



National  
Qualifications

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**X868/75/11**

**Sociology**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by these marking instructions.

## 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 for full marks.	6	<p>This question asks candidates to explain <b>two</b> features of the common-sense approach to understanding human society. There are up to <b>3 marks</b> available for each feature.</p> <p><b>Example</b> One feature of the common-sense approach is that common-sense can be individualistic; this means that it is based on personal experience. <b>(2 marks)</b> If an individual has never experienced poverty they may have difficulty understanding the causes. <b>(1 mark)</b></p> <p>Another feature is that common-sense beliefs can be naturalistic. This means that people believe there is a 'natural order' to society. <b>(2 marks)</b> For instance, a person may think it is natural for a man and woman to fall in love and get married without realising the part played by the culture they are living in. <b>(1 mark)</b></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 <b>1 mark</b> and then expand on this for <b>a further mark</b> . This must be done twice for full marks.	4	<p>This question asks candidates to describe <b>one</b> advantage and <b>one</b> disadvantage of using official statistics as a research method. There are up to <b>2 marks</b> available for the advantage and up to <b>2 marks</b> available for the disadvantage.</p> <p><b>Example</b> One advantage of using official statistics is that they can often be compared over time. <b>(1 mark)</b> This is because they are often gathered at regular intervals (such as the census every ten years). <b>(1 mark)</b></p> <p>One disadvantage of using official statistics is that the questions asked may not exactly suit your research. <b>(1 mark)</b> A sociologist cannot decide which questions will be used, so they might not be relevant. <b>(1 mark)</b></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. This must be done twice for full marks.	6	<p>This question asks candidates to explain <b>two</b> features of non-participant observation. There are up to <b>3 marks</b> available for each explanation.</p> <p>Non-participant observation can be overt or covert. Any answer where the candidate gives an explanation which only applies to one or the other, without stating they are referring to overt/covert, cannot be awarded full marks.</p> <p><b>Example</b>            One feature of non-participant observation is that the researcher is able to see for themselves what the research subjects are doing. This means that there is less scope for misunderstanding as the researcher is directly watching what is happening, though it may be time consuming. <b>(2 marks)</b> This can be a useful feature when trying to understand the behaviour of a group. <b>(1 mark)</b></p> <p>Another feature of non-participant observation is that it can raise ethical issues. <b>(1 mark)</b> If the research is covert, then the researcher is effectively spying on the subjects without their knowledge or consent. This could be justified where there is no other way of obtaining the information when observing criminal activity. <b>(2 marks)</b></p> <p>Any other appropriate response.</p>

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	(d)	This question has a simple describe command. The candidate is required to make a relevant point for <b>1 mark</b> and then expand on this for a <b>further mark</b> . This must be done twice for full marks.	4	<p>This question asks candidates to describe <b>one</b> advantage and <b>one</b> disadvantage of using unstructured interviews as a research method. There are up to <b>2 marks</b> available for the advantage and <b>2 marks</b> available for the disadvantage.</p> <p><b>Example</b>            One advantage of using unstructured interviews is that the researcher is free to explore interesting responses that the interviewee makes. <b>(1 mark)</b> As there are no set questions, the interviewer is free to ask whatever supplementary questions they wish. <b>(1 mark)</b></p> <p>One disadvantage of unstructured interviews is that they have low reliability. <b>(1 mark)</b> It is very difficult to replicate such an interview and the exact set of questions with a different interviewee. <b>(1 mark)</b></p> <p>Any other appropriate response.</p>

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	(e)	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 <b>two</b> features of the structural perspective. There are up to <b>3 marks</b> available for each explanation.</p> <p><b>Example</b>            One feature of the structural perspective is that it has a 'top-down' approach. <b>(1 mark)</b> This means that it views society from the point of view of the large structures down to the individuals. <b>(1 mark)</b> Much of what we do is determined by the structures and institutions in society. <b>(1 mark)</b></p> <p>Another feature of the structural perspective is that it uses research methods that tend to gather quantitative data which allows generalisations to be made about society as a whole. <b>(2 marks)</b> One example of a research method preferred by structural theorists is official statistics. <b>(1 mark)</b></p> <p>Any other appropriate response.</p>
	(f)	This question has a simple describe command. The candidate is required to make a relevant point for <b>1 mark</b> and then expand on this for a <b>further mark</b> .	4	<p>This question asks candidates to describe how the action perspective explains relationships among individuals, groups and institutions in society.</p> <p><b>Example</b></p> <p>The action perspective focuses on the actions of individuals in shaping society. <b>(1 mark)</b> Individuals influence structures, not the other way around. <b>(1 mark)</b> An example of this would be Greta Thunberg who has spoken at the United Nations. <b>(1 mark)</b> This shows that individuals have agency. <b>(1 mark)</b></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)	The question has a simple describe command. The candidate is required to make a relevant point for <b>1 mark</b> then expand on it for a <b>further mark</b> .	4	<p>The question asks candidates to describe how primary socialisation influences the formation of identity. This may be answered in a number of ways.</p> <p><b>Example</b>            Primary socialisation begins at birth and continues during the early stages of our life. During this time, we learn norms, roles and values that help us adapt into family life and develop a sense of identity. <b>(2 marks)</b></p> <p>For example, we learn about gender roles at home by observing and imitating our parents' behaviour. <b>(1 mark)</b></p> <p>Gender roles are reinforced by the toys we play with, for example, giving a girl a doll and pram and a boy a gun. <b>(1 mark)</b></p> <p>Any other appropriate response.</p>
	(b)	This question asks the candidate to explain. It requires the candidate to give more information about the meaning of something, to give reasons or show connection.	6	<p>The question requires candidates to explain how agents of secondary socialisation encourage people to follow rules in society. There are up to <b>3 marks</b> available for each explanation.</p> <p><b>Example</b>            The secondary agents of socialisation teach us formal and unwritten rules that enable us to fit into society. <b>(1 mark)</b> If we do not follow these rules sanctions are put in place to punish us. <b>(1 mark)</b> These sanctions take many forms and include disapproving looks from peers, family and authority figures. <b>(1 mark)</b></p> <p>Religion teaches us values, beliefs and morals which can guide and influence our interactions day to day. <b>(1 mark)</b> Many followers of religions are socialised to believe that deviation from rules, rituals and traditions will be punished in the afterlife, therefore many will adhere to expected behaviour. <b>(2 marks)</b></p> <p>Any other appropriate response.</p>

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	(c)	This question asks the candidate to explain. It requires the candidate to give more information about the meaning of something, to give reasons or show connection.	6	<p>This question asks candidates to explain features of a culture they have studied. Candidates must use a source or research evidence for full marks. If no source or research evidence is used a <b>maximum of 4 marks</b> may be awarded. Award up to <b>3 marks</b> for each explanation.</p> <p><b>Example</b>            One Culture we studied in class was the Hamar tribe from Ethiopia, we watched the Bruce Parry documentary called 'The Tribe'. <b>(1 mark)</b></p> <p>One feature of the tribe is the unique rituals such as the cattle leaping ceremony that men go through in order to reach adulthood, <b>(1 mark)</b> this qualifies him to marry, own cattle and have children. <b>(1 mark)</b> During the ceremony the women of the tribe demand to be whipped which appears to be consensual. <b>(1 mark)</b></p> <p>Men don't get married until their mid 30s as they herd cattle and goats for their family. <b>(1 mark)</b> Women marry around the age of 17 and often women outlive their husbands. <b>(1 mark)</b></p> <p>Any other appropriate response.</p>
	(d)	The question has a simple describe command. The candidate is required to make a relevant point for <b>1 mark</b> and then expand on this for a <b>further 1 mark</b> .	4	<p>This question asks candidates to describe <b>two</b> features of a sub-culture they have studied. Up to <b>2 marks</b> are available for each description.</p> <p><b>Example</b>            An example of a sub culture is Goths. They have different tastes in music, aesthetics and fashion. <b>(1 mark)</b> They have their own distinctive style which includes a black dress code, black hair and usually a pale face. <b>(1 mark)</b></p> <p>Goths are often alienated by other young people; this can lead to isolation and even physical attacks. <b>(2 marks)</b></p> <p>Any other appropriate response.</p>



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3.	(a)	This question has a simple describe command. The candidate is required to make a relevant point for <b>1 mark</b> and then expand on this for a <b>further mark</b> .	6	<p>This question asks candidates to describe the findings of the sociological study, ‘Pygmalion in the classroom’ (1968) by Rosenthal and Jacobson. Any stated or listed main findings should only be awarded a <b>maximum of 1 mark</b> each.</p> <p><b>Example</b> All children randomly identified as ‘spurters’ by the researchers increased IQ scores at a greater rate than children not identified as ‘spurters’ over the year of the study being conducted. <b>(2 marks)</b></p> <p>The gain in IQ test scores was greater for the younger ‘spurters’ identified than it was for the older ‘spurters’ identified. <b>(1 mark)</b> Researchers thought that this was due to younger children being more impressionable. <b>(1 mark)</b></p> <p>Rosenthal and Jacobson concluded that teacher’s expectations could result in a self-fulfilling prophecy, <b>(1 mark)</b> where their prediction of great academic growth would come true by virtue of it being made. <b>(1 mark)</b></p> <p>Any other appropriate response.</p>
	(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.	6	<p>This question asks candidates to explain the role of gender in differential achievement in education. Candidates may refer to specific sociological theory and/or research in their answer but this is not necessary to achieve full marks.</p> <p><b>Example</b> Historically women underachieved in the education system and this was often claimed to be because of their smaller brains and the incapacity to deal with the stress and pressure associated with learning and exams. <b>(2 marks)</b> In current educational settings, females outperform their male counterparts in all levels of examinations/qualifications <b>(1 mark)</b> but feminists still examine the disadvantages that females face in the classroom on a daily basis. <b>(1 mark)</b> Research has shown that teachers remember male students’ names better than female students’ names and that males get more teacher attention in classes leading to females being disadvantaged. <b>(2 marks)</b></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.	8	<p>This question asks candidates to choose a social issue they have studied, <b>other than</b> differential achievement in education and explain this social issue using a structural theory. If no reference to a structural theory is made' then a <b>maximum of 4 marks</b> can be awarded.</p> <p><b>Example</b></p> <p><b>The gender pay gap</b>  The Institute of Fiscal Studies found that the average hourly wages of female employees are about 18% lower than men's. <b>(1 mark)</b> Despite the introduction of multiple pieces of legislation (Equal Pay Act 1970, Equalities Act 2010) there is still a disparity between males and females rates of pay even when they hold identical posts. <b>(2 marks)</b></p> <p>Feminists would explain this disparity in wages by examining the patriarchal structures and institutions in society. <b>(1 mark)</b> Feminists claim that all institutions are patriarchal including the world of work <b>(1 mark)</b> where men dominate and females are disadvantaged. <b>(1 mark)</b> This disadvantage may be in the form of not being offered the same job prospects as their male counterparts. <b>(1 mark)</b> Feminists claim that the gender pay gap is just another example of the exploitation and oppression that females face on a daily basis. <b>(1 mark)</b></p> <p>Any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]