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**2018 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 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) 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 detailed 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.	(a)	The candidate is expected to explain <b>two</b> advantages of using participant observation as a research method.	6	<p>Candidates can be awarded up to <b>6 marks</b>.</p> <p>Up to a maximum of <b>3 marks</b> can be awarded for any one advantage.</p> <p><b>Advantages could include explanation of the following points:</b></p> <p>If covert, then an advantage of this method would be that a researcher would be observing members of a group without them either playing up or playing down because they do not know they are being observed. <b>(1 mark)</b></p> <p>The group may be involved in illegal activity and they would not do it if they thought they were being watched. <b>(1 mark)</b></p> <p>A researcher can gain a more accurate picture of what the group do. The group may not be willing to take part in research if they did not think that a researcher shared their political beliefs, therefore this method allows a researcher access to information that other methods would not be able to elicit. <b>(2 marks)</b></p> <p>Whether covert or overt, another advantage is that a researcher can also gain the confidence of members of the group which means they are more likely to talk about their backgrounds and motives. In this way a great deal of qualitative data can be gathered. If a researcher is actually participating with the group then they can be on hand to record what group members say in particular situations, such as during a meeting or direct action. This helps the validity of the research. <b>(3 marks)</b></p> <p><b>Or any other acceptable response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)		The candidate is expected to consider the ethical considerations a researcher would need to take into account if conducting research covertly.	4	<p>Candidates can be awarded up to <b>4 marks</b>.</p> <p>Up to <b>2 marks</b> may be awarded for an explanation of a valid point.</p> <p><b>Answers could include:</b> Sociological researchers should abide by professional standards such as the Social Research Council Ethics Guidelines. <b>(1 mark)</b></p> <p>Conducting research on people who do not know they are being observed may be thought of as unethical and in most cases would be. Sociological researchers should always try to gain the consent of research subjects. This is especially true if the people could be identified from the research. <b>(2 marks)</b> The researcher must carefully consider participant welfare when studying any risk taking behaviours such as drug use. <b>(1 mark)</b></p> <p><b>Or any other acceptable response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		The candidate is expected to analyse the similarities and differences between feminism and functionalism.	10	<p>Candidates can be awarded up to <b>10 marks</b>.</p> <p>A maximum of <b>4 marks</b> can be awarded for any one similarity or difference.</p> <p><b>Analysis of a similarity could be:</b> Both functionalism and feminism are structural theories. This means that they both look at society as a whole. They therefore claim that the institutions in society have influence over the individuals. Functionalists and feminists both claim that the institutions in society are responsible for the state of equilibrium, or lack of it, in society rather than merely the actions of individuals shaping the degree of consensus/conflict. <b>(3 marks)</b></p> <p><b>Analysis of a difference could be:</b> One difference between functionalism and feminism is that functionalism claims that society is governed by consensus whereas feminism claims that society contains groups who are in conflict with each other. Hence, functionalists claim that there is value consensus which is the overriding hallmark of society, which is a set of beliefs commonly shared and agreed upon. Feminists on the other hand view the values of a society as an imposition by men and any apparent consensus in a patriarchal society is a product of the male dominated structures of society. <b>(3 marks)</b></p> <p><b>Another analysis of a difference could be:</b> Functionalists claim that there is no one dominant group in society, whereas feminists claim that men are the dominant group. <b>(1 mark)</b> Functionalists claim that all institutions in society work together for the good of all. However, feminists argue that institutions are dominated by men and run in their interests. According to feminists, institutions such as education discriminate against women and perpetuate structural inequalities for instance male dominated high paid professions and female dominated caring low paid jobs. <b>(3 marks)</b></p> <p><b>Or any other acceptable response.</b></p>

## Section 2 - CULTURE AND IDENTITY

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	The candidate is expected to evaluate a research study into culture and identity of their choice.	6	<p>The candidate can be awarded <b>6 marks</b> in total.</p> <p>Award up to <b>3 marks</b> for each evaluation of a strength or weakness of the study.</p> <p>When referencing a research study of their choice, the candidate should evaluate one strength and/or one weakness of its methods and/or findings.</p> <p><b>Strengths can include evaluation of:</b></p> <ul style="list-style-type: none"> <li>• methodology of the study eg validity</li> <li>• findings in relation to other studies</li> <li>• findings in relation to theoretical approaches</li> <li>• findings in relation to other evidence.</li> </ul> <p><b>Weaknesses can include evaluation of:</b></p> <ul style="list-style-type: none"> <li>• methodology of the study eg reliability</li> <li>• findings in relation to other studies</li> <li>• findings in relation to theoretical approaches</li> <li>• findings in relation to other evidence.</li> </ul> <p><b>Or any other acceptable response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)		The candidate should refer specifically to the study and explain how the study has contributed to their understanding of the concept of culture and identity.	4	<p>The candidate may be awarded up to <b>4 marks</b> in total.</p> <p>Candidates may be awarded up to <b>2 marks</b> for explaining a specific finding of the study.</p> <p>Award <b>2 marks</b> for each developed point made - explanation rather than statement is required.</p> <p>The candidate can choose a study from any aspect of culture and identity for example gender, age or ethnicity or they may explore a study on a subculture of their choice for instance a specific gang culture or any other subject related to the topic of culture and identity.</p> <p>The candidate should explain the ways in which the study chosen has contributed to their understanding of culture and identity. For example, if the candidate has chosen a study focussing on gender identity they may refer to the way they have questioned traditional gender roles in their working life, school environment or home.</p> <p><b>Or any other acceptable response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		The candidate is expected to analyse the ways in which one structural theory and one action theory contributes to a sociological understanding of the link between culture and identity.	10	<p>Candidates can be awarded the <b>10 marks</b> in a number of ways, but full marks should only be awarded if they <b>draw out and link the implications</b> of the different theories to culture and identity, using the appropriate sociological language.</p> <p>Up to <b>6 marks</b> may be awarded for the analysis of one theoretical approach depending on the quality of the response.</p> <p>Up to <b>3 marks</b> may be awarded based on each developed point that <b>draw out and link the implications</b> of the different theories to culture and identity, using the appropriate sociological language.</p> <p><b>Any structural theory may be used.</b></p> <p><b>Feminist answers may include explanation and analysis of the following points:</b></p> <ul style="list-style-type: none"> <li>• patriarchy shaping culture and identity</li> <li>• the role of the media in identity</li> <li>• multi-culturalism and gender roles</li> <li>• changes in gender roles.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p><b>Functionalist answers may include explanation and analysis of the following points:</b></p> <ul style="list-style-type: none"> <li>• value consensus</li> <li>• pluralism</li> <li>• effective role allocation</li> <li>• socialisation.</li> </ul> <p><b>Or any other acceptable response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Marxists answers may include explanation and analysis of the following points:</b></p> <ul style="list-style-type: none"> <li>• bourgeoisie and the superstructure-shaping culture and identity</li> <li>• the role of the media in identity</li> <li>• consumerism and identity</li> <li>• cultural hegemony.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p>Marxists argue that bourgeois culture is dominant - via control of the institutions of the superstructure such as media. Proletariat are fed culture according to the bourgeoisie and are therefore inhibited in forming their class identity. <b>(3 marks)</b></p> <p>According to Marxists there is cultural hegemony as the bourgeoisie define culture, art and so on. They can do this through their control of institutions such as universities, publishers and music studios/labels and leadership of arts etc - hence high culture is given more status than folk culture. <b>(3 marks)</b></p> <p>Marcuse's notion of repressive sublimation and the argument that post-war mass culture serves to reinforce political repression. Affluent societies such as UK are controlled and manipulated where false needs and false consciousness are geared at consumption. <b>(3 marks)</b></p> <p>Class identity can be formed through shared working conditions, within shared residential environments, economic experiences (ie pay and income inequalities) cultural tastes and marginalization. In addition, consciousness may be separately referred to in respect of a recognition that such shared experiences may lead, in specific circumstances, to class identity assuming a political character. <b>(3 marks)</b></p> <p><b>Any action theory may be used.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Symbolic interactionism answers may include explanation and analysis of the following points:</b></p> <ul style="list-style-type: none"> <li>• influence of cultural symbols</li> <li>• influence of generalised other</li> <li>• the interaction of the 'I' and the 'me'</li> <li>• labelling.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p><b>Labelling answers may include explanation and analysis of the following points:</b></p> <ul style="list-style-type: none"> <li>• cultural stereotypes</li> <li>• cultural symbols as labels</li> <li>• culture and status</li> <li>• culture, identity and subcultures.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p>Labelling: certain cultural activities are associated with age for instance certain types of music and related activities such as clubbing, certain Christian festivals/events such as first communion. Hence this relates cultural and age identity. <b>(3 marks)</b></p> <p>Certain cultures label events as significant for instance festivals and holidays in religion, eg Christmas-Christians; Ramadan-Islam: Passover-Judaism. From such events, we form a sense of community and identity. <b>(2 marks)</b></p> <p>Labelling 'other' cultures from an ethnocentric point of view may help to reinforce our own cultural identity for instance recent 'Islamophobia'. <b>(2 marks)</b></p>

### Section 3 - SOCIAL ISSUES

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.		<p>The candidate is expected to analyse the extent to which social mobility is possible.</p> <p>The candidate is expected to use two contrasting theories and at least one study.</p> <p>The candidate must make clear the relationship between the points of the selected theory and points about social mobility.</p> <p>The candidate is expected to link the study(s) to their chosen theories.</p> <p>The candidate may use cause and effect/impact of using this particular theory on social mobility.</p>	20	<p>Candidates can be awarded the <b>20 marks</b> in a number of ways, but full marks should only be awarded if they analyse by <b>drawing out and relating the implications</b> of the different theories and studies to the issue of social mobility and socio-economic inequality, using the appropriate sociological language.</p> <p>Candidates can use any two contrasting theories but must apply them to the concept of social mobility.</p> <p>Up to <b>10 marks</b> can be awarded for analysing social mobility using two theories. <b>5 marks</b> can be awarded for each theory.</p> <p>Up to <b>5 marks</b> can be awarded for analysis of study(s).</p> <p>Up to <b>5 marks</b> can be awarded for further analytical points for instance linking theories to studies.</p> <p><b>As an exemplar, points of analysis for Marxist theory could include:</b>            Marxist theory states that capitalism creates inequalities in society because it is structured to benefit those who have the control over the means of production, it is therefore socially divisive. Hence Marxists claim that the ability to achieve social and economic success is potentially limited for those lower down the social system (social reproduction). <b>(2 marks)</b></p> <p>Marxist theory highlights the exploitative nature of capitalism in that it shapes the cultural and social life in a way that benefits the wealthy, who protect their position and wealth in society, but disadvantages those with low pay or no work by limiting access to social resources (control of the superstructure) and therefore reproduces inequality rather than provide opportunities for social mobility. <b>(3 marks)</b></p> <p><b>Or any other acceptable response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Points of explanation for functionalist theory could include:</b></p> <ul style="list-style-type: none"> <li>• functionalism recognises structured inequality as necessary to the functioning of society (Davis and Moore for example discuss stratification as a functional prerequisite)</li> <li>• 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 (highlighted by both T Parsons and P Saunders)</li> <li>• inequality can be argued to be a motivational factor in improving social status (Saunders).</li> </ul> <p>It is assumed in this mark scheme that students will use The Oxford Mobility Studies, Goldthorpe 1980 and Blanden and Machin Up and Down the Income Ladder in Britain 2008.</p> <p>However, students can choose to use educational studies for example; Gillborn and Youdell 2000 &amp; 2001 or Saunders Unequal but Fair 1996, as long as the candidate links the findings of the studies to a sociological theory and to the issue of social mobility.</p> <p>Mandatory studies as an exemplar:      Goldthorpe uses occupation whereas Blanden and Machin use income and education attainment as measurement (eg first degree by 23).      Alternatively, students may compare the findings in terms of absolute and relative social mobility or an analysis point in relation to the social issue.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>The candidate's analysis of social mobility could be based on any of the following findings:</p> <p><b>Goldthorpe:</b></p> <ul style="list-style-type: none"> <li>• downward mobility was on the decline - but more men in the working classes were unemployed</li> <li>• it was found that two thirds of the sons of unskilled or semi-skilled workers were in manual occupations so achieved short range or limited social mobility</li> <li>• there were indications of high rates of social mobility but low rates of relative mobility.</li> </ul> <p><b>Blanden and Machin:</b></p> <ul style="list-style-type: none"> <li>• the study looks at to what degree the influence of parental background changed as the rates of child poverty increased</li> <li>• the link between association to parental background was stronger for children growing up in the 1980s (2nd cohort) than the first cohort (1970's) = rise in social inequality and child poverty coincided with fall in social mobility</li> <li>• found less upward mobility for the more recent cohort (90s and 00s) contradicts the occupationally based social mobility studies which argue that although limited social mobility is still growing</li> <li>• intergenerational social mobility has fallen over time in Britain; equality of opportunity has declined for those born in 1970s</li> <li>• more recent cohorts 80s and 90s - reasons suggested were linked to educational achievement post 16. Strong correlation between parental income and level of education achieved</li> <li>• more recent data from the BHPS showed children in mid - 1990s stayed on post 16 to 18 and there was a weakening of the link between income and educational attainment.</li> </ul>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
				<p>Candidates must link their chosen theories to the study(s) used. This may be expressed as ‘the findings of the study support ‘X’ theory’ or ‘the findings show that social mobility is possible/frequent/restricted etc’.</p> <p><b>Or any other acceptable response.</b></p>

[END OF MARKING INSTRUCTIONS]