



National  
Qualifications  
2019

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**2019 Sociology**  
**Higher**  
**Finalised Marking Instructions**

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## General marking principles for Higher Sociology

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) The term 'or any other relevant response' allows for possible variation in candidates' responses. Always award marks according to the accuracy and relevance of an answer.
- (d) 'Describe' requires candidates to make factual points or state characteristics and/or features. This will be more than an outline or a list and may refer to, for example, a concept, process, experiment, situation, or facts.
- (e) 'Explain' requires candidates to 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.
- (f) 'Analyse' requires candidates to identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; and analyse data (possibly including calculations and/or a conclusion).
- (g) 'Evaluate' requires candidates to make a judgement based on criteria to determine the value of something.
- (h) A development of a point (of description, explanation, analysis or evaluation) will provide further related information and might include exemplification of the point.
- (i) Candidates gain marks by responding to the questions using sociological knowledge and understanding. Do not award marks for personal opinion that is not supported by sociological knowledge and understanding.
- (j) 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.		Describe questions require candidates to make factual points or state characteristics and/or features.	4	<p>Candidates are asked to describe <b>two</b> differences between common-sense and sociological approaches. Award up to <b>2 marks</b> for each difference.</p> <p>For example            One difference between common-sense and sociological approaches is that common-sense can be subjective, based solely on a person's beliefs whereas sociological explanations try to be objective and are based on research. <b>(2 marks)</b></p> <p>Another difference is that common-sense can be naturalistic, believing that some things that happen in society, such as poverty, occur naturally, whereas a sociological approach at wider social forces and economic systems to explain poverty. <b>(2 marks)</b></p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.		Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	6	<p>Candidates are asked to explain <b>one</b> similarity and <b>one</b> difference between conflict and consensus theories. Award up to <b>3 marks</b> for a similarity or a difference depending on the quality of the explanation.</p> <p>For example            One similarity between conflict and consensus theories is that they belong to the structural perspective. <b>(1 mark)</b> This means that both conflict and consensus theories believe that structures in society have a great influence on the lives of individuals. <b>(1 mark)</b> For instance, both functionalists and Marxists believe that the education system plays a large part in determining the future lives of individual people. <b>(1 mark)</b></p> <p>One difference between consensus and conflict theories is that consensus theories believe that the different parts of society work together with each other for the benefit of society as a whole, whereas conflict theories believe that different parts of society are working against the other, antagonistically. <b>(2 marks)</b> An example of this is the functionalist belief in value consensus versus the Marxist belief in class conflict. <b>(1 mark)</b></p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	Evaluate questions require candidates to make a judgement based on criteria to determine the value of something.	6	<p>Candidates are asked to evaluate the research method used in the scenario. Award up to <b>3 marks</b> for a developed evaluation.</p> <p>Where candidates have answered generically about qualitative methods, award a maximum of <b>3 marks</b>.</p> <p>For example The research method used is a focus group. Focus groups are advantageous as they capture real-life data in a social setting. <b>(1 mark)</b> The group of young people in this scenario may feel more comfortable and natural discussing the topic with their peers, leading to a high degree of validity. <b>(2 marks)</b></p> <p>However, in focus groups, the researcher has less control over the session than he or she does in individual interviews. This can lead to a discussion veering away from the topic, particularly if some in the group are domineering. <b>(2 marks)</b> Unless the researcher is skilled, this can lead to a lot of wasted time. <b>(1 mark)</b></p> <p><b>Or any other relevant response.</b></p>
	(b)	Suggest requires candidates to state a possible answer.	2	<p>Candidates are required to suggest a possible hypothesis for this research.</p> <p>Award up to <b>2 marks</b> for a possible hypothesis. This must be a statement which clearly relates to the research scenario.</p> <p>For example Social media is important in today's society. <b>(1 mark)</b></p> <p>Young people use social media to project a positive image of themselves. <b>(2 marks)</b></p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(c)	Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	6	<p>Candidates are required to explain how the researcher could have operationalised this research.</p> <p>Award up to <b>3 marks</b> for a developed explanation.</p> <p>For example  During operationalisation, the researcher has to decide on measurements used. <b>(1 mark)</b> The researcher also has to choose a suitable range of years, say 12 to 18, or 14 to 21. <b>(1 mark)</b> There may have been other measurements such as how often someone changed their profile picture. <b>(1 mark)</b></p> <p>The researcher has to define any concepts, such as ‘social media’. <b>(1 mark)</b> The researcher could list the types or platforms of social media included or give a definition of social media that would then be used to decide whether something used was included in this research. <b>(1 mark)</b> This helps to make the study comparable to other studies and therefore increases reliability. <b>(1 mark)</b></p> <p><b>Or any other relevant response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	6	<p>Candidates are required to explain <b>two</b> features of Weberism.</p> <p>Award up to <b>3 marks</b> for each explanation.</p> <p>For example            One feature of Weberism is that it believes that someone's social position is made up of more than just social class. <b>(1 mark)</b> Although Weber agreed with Marx on much of what he said about class, Weber also believed that party (a person's political allegiances) and status (how someone is viewed socially in society) contribute to social position. <b>(2 marks)</b></p> <p>Another feature of Weberism is that Weber pioneered the concept of Verstehen. This means understanding and in particular the search to understand the meaning behind another person's actions. <b>(2 marks)</b> Weber believed that the main point of sociology is to understand both the meaning behind and the context of human action. <b>(1 mark)</b></p> <p><b>Or any other relevant 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
5.	Explain questions require candidates to relate cause and effect and/or make relationships between things clear	6	<p>Candidates are asked to explain <b>two</b> findings of a research study into culture and identity of their choice.</p> <p>When referencing a research study of their choice, the candidate should explain any findings of a study on culture and identity. However, the question specifically states this <b>must not be</b> Folk Devils and Moral Panics by Stanley Cohen. Candidates who answer using the Cohen study should not be awarded any marks.</p> <p>The candidate can be awarded <b>6 marks</b> in total.</p> <p>Award up to <b>3 marks</b> for each finding explained.</p> <p><b>For example findings from</b></p> <p><i>‘Do We Look Like Boy Racers?’ The Role of the Folk Devil in Contemporary Moral Panics</i> by Karen Lumsden University of Aberdeen (2009) may include Lumsden found that the drivers experienced and exhibited identity ambivalence when they viewed other members of the group behaving anti-socially or driving deviantly. <b>(1 mark)</b> Hence, the deviant boy racers were acting out the negative characteristics attributed to them by society. <b>(1 mark)</b> The label applied by society, becoming the master status and leading to deviant behaviour. <b>(1 mark)</b></p> <p>or</p> <p><i>‘Redundant Masculinities: Employment Change and White Working Class Youth’</i> (2003), Linda McDowell.</p> <p>McDowell’s (2003) study on ‘Redundant Masculinities’ found that the young working class men had failed to realise the changes that had taken place in the employment market <b>(1 mark)</b> this led to them clinging on to an identity which no longer existed. <b>(1 mark)</b> For example the decline of heavy industries and manual labour. <b>(1 mark)</b></p> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.	Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	7	<p>Candidates are asked to explain the significance of power and status in relation to high culture and popular culture.</p> <p>Candidates can be awarded up to <b>7 marks</b> in a number of ways, but full marks should only be awarded if they explain the significance of both power and status to high and popular culture.</p> <p>Up to <b>4 marks</b> may be awarded based on each developed point that explains the significance of power and status, using the appropriate sociological language.</p> <p>For example  According to Marxists there is cultural hegemony as the bourgeoisie have the power to define what high culture is. <b>(1 mark)</b> They can do this through their control of the superstructure <b>(1 mark)</b> hence institutions such as universities, publishers and music studios/labels and leadership of arts etc are in the hands of the bourgeoisie <b>(1 mark)</b> and high culture is given more status than popular culture. <b>(1 mark)</b></p> <p>Certain cultural activities are labelled as popular or high culture <b>(1 mark)</b> for instance certain types of music and related activities such as clubbing are defined as popular whilst others for instance opera are defined as high culture and hence have a higher status. <b>(2 marks)</b></p> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.	Analyse questions ask candidates to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications.	12	<p>Candidates are asked to analyse the relationship between gender and identity using <b>two</b> contrasting theories.</p> <p>Candidates can be awarded up to <b>12 marks</b> for this question.</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 draw out and link the implications of the different theories to gender and identity, using the appropriate sociological language.</p> <p>For example</p> <p><b>Feminism</b> Gender is a social construct and through the process of socialisation we form our gender identity. <b>(1 mark)</b> As we live in a patriarchy, where institutions such as government, justice and education are dominated by men, women are socialised to maintain the status quo of male dominance. <b>(2 marks)</b></p> <p><b>Functionalism</b> Would claim that gender identity reflects the norms and values of the society we live in. <b>(1 mark)</b> They claim that there is value consensus and that we learn our roles through primary and secondary socialisation. <b>(1 mark)</b> According to functionalists the family makes a significant contribution to the development of gender identity for instance girls copy the behaviour of their mothers. <b>(1 mark)</b></p> <p><b>Symbolic Interactionism</b> Would claim that we form our gender identity through social interaction with our significant others and then the generalised others. <b>(1 mark)</b> For instance, learning gender roles from our family, significant others, during primary socialisation <b>(1 mark)</b> and reinforcing this through interaction with generalised others such as media. <b>(1 mark)</b></p> <p><b>Or any other relevant response.</b></p>

Section 3 – Social issues

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
8.	<p>Analyse questions ask candidates to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications.</p>	25	<p>Candidates are asked to analyse a social issue <b>other than</b> social mobility.</p> <p>Candidates are expected to analyse the social issue using <b>two</b> contrasting theories and a study, and must make clear the relationship between the key points of the selected theories and the study and key factors or elements of the chosen social issue.</p> <p>Candidates can be awarded the <b>25 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 study to the chosen social issue using appropriate sociological language.</p> <p><b>Award marks as follows</b></p> <ul style="list-style-type: none"> <li>• introduction and/or definition of sociological concepts: <b>4 marks</b></li> <li>• theories: <b>14 marks</b> (up to <b>7 marks</b> for each theory)</li> <li>• study: <b>7 marks</b></li> </ul> <p>An <b>exemplar</b> of differential educational achievement is given as a social issue other than social mobility, as many candidates choose education. However other social issues may include: the mass media, crime and deviance, discrimination at work etc.</p> <p><b>Introduction/definitions – 4 marks</b></p> <p>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 elsewhere it should be credited.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Points may include</b></p> <ul style="list-style-type: none"> <li>• the evidenced link between differential educational attainment, gender or class inequality and life chances such as socio-political-economic inequality</li> <li>• the general nature of education, for example as an agent of secondary socialisation</li> <li>• the association between childhood advantage and disadvantage with educational attainment</li> <li>• current research/government policy on education</li> <li>• definition of terms related to the social issue such as differential educational attainment due to gender and social class</li> <li>• changing trends or patterns, private and state sector provision, links between educational attainment and employment/income, uptake of STEM subjects.</li> </ul> <p><b>Theories – 14 marks (up to 7 marks per theory)</b>  Candidates must explain differential educational achievement in terms of the theories chosen. A wide range of responses may be used, but any response must show the distinctions between the chosen selected theories. <b>Do not</b> award marks for <b>generic</b> theory points unless they are relevant to the question. Any two contrasting theories may be chosen.</p> <p>The candidate can only be awarded up to <b>7 marks</b> if only one theory is used. Full marks can only be awarded if the candidate relates their relevant points for each theory to the social issue and/or studies of the social issue chosen.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>As an exemplar, points of analysis of feminist explanations of differential educational achievement could include</p> <ul style="list-style-type: none"> <li>• traditional feminist views argued that social inequality in the education system originated from the male control of the major social institutions</li> <li>• reinforcement of patriarchy through aspects such as socialisation, hidden curriculum, behaviour in the classroom</li> <li>• girls/women now outperform boys/men at all levels of education in UK, 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</li> <li>• gender and power are related – reflection that educational achievement by women is not reflected in their progression through the workforce – glass ceiling, concentration in '5 Cs' occupations/links between subjects studied by girls at school/University and non-STEM occupations</li> <li>• more girls entering University undergraduate courses, but gender differences in undergraduate study not reflected in Post Graduate/PhD study, university employment.</li> </ul> <p>Or any other acceptable response.</p> <p>As an exemplar, points of analysis for <b>Functionalist</b> theory could include</p> <ul style="list-style-type: none"> <li>• the emphasis on the interdependency of all groups; the positive functions of education and of differential attainment – providing a filtering mechanism for future economic role allocation</li> <li>• the socio-economic system requires us to reward the most talented and hardworking to ensure they are pushed to the top of the social system. This is linked to an open meritocratic system which can be accessed by public resources such as free state education rather than privilege</li> <li>• educational 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 can be seen as a means of achieving upwards social mobility and higher rewards.</li> </ul> <p><b>Or any other relevant response.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Study – 7 marks</b></p> <p><b>For example, for differential achievement in education</b>  The candidate’s analysis of differential educational attainment could be based on any of the following findings. However, to access full marks candidate must link the study to the theories used for instance the findings below could back up Marxists views on the significance of social class and education but could also be linked to labelling and functionalism.</p> <p>For example  <b>Kingdon, G. and Cassen, R. (2007) <i>Understanding low achievement in English schools</i></b></p> <ul style="list-style-type: none"> <li>• nearly half of all low achievers are white British males</li> <li>• Chinese and Indian pupils were most successful in avoiding low achievement; Afro-Caribbean pupils were least successful in avoiding low achievement</li> <li>• free school meal eligibility was linked to lower achievement, more so for white than black and minority ethnic pupils</li> <li>• neighbourhood levels of unemployment were associated with lower attainment in schools</li> <li>• higher percentage of single parent households was linked to lower levels of attainment</li> <li>• proportion of parents with low educational attainment was linked to educational attainment differences</li> <li>• socio-economic status of students was the most important factor explaining differential educational attainment/differences in educational results</li> <li>• schools can make a difference to students’ outcomes.</li> </ul> <p><b>Or any other relevant response.</b></p>

[END OF MARKING INSTRUCTIONS]