information that shows an understanding of a ‘sub-culture’ as a social group within a broader culture that has different beliefs, values and/or practices from the mainstream culture.</p> <p>For 2 marks the candidate should:</p> <ul style="list-style-type: none"> • Give information that shows an understanding of what the term ‘sub-culture’ means • Give a further point to describe this <p>For 1 further mark Candidates should give an example of a ‘sub-culture’.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>For example</p> <p>Most sub-cultures exist within wider cultures and although they may share some of the same norms and values of the wider ‘mainstream’ culture it is likely that some of the belief systems or behaviours of the sub-culture will be significantly different (1 mark). These ‘differences’ may result in members of the sub-culture dressing in their own ‘style’ which differentiates them from the main culture or it might result in the members of the sub-culture making different lifestyle choices from the majority of people in the mainstream culture (1 mark). An example of a sub-culture could be New Age Travellers (1 mark).</p> <p>Or any other acceptable information and example that conveys an accurate sociological understanding of what constitutes a ‘sub-culture’.</p>
(c)	<p>Questions that ask the candidate to “explain” require the candidate to apply their sociological knowledge and understanding to give more information about the meaning of something, to give reasons or show connections.</p>	4	<p>The question asks the candidate to explain how membership of a sub-culture can influence identity formation.</p> <p>Points of information that may be included or developed may use appropriate examples to explain the influence of sub-cultural membership on identity formation.</p> <p>For 4 marks the candidate should:</p> <ul style="list-style-type: none"> • Give information that shows an understanding of two ways in which belonging to a sub-culture can influence how an individual forms their identity. <p>To gain 4 marks candidates must appropriately refer to two ways in which membership of a sub-culture can influence the formation of identity. These may relate to identity formation in two different examples of sub-cultures or two examples of influence on identity formation through membership of one sub-culture. If a candidate only refers to one way in which membership of a sub-culture can influence the formation of identity, a maximum of 2 marks can be awarded.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>For example:</p> <ul style="list-style-type: none"> • Identity is influenced by peer groups within some sub-cultures. Belonging to a sub-culture may bring with it expectations of behaviour and the vehicles people drive, both of which would become part of how a person forms their identity, for example, ‘boy racers.’ (2 marks). The clothes worn by influential members of a sub-culture and the music listened to can influence the identity of other members, for example, in ‘Goth’ sub-culture wearing dark clothes and make up and listening to specific bands (2 marks). • Identity can be formed through membership of the Amish community which is linked to very simple living and a strong emphasis on the importance of church and family relationships. There is also an expectation that many aspects of ‘modern’ life will be denied. Members of this sub-culture have developed a very distinct identity in the midst of American mainstream culture. The Amish identity includes regulations about wearing very simple clothing as well as not using cars or telephones and children usually stop attending school at around age 14. (4 marks) <p>Or any other information and/or examples that appropriately explain ways in which membership of a sub-culture can influence identity formation.</p>
(d)	This question has an “explain” prompt which means that the candidate is required to give more information or to show connections.	5	<p>In their response the candidate must show connections between their understanding of culture and identity and one source or piece of research evidence that has helped them develop this understanding.</p> <p>Points of information that may be included or developed should explain how one source or piece of research evidence has helped the candidate to develop an understanding of culture and identity.</p> <p>If it is not clear which source has been used or that more than one source has been used, a maximum of 3 marks can be awarded.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>For 5 marks the candidate should</p> <ul style="list-style-type: none"> • Use one source or piece of research evidence that is relevant to developing an understanding of culture and identity. • Give information that shows an understanding of ways in which the named source has helped the candidate to develop an understanding of culture and identity. • Give further points to explain this. Further points could include referring to findings of the research or points of information from a documentary, article or film selected as the source. <p>For example</p> <p>We studied the Amish community in our Culture and Identity unit and watched the BBC2 documentary called “Amish - A Secret Life” (1 mark) Watching the BBC2 documentary helped me to understand that despite the force of material culture and consumerism that exists in the 21st century, there are groups of people, like the Amish, who chose to live very simple lives and uphold commonly shared ‘traditional’ values as part of their culture (2 marks). Studying the Amish made me realise that forming an identity isn’t always about trying to become an ‘individual’, it can also be about becoming an established member of a group culture where the collective identity is more important than individual identity (2 marks).</p> <p>Or any other information and/or examples that appropriately explains how the source has helped the candidate to develop an understanding of culture and identity.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(e)	Questions that ask the candidate to “explain” require the candidate to give more information about the meaning of something, to give reasons or show connections.	5	<p>Points of information that may be included or developed should reflect an awareness of the importance of understanding diversity when studying culture. This should include an appreciation of the importance of respecting the heritage and cultural identity of others. Candidates may give answers which show an understanding of how studying culture is connected to awareness of ‘diversity’.</p> <p>For 5 marks the candidate should:</p> <ul style="list-style-type: none"> • Give information that shows an understanding of what diversity means • Give further points and/or examples to describe the relationship between diversity and studying culture (ie an awareness and appreciation of cultural diversity.) <p>For example:</p> <p>When studying culture, it is important to understand cultural diversity which means recognising the presence of a variety of cultures and different ways of life that people follow in society (1 mark). When studying culture, it is important to appreciate that what might be considered appropriate or acceptable behaviour in one culture may be disapproved of in another culture that has different norms and values (2 marks). Respecting and valuing cultural diversity is the opposite of ethnocentrism which is the tendency to judge other cultures or sub-cultures as being inferior to the culture of which we are a part (2 marks).</p> <p>Or any other information and/or examples that appropriately explains the importance of understanding cultural diversity.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	This question asks the candidate to “explain” the influence of social class on educational achievement, referring to research evidence.	5	<p>Points of explanation or information that may be included should clearly highlight the influence of social class on educational achievement.</p> <p>Candidates could make reference to either of the mandatory studies Rosenthal. R. & Jacobson, L. (1968) <i>Pygmalion in the classroom</i> or Kingdon, G. & Cassen, R. (2007) <i>Understanding low achievement in English schools</i>. Candidates should also be awarded marks for appropriate reference to any other relevant research evidence.</p> <p>Candidates should be awarded a maximum of 3 marks if there is no direct reference made to specific research evidence. For 5 marks the candidate should:</p> <ul style="list-style-type: none"> • Give information that shows an understanding of the influence of social class on educational achievement • Refer to relevant research evidence to further explain the relationship between social class and educational achievement. <p>For example:</p> <p>Sociological research highlights that not everyone has the same chance of achieving in school despite having similar abilities with most research highlighting that social class is the best indicator of a pupil’s educational achievement (1 mark). This may be on account of material deprivation, low aspirations of working class children and their families or could be related to teachers labelling working class children and the effect of this on their ability to achieve (2 marks). In class we studied Basil Bernstein’s research into speech patterns which highlighted how working class children were at a disadvantage in the education system because they were limited to the use of a <i>restricted</i> code whereas middle class children were more familiar with the <i>elaborated</i> code used by teachers (2 marks).</p> <p>Or any other information or example that appropriately explains and illustrates what the stem phrase means.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>This question asks the candidate to “use” a theory to “explain”.</p> <p>This requires the candidate to show connections between a chosen structural theory and differential educational achievement.</p>	5	<p>Candidates should refer to a structural theory in their answer and use it appropriately in their explanation of differential educational achievement.</p> <p>For 5 marks the candidate should:</p> <ul style="list-style-type: none"> • Correctly identify a structural theory • Use this theory to explain differential educational achievement • Give further points of information that makes connections between the selected structural theory and the issue of differential educational achievement. <p>For example:</p> <p>Functionalist theory which is a structural theory, (1 mark) believes that the education system in the UK is based on ideas around meritocracy which means that pupils who work the hardest in school will get the best rewards/qualifications (2 marks). Functionalist theory would highlight that encouraging differential achievement is necessary for society as a whole as those who are best qualified are ‘sifted’ into the best jobs (2 marks).</p> <p>OR</p> <p>Structural conflict theories, like feminism (1 mark) would highlight ways in which the inequalities that exist in wider society based on gender are also found in classrooms and result in unequal access to educational opportunities (2 marks). For example, feminism has highlighted the way in which a gendered curriculum has disadvantaged girls for many years in school and that this reflected the gender role socialisation of boys and girls in wider society that has encouraged girls to have lower aspirations than boys (2 marks).</p> <p>Or any other acceptable information that demonstrates an understanding of how the selected theory explains differential educational achievement.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	The question asks the candidate to “use” sociological theory to “explain” a social issue other than differential educational achievement.	5	<p>Candidates could select one sociological theory and use it to explain any identified social issue of their choice. They could refer to the same theory used in the previous question as it is being applied to a different social issue. Candidates should also be awarded marks for making reference to any other sociological theory or theories providing they are used appropriately to explain their selected social issue.</p> <p>For 5 marks the candidate should:</p> <ul style="list-style-type: none"> • Give information that shows an understanding of the selected sociological theory or theories • Give information that demonstrates sociological understanding of a selected social issue • Give further points of information that makes connections between the selected theory or theories and the chosen social issue. <p>For example:</p> <p>There is concern over crime rates in UK society and this is a social issue that can be explained using sociological theory (1 mark). Functionalist theory would view increasing crime rates as a threat to the stability of society and would highlight ways in which social institutions such as the police, courts and prisons work in cooperation to maintain social order for the good of everyone (2 marks). However, Marxist theory would highlight that working class crime is more heavily reported and punished than corporate crime in order to protect the interests of those with most power in society (2 marks).</p> <p>Or any other information that demonstrates an understanding of how sociological theory explains an appropriate social issue.</p>

[END OF MARKING INSTRUCTIONS]