National Qualifications 2017

2017 Sociology

Higher

Finalised Marking Instructions

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General marking principles for Higher 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 <u>always</u> 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)   The term "or any other acceptable response" is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific marking instructions or not.

(e)   Questions that ask candidates to *describe* require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to — for example — a concept, process, experiment, situation, or facts.

(f)   Questions that ask candidates to *explain* require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.

(g)   Questions that ask candidates to *analyse* require them to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).

(h)   Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.

(i)   A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.

(j)   Questions require candidates to use sociological knowledge and understanding to gain marks. Marks will not be awarded for personal opinion that is not supported by such use of sociological knowledge and understanding.

(k)   There may be some degree of flexibility in the way that marks are awarded in a question. This is clearly noted in the specific marking instructions for that question.

Marking instruction for each question

Section 1 – HUMAN SOCIETY

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			The candidate is expected to explain two differences between the different type of theories.	**6**	Candidates can be awarded up to **6 marks**. Candidates should explain two clear differences between structural and action theories; up to **3 marks** should be awarded for each difference depending on the quality of the candidate's response. For example: One difference between structural and action theories is that structural theories take a macro approach, examining society as a whole and the influence of institutions on individuals. In contrast action theories take a micro approach, examining individuals and/or small groups, roles and claim that individuals shape society**. (3 marks)** Another difference between structural and action theories is that structural theories tend to use research methods that generate quantitative data in order to look at society as a whole whereas action theories tend to use methods that generate qualitative data as they focus on individuals and small group interaction. **(3 marks)** Or any other appropriate answer.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			The candidate is expected to describe the main features of the theory.	**4**	Candidates can be awarded up to **4 marks**. Candidates should describe the main features of symbolic interactionism specifically. Award up **to 2 marks** for each feature described, depending on the quality of the explanation. *No marks* should be awarded for answers that focus only on the generic features of action theories. Symbolic interactionism puts forward the idea of the looking glass self- this is the idea that we form our sense of identity through our interaction with others – defining ourselves by the reaction of others to us. For instance, labelling is a good example of this when the label can become the 'master status', taking over all other roles and identities a person has. People that interact only with the label and not the person – this can then lead to a 'self-fulfilling' prophecy if the person thinks that regardless of their behaviour they will be treated by the label. **(4 marks)** Or any other appropriate answer.
3.			The candidate is expected to describe two steps in the research process.	**4**	Candidates can be awarded up to **4 marks**. Award up to **2 marks** for each step described, depending on the quality of the description. Please note –no marks should be awarded for answers that merely state a step but don't describe the step. Answers can include any step in the process: theory, hypothesis, operationalisation, fieldwork, processing results. Answers may also include sub-steps of operationalisation. Hypothesis is the second step in the research process and is a statement that can be proved true or false. This is a basis for the research undertaken. **(2 marks)** Or any other appropriate answer.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.			The candidate is expected to evaluate the research method.	**6**	Candidates can be awarded up to **6 marks** in a number of ways, strengths **and/or** weaknesses can be evaluated. Award up to **3 marks** for each developed evaluative point for instance a strength or weakness. Responses must explain why the point made is an advantage/disadvantage. Participant Observation is good at providing rich and descriptive qualitative data. Hence researchers who want to examine relationships between and within small groups/individuals can use PO to so do effectively. This is because this method provides the opportunity to become part of the group being examined and to observe naturally occurring behaviour. This is especially true if the PO is covert and only a small number of the group being observed know the researcher is part of the group. **(3 marks)** A weakness of Participant Observation is that you cannot control extraneous variables, it is therefore difficult to replicate. Participant Observation is open to criticism as it may be prone to observer bias which may affect the validity. **(3 marks)** Or any other appropriate answer.

Section 2 – CULTURE AND IDENTITY

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	The candidate is expected to use two contrasting theories, one of which should be Social Action theory, to analyse the relationship between age and identity.	**20**	Candidates can be awarded up to a maximum of **20 marks** for this essay format question**.** **Marks may be allocated as follows:** **Theories: 10 marks (up to 6 marks for each theory)** **Cohen Study: 6 marks** **Analysis: 4 marks.** **Points of explanation could include:** The candidate may describe how definitions of 'youth' and 'parental' culture can be understood through concepts such as labelling, moral panics, cultural meaning systems, the commodification of experience, subcultural theory or the influence of the mass media. For example, using two contrasting sociological theories, one of which must be Social Action theory – candidate answers may use any specific action theory such as Symbolic interactionism or generic action theory. Action theory Answers may explain and evaluate points such as: • Labelling associated with different age groups • Identity formation through the influence of significant others • Development of roles through socialisation.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Structural theories may prioritise top down explanations involving socialisation, ideology, institutional and external pressures. For instance, answers on Marxism/Neo-Marxism may include explanation, development and/or analysis of points such as: • Role of the media (superstructure) in the formulation of the social concept of age • Age and consumerism • Related to social class • The development of class and youth identities through ritual, dress and lifestyle may be identified as the means whereby youth cultures resist imposed norms and values of the bourgeoisie. Award marks where candidates link socialisation to age and identity or theory or Cohen's study. Candidates must use Cohen's study to explain the social concept of youth, for instance by explaining the role of the media. Award up to 4 marks if the candidate only refers to generic findings with NO reference to age/youth/teenagers etc. Or any other appropriate answer.

Section 3 – SOCIAL ISSUES

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	The candidate is expected to explain the main findings of two sociological studies on social mobility.	**8**	Candidates can be awarded **8 marks** in a number of different ways, but full marks should only be awarded if they explain the findings of two studies that measure social mobility. To receive full marks, the candidate should show that they are conversant with the appropriate sociological language to make their meaning clear. The research studies must be relevant for the purpose of explaining social mobility. They can use the mandatory studies Goldthorpe (1980) and Blanden and Machin (2008). Up to **5 marks** can be awarded for one study. Goldthorpe findings: Mandatory studies as an exemplar: • Goldthorpe uses occupation whereas Blanden and Machin use income and education attainment as measurement (e.g. first degree by 23) • Compare the findings in terms of absolute and relative social mobility • Downward mobility was on the decline - but more men in the working classes were unemployed • It was found that two thirds of sons unskilled or semi-skilled workers were in manual occupations so achieved short range or limited social mobility • There were indications of high rates of social mobility but low rates of relative mobility • Sons of classification 1 & 2 tended to stay in that social classification.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Blanden and Machin – Findings: • The study looks at to what degree the influence of parental background change as the rates of child poverty increased • The link between association to parental background was stronger for children • Growing up in the 1980's (2nd cohort) than the first cohort (1970's) = rise in social inequality and child poverty coincided with fall in social mobility • Found less upward mobility for the more recent cohort (90's and 00's). contradicts the occupationally based social mobility studies which argue that although limited social mobility is still growing • Intergenerational social mobility has fallen over time in Britain; equality of opportunity has declined for those born in 1970's • More recent cohorts 80's and 90's - reasons suggested were linked to educational achievement post 16. Strong correlation between parental income and level of education achieved • More recent data from the BHPS showed children in mid-1990's stayed on post 16 to 18 and there was a weakening of the link between income and educational attainment. Or any other acceptable answer.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.			The candidate is expected to analyse the social issue using Feminist theory and a contrasting theory. The candidate must make clear the relationship between the key points of the selected theory and key factors or elements about the social issue.	**12**	Candidates can be awarded the marks in a number of ways, but full marks for each section should only be awarded if they **draw out and relate the implications** of the different theories using the appropriate sociological language. A wide range of responses may be used, but any response must show the distinctions between feminism and the chosen selected theory. An **exemplar** of differential educational achievement is given as many candidates choose education. However other social issues may include: the mass media, crime and deviance, discrimination at work etc. Up to **4 marks** may be awarded based on each developed point that draws out and relates the social issue and the theory. The candidate is likely to present this information either in the introduction or conclusion of their response; however, if a valid point is part of the response it should be rewarded. Points may include analysis of: • The evidenced link between social issue, e.g. gender and life chances such as socio-political-economic inequality • The association between childhood advantage and disadvantage with educational attainment • Alternatively, the candidate may discuss the reinforcing patterns of disadvantage - such as labelling. A maximum of one mark should be awarded for a limited response on a point concerning theory which is not linked to the social issue. The candidate can only be awarded up to **6 marks** if one theory is used. Full marks can only be awarded if the candidate related their relevant points theory to the social issue.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					As an exemplar points of development for Feminist theory could include: • Traditional feminist views argued that social inequality in the education system originated from the male control of the major social institutions and in contemporary UK, some social groups it has been found that this trend has been reversed - areas might include socialisation, hidden curriculum, behaviour in the classroom • Social order is based on male interest - class differences are strongly evident in the education system where in fact males from low paid and lower socially positioned families are finding economic and social parity difficult to achieve (construction of masculinity) • Women generally are 'victims' of social inequality on a larger scale than men black feminists still raise awareness of a double barrier of gender and ethnicity within the education system • Gender and power are related - reflection that educational achievement by women is not reflected in their progression through the workforce. Or any other acceptable response. Points of analysis for Functionalist theory could include: • The emphasis on the interdependency of all groups; the positive functions of crime • The socio-economic system requires us to reward the most talented, hardworking to ensure they are pushed to the top of the social system etc., perhaps linked to open meritocratic system often accessed by public resources such as education rather than background • Inequality can be argued to be a motivational factor in improving social status, for example high levels of educational attainment among some minority ethnic groups. Or any other acceptable response.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Points of analysis for Marxism/conflict could include: • The discussion of the impact of social reproduction - hidden curriculum; counter culture • Issue of class and educational attainment and subsequent life chances • Capitalism and globalisation- marketisation of education; schools being encouraged to become increasingly commercial selling their 'products' • Discussions of the impact of social and cultural deprivation. Or any other acceptable response. Points of analysis for Action theory could include: • Society and the social institutions need to be understood through interaction • Typing, labelling and the self-fulfilling prophecy • Issues of streaming and banding • Ideal pupils and teacher expectation. Or any other acceptable response.

[END OF MARKING INSTRUCTIONS]