



National
Qualifications
2024

2024 Sociology

National 5

Question Paper 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. This must be done twice .	6	<p>This question asks candidates to explain two differences between common sense and sociological approaches to understanding human society.</p> <p>Example: Common sense knowledge, based on the experiences, prejudices and beliefs of people, is often subjective. On the other hand, social scientific explanations are based on evidence, making them objective. (3 marks)</p> <p>Common sense explanations may be naturalistic and/or individualistic. In contrast, sociological explanations will attempt to understand or explain phenomena in terms of wider social forces. (2 marks) For example, common sense would claim that it is only natural, that two people should fall in love and get married, whereas sociologists would look at societal norms. (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 .	4	<p>This question asks candidates to describe two features of structured interviews. There are up to 2 marks available for each description.</p> <p>Example: 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. (2 marks)</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. (2 marks)</p> <p>Any other appropriate response.</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.	6	<p>This question asks candidates to explain one advantage and one disadvantage of participant observation.</p> <p>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>Example: An advantage of participant observation is that it is good for studying specific groups who have trust issues with researchers such as gangs, issues like juvenile delinquency, and cult-based religious indoctrination. Participant observation allows data collectors to gain more trust and rapport so that we can get more information about particular groups. (3 marks)</p> <p>Disadvantages of participant observation include the high risk of bias. (1 mark) Researchers must get directly involved with the group, so there is a risk of getting too involved and losing objectivity. (2 marks)</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 .	4	<p>Candidates are asked to describe two features of official statistics. Each description may be awarded up to 2 marks.</p> <p>Example: Official statistics can be gathered by governmental bodies, national and local governments, and criminal justice organisations such as a police force. (1 mark) Therefore they cover a wide range of topics. (1 mark)</p> <p>Official statistics are normally published widely and are freely available to researchers and the general public. (1 mark) This makes them easily accessible to sociologists. (1 mark)</p> <p>Any other appropriate response.</p>

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	(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 twice .	4	<p>This question asks candidates to describe two 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 believes that individuals are the drivers in society. It is individual people who control institutions, not the other way around. (2 marks)</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 relationships among individuals, groups and institutions in society.</p> <p>There are up to 6 marks available for the explanation. Candidates may refer to specific theories in their answer but are not required to do so in order to gain full marks. Marks may be awarded in a number of ways.</p> <p>Example: The structural perspective focuses on the role played by structures and institutions in society. It believes that they can shape the lives of individuals 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)</p> <p>Within the structural perspective there are several 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>

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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 .	4	This question asks candidates to describe two ways primary socialisation can influence human behaviour. There are up to 2 marks available for each description. Example: The main agent of primary socialisation is the family (1 mark). Typically, parents have the biggest part to play and teach us the norms and values of society (1 mark). We are also taught about gender identities by the examples of family members (1 mark) and the way we are dressed and through play (1 mark). Any other appropriate response.
	(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 .	6	This question asks candidates to explain two features of a culture they have studied. There are up to 3 marks available for each explanation. 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) Families often live with many generations together. (1 mark) 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) This also promotes a sense of belonging and working together. (1 mark) Any other appropriate response.
	(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	This question asks candidates to explain what sociologists mean by the term diversity. Marks may be awarded in a number of ways. Example: 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. (2 marks) This could be different religious based cultures co-existing as they do in Scotland. (1 mark) Diversity is characterised by tolerance and understanding. (1 mark) It is the opposite of discrimination and prejudice and in Scotland there is legislation against discriminating against different groups and in support of diversity. (2 marks) Any other appropriate response.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(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 .	4	<p>This question asks candidates to describe how a piece of research evidence or source has helped develop their understanding of identity.</p> <p>For full marks a candidate should: Use one source or piece of research evidence that is relevant to developing an understanding of identity.</p> <p>Give information that shows an understanding of ways in which the named source has helped the candidate to develop an understanding of identity.</p> <p>Example: We watched the BBC2 documentary called ‘Gender stereotyped toys – the experiment’ which showed how both men and women chose toys for very young children based on which gender they believed the toddlers to be. (2 marks) This helped me to understand how ingrained this type of stereotyping of identity was, even among people who regularly worked with children and how this could shape future choices and even careers for the children. (2 marks)</p> <p>Any other appropriate response.</p>

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3.	(a)	Describe questions require candidates to make factual points or state characteristics and/or features.	4	<p>Candidates are required to describe the role that social class plays in differential achievement in education.</p> <p>Candidates could make two separate points on how class impacts achievement to gain full marks, however a well-developed point could also gain full marks. Candidates may refer to sociological theories in their answer but are not required to do so.</p> <p>Example: Many studies have shown that working class children have less access to the materials that assist learning in comparison to their middle class counterparts. This can include access to the internet, devices to complete their work on and textbooks. (2 marks)</p> <p>Working class children are more likely to use a restricted speech code, compared to middle class children who use an elaborated code. This will disadvantage working class children in the classroom as teachers speak in the elaborated code. (2 marks)</p> <p>Any other appropriate response.</p>
	(b)	Explain questions require candidates to give more information about the meaning of something, to give reasons or show connections. This should be done twice .	6	<p>Candidates are required to explain two main findings from <i>Pygmalion in the classroom</i> (1968). There are up to 3 marks available for each explanation.</p> <p>Example: In the control group/the children who were not identified as intellectual bloomers every fifth child gained 20 IQ points. (1 mark) In the experimental group/the children randomly identified as academic bloomers nearly every second child gained 20 IQ points. (1 mark) The researchers stated that the students' increase was due to the expectations the teachers had of them. (1 mark)</p> <p>The age of the child was also a variable worth consideration. It was found that the younger children in the experimental groups increased their IQ points more substantially than the children in the older age range. (2 marks) This came as little surprise to the researchers as they had already considered that the younger children may be more susceptible to the prophesising teacher. (1 mark)</p>

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	(c) (i)	Explain questions require candidates to give more information about the meaning of something, to give reasons or show connections.	6	<p>Candidates are required to explain a social issue, other than differential achievement in education, using one sociological theory.</p> <p>If no sociological theory is used, a maximum of 4 marks can be awarded.</p> <p>Example: The gender pay gap exists in society between males and females. The gender pay gap may result in females being paid less than men for doing the same or a similar role in the workplace. (2 marks)</p> <p>Feminists state that this gap in wages is a result of our patriarchal society (1 mark) where women are oppressed and treated unfairly in the world of work. (1 mark) Liberal feminists fight for equality through legislative change, introduction of new legislation or tighter policing of existing laws. (2 marks)</p> <p>Any other appropriate response.</p>
	(ii)	Describe questions require candidates to make factual points or state characteristics and/or features. This should be done twice .	4	<p>Candidates are required to describe two findings from a piece of research evidence related to their chosen social issue.</p> <p>Example: Lancaster University (2017) studied the Hollywood Wage Structure and found:</p> <ul style="list-style-type: none"> • females actresses earned, on average, 56% less than male actors per film. This was despite the hours spent filming or the status of the role taken within the film (2 marks) • action films are the most popular film genre with teenagers. Action films also predominantly star a male actor more so than female actresses. (2 marks) <p>Any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]