



2019 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)	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.	3	<p>This question asks candidates to explain one difference between common sense and sociological approaches to understanding human society.</p> <p>Example One difference between common-sense and sociological approaches is that common sense is based on personal experience whereas sociological is based on research. (2 marks)</p> <p>A person may think the economy is improving because they have a good job but research shows that poverty is on the increase. (1 mark)</p> <p>Any other appropriate response.</p>
	(b)	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. The candidate is also asked to name an appropriate research method, 1 mark is available for this.	5	<p>This question asks candidates to describe two features of any named research method that tends to produce quantitative data. Any appropriate method may be named, such as questionnaires, structured interviews or official statistics. There is 1 mark available for correctly naming a method. There are up to 2 marks available for each description.</p> <p>Example One research method that tends to produce quantitative data is structured interviews. (1 mark) One feature of structured interviews is that each respondent is asked the same questions. These questions are decided beforehand by the researcher. (2 marks)</p> <p>Another feature of structured interviews is that the questions are always asked in the same order to each interviewee. This is to try to ensure the same context for the questions in each interview. (2 marks)</p>

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(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. This must be done twice for full marks.	6	<p>This question asks candidates to explain two features of participant observation. There are up to 3 marks available for each explanation.</p> <p>Example</p> <p>One feature of participant observation is that it can be conducted overtly or covertly. (1 mark) In overt participant observation the research subjects are aware that they are taking part in the research. (1 mark) In covert participant observation, the research subjects are unaware that they are taking part in research. (1 mark)</p> <p>Another feature of participant observation is that the researcher actually takes part in the activity of the research. This means that the researcher will become a part of the subject group. (2 marks) For example, Mark Daly became a trainee police officer to expose racism in Greater Manchester police. (1 mark)</p> <p>Any other appropriate response.</p>
(d)		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 one advantage and one disadvantage of using unstructured interviews. There are up to 2 marks available for the advantage and 2 marks available for the disadvantage.</p> <p>Example</p> <p>One advantage of using unstructured interviews is that the interviewer can follow-up on any interesting answers. (1 mark) The flexibility of the format enables the interviewer to develop a line of questioning depending on the interviewee. (1 mark)</p> <p>One disadvantage of using unstructured interviews is that it is very difficult to compare one interview with another. (1 mark) The interviewees may be asked different questions and so the answers given may not be comparable. (1 mark)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(e)		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 three times for full marks.	6	<p>This question asks candidates to describe three features of the action perspective. There are up to 2 marks available for each feature.</p> <p>Example One feature of the action perspective is that it is considered to be micro sociology (1 mark) it is concerned with the actions of individuals and small groups. (1 mark)</p> <p>Another feature of the action perspective is that it believes that individuals are the drivers in society. (1 mark) It is individual people who control institutions, not the other way around. (1 mark)</p> <p>Another feature of the action perspective is that it tends to use qualitative research methods because these are better at explaining the actions of individuals and small groups. (2 marks)</p> <p>Any other appropriate response.</p>
(f)		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 use the structural perspective to explain the relationship between institutions and individuals in society. There are up to 6 marks available for the explanation. Candidates may refer to specific theories in their answer. Marks can be awarded in a number of ways.</p> <p>Example The structural perspective focuses on the role played by institutions in society. It believes that these structures can shape the lives of individuals in our society and that it is very difficult for individuals to exert control over them. (2 marks) For example institutions such as schools use rules/sanctions/codes to control the behaviour of individual pupils. (1 mark) Within the structural perspective there are a number of different theories which try to explain how this happens. Marxists argue that the institutions which control our lives are created by and for the ruling class in society. (2 marks) Functionalists however believe that although the institutions are controlling the lives of individuals, they are doing so for the betterment of society as a whole. (1 mark)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(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. This must be done twice for full marks.	6	<p>This question asks candidates to explain the way one agent of primary socialisation and one agent of secondary socialisation influence human behaviour. There are up to 3 marks available for each explanation.</p> <p>Example</p> <p>The main agent of primary socialisation is the family environment. (1 mark) Typically parents/carers have the biggest part to play and teach us the norms and values of society. (1 mark) For example, our parents/carers teach us what are considered to be good manners in our society. (1 mark)</p> <p>A main agent of secondary socialisation is the media. (1 mark) The media exposes us to many different role models who may instil confidence in certain individuals. These role models may do this through platforms such as Facebook and Twitter. (2 marks)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	(i) and (ii)	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 a subculture they have studied, by explaining the features and describing two ways it differs from mainstream society. Candidates must refer to sources or research evidence in their answer. Marks can be awarded in a number of ways.</p> <p>For full marks candidates must explain features of the subculture they have studied, describe two ways it differs from mainstream society and refer to source or research evidence.</p> <p>If candidates do not refer to a source or research evidence a maximum of 6 marks can be awarded.</p> <p>If candidates use source or research evidence but only describe the way the subculture differs from mainstream society without explaining the features of it, a maximum of 4 marks can be awarded.</p> <p>If candidates do not use source or research evidence and only describe the way the subculture differs from mainstream society, a maximum of 2 marks can be awarded.</p> <p>Example Skateboarders are renowned for their baggy jeans, loose fitting T-shirts and skate shoes. Some may think this is a fashion statement but these are necessary for movement and being able to carry out quite complex tricks- a skater can't have their clothes restricting them. (2 marks)</p> <p>Sporting companies, traditionally, did not cater for skaters in the way of clothing, unlike mainstream sports such as running, cycling and football. This is beginning to change as skateboarding is now considered quite a lucrative business by some companies. (2 marks)</p>

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				<p>The skateboarding documentary we watched, called The Motivation, detailed how some of these skaters got involved in skateboarding to remove themselves from bad influences of others/peers. Despite this they often get labelled as 'druggies' because some skaters smoke marijuana. (2 marks)</p> <p>Mainstream sports such as football and rugby have laws and rules. However, street skaters are free to express themselves by the tricks they perform and the challenges they choose to undertake. (2 marks)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(c)		<p>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.</p>	6	<p>This question asks candidates to describe three features of a culture they have studied. There are up to 2 marks available for each feature.</p> <p>Example In Japanese culture, age influences the respect given by and received from others. In the world of business people should greet the most senior business person first. (2 marks)</p> <p>In Japanese schools, cleaners and janitors are not often employed. Instead, students and teachers allocate time in the day for cleaning which teaches the children to respect their environment. (2 marks)</p> <p>In Japanese culture there are specific norms related to food and drink, for example, they use chopsticks and have tea drinking ceremonies. (2 marks)</p> <p>Any other appropriate 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.	6	<p>This question asks candidates to explain the influence of social class on differential achievement in education using a sociological theory.</p> <p>If there is no reference to a sociological theory, candidates can achieve a maximum of 4 marks. Marks can be awarded in a number of ways.</p> <p>Example In Scottish education there is a wide gap in achievement between social classes. Working class children are more likely to use a restricted speech code, compared to middle class children who use an elaborated code. (2 marks) This will disadvantage working class children in the classroom as teachers speak in the elaborated code. (1 mark)</p> <p>Working class children are also disadvantaged materially because they may have less access to educational books/toys/computers/a quiet study space. (1 mark) Marxists would claim those at the bottom of the hierarchy have less access to resources whereas the ruling class can afford private tuition and greater resources for learning. (2 marks)</p> <p>Any other appropriate response.</p>
	(b)	This question has a simple describe command.	4	<p>This question asks candidates to describe the impact of ethnicity on differential achievement in education. Marks can be awarded in a number of ways.</p> <p>Example Cultural tendencies impact the way learners participate in education (1 mark). Studies have shown that Afro-Caribbean learners are the most disadvantaged in the UK education system (1 mark).</p> <p>If teachers have low expectations of an ethnic minority it may affect the actual progress of a pupil. This is known as the self-fulfilling prophecy (2 marks).</p> <p>Any other appropriate response.</p>

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	(c)	(i)	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>Candidates should use one sociological theory to explain a social issue of their choice, other than differential achievement in education. Candidates that explain this social issue without using a sociological theory can be awarded a maximum of 4 marks.</p> <p>Example The social issue I have chosen is social mobility. Functionists believe that social mobility is possible in the UK. Jobs in society will be filled by those best able to perform them. (2 marks)</p> <p>Davis and Moore argue that all societies need a mechanism for ensuring effective role allocation and performance. This mechanism is class stratification, which attaches unequal rewards and privileges to different positions in society. (2 marks) Functionists believe that social class is achieved through hard work, skill and education. Functionists therefore believe that the UK is an open and meritocratic society. (2 marks)</p> <p>Any other appropriate response.</p>
		(ii)	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.	4	<p>This question asks the candidate to describe two findings of research evidence related to this social issue. Up to 2 marks can be awarded for each description.</p> <p>Example The 'Oxford Mobility Studies' / Goldthorpe (1972) found that downward mobility appeared to be declining, but more men from working-class backgrounds were unemployed. (2 marks) Goldthorpe also found that although high rates of absolute mobility were observed, there were low rates of relative mobility. (2 marks)</p> <p>Any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]