



National
Qualifications
2022

2022 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. | | Explain questions require candidates to relate cause and effect and/or make relationships between things clear. | 4 | <p>The candidate is asked to explain what is meant by patriarchy.</p> <p>Up to 4 marks may be awarded for the explanation of patriarchy within the context of feminism depending on the quality of the response.</p> <p>Credit responses that reference feminist theory in general or specific types of feminism.</p> <p>Award up to 2 marks for each developed point.</p> <p>Feminists claim that we live in a patriarchy which is a society where men dominate the positions of power, in economic, social and political life. (1 mark) For instance in parliaments across the world on average only 20% of representatives are women. (1 mark)</p> <p>Feminists claim we live in a patriarchy and due to this there is a conflict of interest between men and women. As men dominate the institutions of society and control them in their interest they discriminate against women. (2 marks)</p> <p>Or any other appropriate answer.</p> |

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|----------|--|---|----------|--|
| 2. | | Explain questions require candidates to relate cause and effect and/or make relationships between things clear. | 6 | <p>The candidate should refer specifically to two differences between structural and action theories.</p> <p>Up to 6 marks may be awarded for the explanation of the differences between these two theoretical approaches depending on the quality of the response.</p> <p>Candidates may be awarded up to 3 marks for explaining a difference.</p> <p>The candidate should explain the differences between structural and action theories.</p> <p>Structural theories focus on the institutions of society and the ways they influence individuals whereas action theories focus on individuals and the way they influence society. (1 mark) For example, Marxists claim that ideas (ideology) are disseminated through the institutions whereas symbolic interactionism focuses on the way meanings are developed through interaction with others. (2 marks)</p> <p>Structural theories tend to use research methods, such as questionnaires, that generate quantitative data. This is because they take a macro approach and tend to be examining trends in society or patterns such as attainment in education. This is different to action theories that tend to use research methods that generate qualitative data, such as participant observation. This is because action theories take a micro approach and examine small scale interaction. (3 marks)</p> <p>Or any other appropriate answer.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|--|----------|--|
| 3. | | Evaluate questions require candidates to make a judgement based on criteria to determine the value of something. | 6 | <p>The candidate is asked to evaluate one strength and one weakness of symbolic interactionism.</p> <p>Up to 6 marks may be awarded for evaluating symbolic interactionism depending on the quality of the response.</p> <p>Up to 3 marks may be awarded based on each developed point that explains a strength and/or weakness of this theory.</p> <p>Answers may include points such as the following:</p> <p>A strength of symbolic interactionism is that it usually focuses on small scale interactions; this is seen as a strength as it provides insights into social interaction. (1 mark) Furthermore, by concentrating on small scale interactions symbolic interactionists offer an alternative view to macro approaches to human action and what some consider to be the determinism of structural approaches. (2 marks)</p> <p>A weakness of symbolic interactionism is they have often been criticised for examining human social behaviour in a vacuum. (1 mark) By focusing on particular situations they have been accused of providing little reference to the historical events leading to situations they observe nor to the wider social framework in which they happen; a criticism as both factors can affect interaction. (2 marks)</p> <p>Or any other appropriate answer (including critiques of symbolic interactionism from another perspective).</p> |

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|----------|-----|--|----------|---|
| 4. | (a) | Evaluate questions require candidates to make a judgement based on criteria to determine the value of something. | 6 | <p>The candidate is asked to evaluate the use of unstructured interviews in this scenario.</p> <p>Up to 6 marks may be awarded for this answer depending on the quality of the response.</p> <p>Credit responses that reference unstructured interviews in the context of the scenario. Award up to 3 marks if the candidate does not relate their response to the scenario.</p> <p>Award up to 3 marks for each developed point:</p> <p>Unstructured interviews would allow the researcher to explore personal experiences of ageism as such interviews allow the respondents to provide rich descriptions of personal experience. (1 mark) This is because this method uses open questions that allow respondents to seek clarification and the interviewer to ask supplementary questions based on the initial response. Hence, unstructured interviews provide the qualitative data the researcher is looking for. (2 marks)</p> <p>Unstructured interviews provide the researcher with qualitative data on ageism through the experiences of a sample of workers over 50-years-old. (1 mark) By using a framework of loose topics rather than specific questions, the sociologist encourages respondents to describe their experiences and allows the sociologist to see the world through the eyes of the respondent and discover their meanings and definitions. (2 marks)</p> <p>Or any other appropriate answer.</p> |

| Question | | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|-----|---|----------|--|
| | (b) | Explain questions require candidates to relate cause and effect and/or make relationships between things clear. | 4 | <p>The candidate is asked to explain this stage of the research process.</p> <p>Up to 4 marks may be awarded for this answer depending on the quality of the response.</p> <p>Award up to 3 marks if the candidate does not relate their response to the scenario.</p> <p>Award up to 2 marks for each developed point.</p> <p>Answers may include:</p> <p>This is when the researcher plans their research for instance a pilot study could be used to test the effectiveness of the interview topics in order to see if they produce responses that provide the type of data the researcher is looking for. Any necessary changes can then be made. (2 marks)</p> <p>As part of operationalisation the researcher can define the concepts they will use. (1 mark) For instance defining what is meant by discrimination. (1 mark)</p> <p>Or any other appropriate answer.</p> |

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| 5. | | Describe questions require candidates to make factual points or state characteristics and/or features. | 4 | <p>The candidate is asked to describe two advantages of using covert instead of overt participant observation.</p> <p>Up to 4 marks may be awarded for describing the advantages of using covert rather than overt participant observation, depending on the quality of the response.</p> <p>Candidates may be awarded up to 2 marks for describing each advantage.</p> <p>Covert participant observation involves the researcher observing the group without the knowledge of most of the participants involved. (1 mark) This can provide an advantage as the researcher is able to observe natural behaviour by the group unlike overt participant observation where knowledge of the researcher may alter the behaviour of the group. (1 mark)</p> <p>Covert participant observation provides opportunities for the researcher to get an in-depth picture of social behaviour by becoming part of the group they are researching. Unaltered meanings, feelings, interactions and processes can be observed and understood. (2 marks)</p> <p>Or any other appropriate answer.</p> |

Section 2 – Culture and identity

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |
|----------|--|----------|--|
| 6. | <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>The candidate is asked to use two contrasting theories, one of which should be an Action theory and one must be a Structural theory to analyse identity formation.</p> <p>Award a maximum of 25 marks for this extended response.</p> <p>Candidates are asked to analyse the extent to which society influences the formation of identity. Candidates are expected to analyse the influence of society on identity by using two 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 their analysis.</p> <p>Candidates can be awarded the 25 marks 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 chosen social issue using appropriate sociological language.</p> <p>Award marks as follows:</p> <ul style="list-style-type: none"> • introduction and/or definition of sociological concepts: 4 marks • theories: 14 marks (up to 7 marks for each theory) • study: 7 marks. <p>Introduction/definitions – 4 marks</p> <p>Candidates may define terms such as identity, culture, power and status. The introduction may also explain the general nature of socialisation, for example, primary and secondary socialisation and agents. These marks may be awarded from anywhere in the response.</p> <p>Theories – 14 marks (up to 7 marks for each theory)</p> <p>Candidates must explain the influence of society on the formation of identity in terms of the theories chosen. Do not award marks for generic theory points unless they are relevant to the question.</p> <p>Any two contrasting theories may be chosen but one must be a structural theory and one must be an action theory. The candidate can only be awarded up to 7 marks if only one theory is used.</p> <p>Full marks can only be awarded if the candidate relates their relevant points to the question asked.</p> |

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| | | | <p>Marxism Credit explanation, development and/or analysis of points such as:</p> <ul style="list-style-type: none"> • role of the superstructure in the formulation of the social concept of identity • role of consumerism in identity formation • development of class and youth identities through ritual, dress and lifestyle may be identified as the means whereby youth cultures resist imposed norms and values of the bourgeoisie. <p>For example: Marxists argue that we learn our identity in a capitalist society. Hence, bourgeois-owned and controlled institutions such as education and media can put forward their views on culture, values and norms and so influence identity. Capitalism creates a consumer society where material goods are marketed as ‘necessities’ for us to consume and are linked to identity for instance smart phones and youth identity. (3 marks)</p> <p>OR</p> <p>Feminism Credit explanation, development and/or analysis of points such as:</p> <ul style="list-style-type: none"> • formation and reinforcement of gender roles in a patriarchy • role of socialisation in identity formation • role of the media and other institutions in reinforcing gender roles • role of the media in discriminating against women • differences in power and status of men and women in society and the effects of this differential on identity. |

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| | | | <p>For example: Feminists argue that identity is influenced by the development of gender roles through socialisation for instance through primary socialisation aged 0–5 years, where women are encouraged to adopt caring and nurturing personas. Secondary socialisation is influenced significantly by patriarchal institutions and agents of secondary socialisation such as media are dominated by men in terms of ownership and management. Hence it is argued that the institutions promote patriarchal notions of gender and so influence identity. (3 marks)</p> <p>Action Theories Social action theorists emphasise the role of the active individual and interactions between people in shaping personal identity and in turn the wider society.</p> <p>Any action theory can be used, below are some examples:</p> <p>Symbolic Interactionism Credit explanation, development and/or analysis of points such as:</p> <ul style="list-style-type: none"> • role of the significant other and the generalised other in identity formation • the role of socialisation and stages of development • the influence of the looking glass self • roles and the social actor. <p>For example: According to Symbolic Interactionism identity is developed in stages; for example, in early years we learn through interaction with our significant others – learning norms and values as well as roles. This is the preparatory stage where we copy behaviours from those around us, our significant others, immediate family and close friends. This then develops further in the play stage when we imitate roles, for example, gender roles – such as copying Mum caring for a younger brother/sister. Subsequently in the game stage we learn to develop the abilities to take on multiple roles in different situations and the behaviours associated with each. (3 marks)</p> |

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| | | | <p>Study Study – Award up to 7 marks Candidates can use any relevant study but they must explain the influence of Society on identity.</p> <p>For example: Cohen, S. (1972) Folk Devils and Moral Panics: Cohen’s work, conducted in the 1960s, highlighted the influence of society to create ‘folk devils’ over the tensions between two rival youth groups (Mods and Rockers) who were involved in a series of allegedly violent outbreaks. (1 mark) Cohen highlights the role of media in amplifying this violence in response to these young people’s rejection of mainstream values. (1 mark) In a number of ways, youth subcultures’ lifestyle choices (clothing, music, vehicles) may be identified as the means whereby youth cultures resist imposed norms and values of the bourgeoisie. (2 marks)</p> <p>OR</p> <p>Just The Women which backs up the feminist view. The study found that the UK press routinely portrayed women as one-dimensional sex objects, (1 mark) this was most evident in the Page 3 tabloids, however, the theme of valuing women only based on their body was found to be common within the UK press. (1 mark) The study concluded that this created a drip-drip effect and made it seem 'normal' for women and girls to be viewed and treated as a mere sum of body parts, not equals. (1 mark) It should be noted that sexualised and objectified images of women found within these newspapers were overwhelmingly white, young and thin which serves to reinforce oppressive stereotypes of attractiveness. (1 mark)</p> <p>Award marks for conclusive points of analysis, wherever they occur in the response, when candidates link theories to studies to answer the question.</p> <p>Or any other appropriate answer.</p> |

[END OF MARKING INSTRUCTIONS]