



National  
Qualifications  
2023

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**2023 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.	(a)	Suggest questions require candidates to state a possible answer.	2	<p>Candidates are required to suggest a possible hypothesis for this research. 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><b>Example:</b> Restrictions during the pandemic increased domestic violence incidents for females. <b>(2 marks)</b></p> <p>Hypotheses such as the one below would only be awarded <b>1 mark</b>. Male on female domestic violence incidents are on the rise.</p> <p><b>Or any other appropriate response.</b></p>
	(b)	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 (which is unstructured interviews) with reference to the scenario. Award up to <b>3 marks</b> for a developed evaluative point.</p> <p>Where candidates have answered generically about qualitative methods or have not referred to the scenario, award a <b>maximum of 4 marks</b>.</p> <p><b>Example:</b> Unstructured interviews are good for creating a more informal setting. A high level of face-to-face interaction between the researcher and participant helps to build rapport and put the participant at ease. This helps encourage the participant to ‘open up’ and give more detailed answers; this is particularly important to those who have experienced domestic violence. <b>(3 marks)</b></p> <p>Unstructured interviews allow the researcher to tailor the interview depending on respondents’ answers. This is an advantage to this method as females’ experiences of domestic violence will not be identical and this flexibility in questioning will be more suitable exploration of this phenomenon rather than a pre-set list of questions (like a structured interview or survey). <b>(3 marks)</b></p> <p><b>Or any other appropriate 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.	3	<p>Explain a strength of using official statistics in reference to the scenario. If candidates do not refer to the scenario, a <b>maximum of 2 marks</b> can be awarded.</p> <p><b>Example:</b>            Using official statistics allows the sociologist access to a large body of quantitative data without having to invest the time to collect it themselves. The data could include all incidents of domestic violence reported to, or recorded by, the police. The sociologist would not normally have access to this data if not using official statistics as a method. <b>(3 marks)</b></p> <p><b>Or any other appropriate 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>two</b> features of feminism. Award up to <b>3 marks</b> for each explanation.</p> <p><b>Example:</b>            Liberal feminists fight for equality between the sexes through adjustments to pre-existing legislation, tighter policing of legislation or the introduction of new legislation. Liberal feminists believe equality can arise through personal autonomy (freedom to make choices) and political autonomy (contributing to the conditions in which females live). <b>(3 marks)</b></p> <p>Black feminism concentrates on the struggles of females of colour and criticise other strands of feminism for focusing on the plight of white, middle class females. The triple jeopardy is highlighted here by expressing that females of colour face racism, classism (through capitalism) and sexism (through patriarchy). <b>(3 marks)</b></p> <p><b>Or any other appropriate response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.		Explain questions require candidates to relate cause and effect and/or make relationships between things clear.	6	<p>Explain <b>two</b> strengths of Weberism. Award up to <b>3 marks</b> for each strength. Award a <b>maximum of 3 marks</b> if the answer is solely about Action theories.</p> <p><b>Example</b>            Although focusing on class, Weber also highlights the interplay among class, status, and party influencing position on the social hierarchy. This goes more in-depth and is more holistic than Marxism, which solely focuses on economic position determining class. For example Weber recognises the significance of status which may be increased by non-economic factors. <b>(3 marks)</b></p> <p>Another strength of Weberism is that Weber highlights the widespread and consistent nature of social closure in society. Although social mobility is possible, Weber believes it is limited by elite self-recruitment. <b>(2 marks)</b> For example, over 80% of High Court judges are privately educated compared to only 5% in the general population in Scotland. <b>(1 mark)</b></p> <p><b>Or any other appropriate response.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.		Describe questions require candidates to make factual points or state characteristics and/or features.	4	<p>Candidates are asked to describe <b>two</b> weaknesses of symbolic interactionism. Award up to <b>2 marks</b> for each description.</p> <p><b>A maximum of 2 marks</b> can be awarded if candidates answer generically on action theories.</p> <p><b>Example:</b>  A weakness of symbolic interactionism is that due to the use of qualitative data, the findings of the research are difficult to generalise to the wider population, making it more subjective. <b>(2 marks)</b></p> <p>Another weakness of symbolic interactionism is that it discusses the shared meaning of symbols without explaining their origins. This means that they ignore the role of institutions in shaping the lives of individuals. <b>(2 marks)</b></p> <p><b>Or any other appropriate response.</b></p>

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.	3	<p>Candidates are asked to explain the presentation of results stage in the research process.</p> <p><b>Example:</b>            During the presentation of results stage, the researcher will analyse the raw data collected, categorise and draw conclusions. Once the research is written up it is ready for publication for an audience. This may be an article for a journal or a report for local government agencies. <b>(3 marks)</b></p> <p><b>Or any other appropriate 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
6.	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.	25	<p>Candidates are expected to analyse the formation of culture 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. One theory must be a structural theory and one theory must be an action theory.</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 drawing out and relating the implications of the different theories and study to the way culture is formed 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><b>Introduction/definitions – 4 marks</b>  Marks for this section can be awarded anywhere within the essay.  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> <p>Points may include:</p> <ul style="list-style-type: none"> <li>• definition of culture</li> <li>• definitions of different types of culture such as high culture/popular culture</li> <li>• definitions of related terms such as cultural appropriation, ethnocentrism and inequality</li> <li>• explanation of the influence of institutions such as media.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Theories – 14 marks (up to 7 marks per theory)</b></p> <p>Candidates can use any structural theory.</p> <p>Answers that use feminism may include an explanation and analysis of the following points:</p> <ul style="list-style-type: none"> <li>• patriarchy shaping culture</li> <li>• changes in gender roles</li> <li>• multi-culturalism and gender roles.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p>Answers that use Marxists may include an explanation and analysis of the following points:</p> <ul style="list-style-type: none"> <li>• bourgeois domination of culture</li> <li>• the role of the media in identity</li> <li>• repressive sublimation and the argument that post-war mass culture serves to reinforce political repression</li> <li>• cultural hegemony.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p>Functionalist answers may include explanation and analysis of the following points:</p> <ul style="list-style-type: none"> <li>• value consensus</li> <li>• cultural pluralism</li> <li>• socialisation.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p><b>Examples:</b></p> <p>According to Marxists, there is cultural hegemony as the bourgeoisie defines what is culture, art and so on. They can do this through their control of institutions such as publishers and music studios/labels and leadership of arts etc. Hence high culture is given more status than popular culture. <b>(3 marks)</b></p> <p>Functionalists claim that culture reflects the shared values of society, for example, value consensus. Society requires a shared culture to function effectively. Institutions of society such as education and family play their part in helping to socialise people into the cultural norms and values of society. <b>(3 marks)</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Any action theory can be used.</p> <p>Answers that use symbolic interactionism may include explanation and analysis of the following points:</p> <ul style="list-style-type: none"> <li>• influence of cultural symbols such as colours or music</li> <li>• influence of generalised other, for example, media</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>Answers that use labelling may include an explanation and analysis of the following points:</p> <ul style="list-style-type: none"> <li>• cultural stereotypes</li> <li>• culture and status</li> <li>• culture, identity and subcultures.</li> </ul> <p><b>Or any other acceptable response.</b></p> <p>For example:  Symbolic Interactionists claim that culture is formed by the interactions between individuals. Shared cultural meanings are established, developed and transmitted through interactions. People then act within this culture, and their actions are largely based on these shared meanings. <b>(3 marks)</b></p> <p><b>Or any other acceptable response.</b></p> <p><b>Study – 7 marks</b>  Candidates can use any study related to culture. For instance:</p> <ul style="list-style-type: none"> <li>• Cohen, S. (1972) Folk Devils and Moral Panics</li> <li>• Wood, J. T. (1994) Gendered Media</li> <li>• Eaves, (2012), 'Just the Women'.</li> </ul>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>For example:</b>  Wood, J. T. (1994) <i>Gendered Media: The Influence of Media on Views of Gender</i>: This study highlights the power of the media in our culture and the power of men in the media. As an agent of socialisation, male-owned and dominated media, communicate images of the sexes which are often unrealistic, stereotypical and limited. For instance, the depiction of relationships between men and women emphasises traditional roles and normalise violence against women. <b>(3 marks)</b></p> <p><b>Or any other relevant response.</b></p>

[END OF MARKING INSTRUCTION]