



National  
Qualifications  
2018

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**2018 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 specific 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 specific 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 candidate response does not seem to be covered by either the principles or specific 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 answer’ allows for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidates’ 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 ‘does this ...?’, or ask the candidate to ‘name’, ‘define’ or ‘give examples’ are straightforward questions requiring candidates to recall key points of knowledge or to give examples. The number of marks available for these questions reflects 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 you should award 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, you should award 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, you should use your professional judgement about whether or not these add up to the required ‘use’ or ‘application’.
- (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 you should give credit for any correct information given, whether given in the correct part or not.

## Marking instructions for each question

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe <b>two</b> features of the common-sense approach to understanding human society. There are up to <b>2 marks</b> available for each feature.</p> <p><b>Example:</b>            One feature of the common-sense approach is that common-sense can be individualistic; this means that it is based on personal experience. <b>(2 marks)</b></p> <p>Another feature is that common-sense beliefs can be naturalistic. This means that people believe there is a ‘natural order’ to society. <b>(2 marks)</b></p> <p>Any other valid response.</p>
	(b)	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. This must be done twice for full marks.	6	<p>This question asks candidates to explain one advantage <b>and</b> one disadvantage of using questionnaires as a research method. There are up to <b>3 marks</b> available for the advantage and up to <b>3 marks</b> available for the disadvantage.</p> <p><b>Example:</b>            One advantage of using questionnaires as a research method is that each respondent is asked the same questions. This makes it easier to compare results from different people and identify patterns of answers which can then be applied to the population as a whole making the results reliable. <b>(3 marks)</b></p> <p>One disadvantage of using questionnaires is that the interviewer has no scope to ask follow-up, unscripted questions. This means that some interesting information may never be given by the respondent as they were not asked to elaborate on an answer. Often the reason behind an answer is just as important as the answer itself. <b>(3 marks)</b></p> <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe two features of structured interviews. There are up to <b>2 marks</b> available for each description.</p> <p><b>Example:</b> One feature of structured interviews is that the questions are prepared in advance using an interview schedule. The same questions are then given to every interviewee. <b>(2 marks)</b></p> <p>Another feature of structured interviews is that the information they provide is usually quantitative data. This means that the responses can be converted into figures and answers can be compared easily. <b>(2 marks)</b></p> <p>Any other valid response.</p>
	(d)	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. This must be done twice for full marks.	6	<p>This question asks candidates to explain one advantage and one disadvantage of using non-participant observation as a research method. There are up to <b>3 marks</b> available for the advantage and <b>3 marks</b> available for the disadvantage.</p> <p>Non-participant observation can be overt or covert. Any answer where the candidate gives an advantage or disadvantage which only applies to one or the other, without stating they are referring to overt/covert, cannot be awarded full marks.</p> <p><b>Example:</b> One advantage of using non-participant observation is that the researcher is able to see for themselves what the research subjects are doing. This means that there is less scope for misunderstanding as the researcher is directly watching what is happening. This can be particularly useful when trying to understand the behaviour of a group. <b>(3 marks)</b></p> <p>One disadvantage of using non-participant observation is that it is very time consuming. The researcher must watch everything the research subjects are doing without knowing if it will be useful to the research topic. The researcher cannot influence the subjects and so must observe what is happening regardless of what that is. Because it is time consuming it is also expensive. <b>(3 marks)</b></p> <p>Any other valid response.</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. This must be done twice for full marks.	6	<p>This question asks candidates to explain two features of the structural perspective. There are up to <b>3 marks</b> available for each explanation.</p> <p><b>Example:</b>            One feature of the structural perspective is that it has a 'top-down' approach. This means that it views society from the point of view of the large structures down to the individuals. Much of what we do is determined by the structures and institutions in society. <b>(3 marks)</b></p> <p>Another feature of the structural perspective is that it uses research methods that tend to gather quantitative data. This allows generalisations to be made about society as a whole. One example of a research method preferred by structural theorists is official statistics. <b>(3 marks)</b></p> <p>Any other valid response.</p>
	(f)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe two features of the action perspective. Up to <b>2 marks</b> are available for each description.</p> <p><b>Example:</b>            One feature of the action perspective is that it believes that human agency is important. It focuses on the role of free will in influencing human behaviour. <b>(2 marks)</b></p> <p>Another feature is that theories based on the action perspective are likely to rely on qualitative data. The action perspective is interested in individual motivation and actions of people in small scale interactions. <b>(2 marks)</b></p> <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	This question has a simple describe command. The candidate is required to make a relevant point for 1 mark and then expand on this for a further mark. This must be done twice for full marks.	4	<p>This question asks candidates to describe two ways primary socialisation can influence identity formation. Up to <b>2 marks</b> are available for each description.</p> <p><b>Example:</b>            One way primary socialisation can influence identity formation is through teaching about gender, particularly by observing the male and female role models within the family. <b>(2 marks)</b></p> <p>Another way that primary socialisation helps to shape identity is in religious belief. No one is born being a certain religion but our first religious identity can be shaped by our parents' /carers' beliefs. <b>(2 marks)</b></p> <p>Any other valid response.</p>
	(b)	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.	6	<p>This question asks the candidate to explain the process of secondary socialisation. Up to <b>3 marks</b> may be given for any developed point. The candidate may make two fully developed points or a greater number of less well developed points to obtain full marks.</p> <p><b>Example:</b>            Secondary socialisation takes place after primary socialisation. The norms and values of the society as a whole, and of different institutions and groups within it, are learned. These are in addition to those already learned within the immediate family environment. <b>(3 marks)</b></p> <p>There are different agents of secondary socialisation including education, the media and peer groups. <b>(1 mark)</b></p> <p>Secondary socialisation is when more complex aspects of identity are formed as children and young adults build their sense of self through their experiences and interactions. <b>(2 marks)</b></p> <p>Any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	This question has a simple describe command. Exemplification is also required for full marks.	5	<p>This question asks candidates to describe diversity using examples. Up to a maximum of <b>3 marks</b> can be awarded for the description and up to a maximum of <b>3 marks</b> can be awarded for the examples. A maximum of <b>5 marks</b> are available for the question as a whole.</p> <p><b>Example:</b>  Diversity is the co-existence of different cultures and subcultures within one society. This means that there is an acceptance of each other's respective traditions. <b>(2 marks)</b>  An example of diversity is the tolerance of different religious communities within Scotland, including Christians, Muslims, Jews and others who all live and worship near each other. <b>(2 marks)</b>  Another example of diversity in Scotland is the increased awareness of a large range of sexualities. <b>(1 mark)</b>  Any other valid response.</p>
(d)	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>This question asks candidates to use a source or research evidence to explain a subculture. For <b>full marks</b> at least one source or piece of research evidence must be used, if not a maximum of <b>3 marks</b> may be awarded.</p> <p><b>Example:</b>  One piece of research evidence that is useful in explaining a subculture is the research carried out by Karen Lumsden into the boy racers subculture in Aberdeen. 'Do we look like boy racers?' (2009) <b>(1 mark)</b> was an attempt to show how moral panics work today. In particular it explained how there had been a moral panic created around the boy racers in the local media. <b>(1 mark)</b>  The members of the sub culture saw themselves as generally law abiding car enthusiasts whereas the police, politicians and other professionals interviewed saw them as criminal and deviant. <b>(2 marks)</b>  This shows how youth sub-cultures especially are often viewed and portrayed negatively by others in mainstream culture. <b>(1 mark)</b>  Any other valid response.</p>

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3.	(a)	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.	8	<p>This question asks candidates to explain differential achievement in education using <b>two</b> sociological theories. If only one theory is used to explain then a maximum of <b>5 marks</b> can be awarded.</p> <p><b>Example:</b>  Differential achievement in education is linked to many factors such as class, ethnicity or gender. For example, feminism believes females are at a disadvantage in the education system due to a gendered curriculum. This is shown by the larger number of males who take STEM subjects compared to females. Feminists argue this contributes to limited choices for females in employment and the gender pay gap. <b>(4 marks)</b></p> <p>Labelling theory believes that a pupil who is considered to be low achieving and is treated as such will achieve less. This becomes a self-fulfilling prophecy as the teacher treats the pupil as if they will do less well and the pupils themselves do not believe in their own abilities. The opposite can be true for those believed to be better academically, when treated differently by the teacher, they achieve more. <b>(4 marks)</b></p> <p>Any other valid response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(b)	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.	6	<p>This question asks the candidate to explain two findings from the study, Kingdon G and Cassen R, 2007. Understanding low achievement in English schools. There are up to <b>3 marks</b> available for each explanation.</p> <p><b>Example:</b>  The study found nearly half of all low achievers are white British males. White British students on average - boys and girls - are more likely than other ethnic groups to persist in low achievement. If they start in the lowest categories of achievement in primary school, they are more likely than other ethnic groups to remain there at the end of secondary school. <b>(3 marks)</b></p> <p>The study also found that Chinese and Indian pupils are the most successful in avoiding low achievement; Afro-Caribbean pupils are the least successful on average, though their results have been improving faster than the national average, and when compared with white British pupils of similar economic backgrounds, they do no worse. <b>(3 marks)</b></p> <p>Any other valid response.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)	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.	6	<p>This question asks candidates to explain the role of research in sociology. The candidate may make two fully developed points or a greater number of less well developed points to obtain <b>6 marks</b>.</p> <p><b>Example:</b>  Research can provide both quantitative data, which can be represented in graphs and tables, as well as qualitative data, which gives insights into people's opinions and reasoning. <b>(2 marks)</b>  This means that research is capable of producing a variety of evidence for sociologists to develop a better understanding of human society. <b>(1 mark)</b>  This evidence is subject to peer review and scrutiny. This process increases the reliability and validity of the evidence. <b>(2 marks)</b>  As a consequence sociological research challenges common-sense assumptions about human behaviour and a range of social issues. <b>(1 mark)</b></p> <p><b>Candidates are not required to provide examples of research, but these can be credited.</b></p> <p><b>Example:</b>  Research plays a significant role in sociology. In order to test theories, or to help people to formulate theories, research is undertaken to provide evidence to back up or disprove what people believe to be happening. Two of the earliest pieces of research in the UK were the studies by Booth and Rowntree. Booth set out to disprove the belief of Marxists that around a quarter of people in London were living in poverty at the end of the 19<sup>th</sup> century. He actually found that around 30% of the population were. Just after this Joseph Rowntree did a study into poverty in York with similar findings. Today the Joseph Rowntree foundation still carries out regular research into poverty and related topics. <b>(6 marks)</b></p> <p>Any other valid response.</p>

[END OF MARKING INSTRUCTIONS]