



National
Qualifications
2022

2022 Sociology

National 5

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.	6	<p>The candidate is asked to explain two differences between common sense and sociological approaches. There are up to 3 marks available for each explanation.</p> <p>For example: Common sense is often accepted as truth with no evidence to back it up as it is often passed down through the generations, whereas sociological approaches are evidenced with research which is peer reviewed. (3 marks)</p> <p>Common sense often looks at the individual concerned when explaining certain behaviour/phenomenons, but sociological approaches examine external social forces. (2 marks) For example, sociologists would examine wider economic conditions when explaining unemployment. (1 mark)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(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>The candidate is asked to explain one advantage and one disadvantage of questionnaires. Up to 3 marks can be awarded for each. Candidates who list evaluative points can only be awarded a maximum of 1 mark for the advantage and/or disadvantage.</p> <p>For example:</p> <p>Advantage: Due to the pre-set, standardised nature of the questionnaire, this method allows the researcher to make comparisons when analysing the responses. (2 marks) This allows for any trends and patterns to be identified and possibly investigated further. (1 mark)</p> <p>Disadvantage: However, because the responses are also limited, this does not allow all respondents to relay their responses in a way that they wish (1 mark). This may disadvantage some respondents who do not necessarily agree with any of the set answers offered to them to choose from and cause validity of data to decrease. (2 marks)</p> <p>Any other appropriate response.</p>
	(c)	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>The candidate is asked to describe two main features of official statistics.</p> <p>For example: Official statistics are collected by official bodies such as the Government (1 mark), allowing them to be collected from large samples of people. (1 mark)</p> <p>Official statistics provide secondary data which researchers can normally access for free (1 mark), for example on the internet, saving them time and money. (1 mark)</p> <p>Any other appropriate response.</p>

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 . The candidate is also asked to choose an appropriate research method, 1 mark is available for this.	5	<p>This question asks candidates to describe two disadvantages of any research method that tends to produce qualitative data.</p> <p>Any appropriate method may be chosen, for example participant observation, non-participant observation, unstructured interviews.</p> <p>There is 1 mark available for correctly stating a method. There are up to 2 marks available for each description.</p> <p>For example: Participant observation produces qualitative data. (1 mark)</p> <p>By the researcher joining in with the group they are studying, they may lose objectivity (1 mark). This may affect the validity of the results (1 mark).</p> <p>If carrying out this research covertly, this raises ethical concerns regarding the lack of informed consent being sought from participants (2 marks).</p> <p>Any other appropriate response.</p>
	(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>The candidate is asked to describe two differences between the structural and the action perspectives. Up to 2 marks can be awarded for each description.</p> <p>For example: Sociologists adopting a structural perspective are more likely to focus on the bigger picture (macro) whilst sociologists adopting an action perspective are more likely to focus on smaller scale analysis (micro). (2 marks)</p> <p>Sociologists who adopt the structural perspective tend to use methods that produce quantitative data in comparison to the action perspective which focusses on methods that tend to produce qualitative data. (2 marks)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(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.	5	<p>The candidate is asked to use the structural perspective to explain the relationships among individuals, groups and institutions in society.</p> <p>Candidates must mention at least one relationship in order to gain full marks.</p> <p>For example: The structural perspective highlights the role of institutions in society and how these shape us and our behaviour. (1 mark)</p> <p>For example, functionalists argue that this shaping of behaviour is a positive process during which the institutions help to socialise us into wider societal norms and values. (2 marks) Feminists claim that all of the institutions in society are patriarchal (1 mark) which benefit men and disadvantage women. (1 mark)</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)	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 .	6	<p>This question asks candidates to describe ways in which agents of socialisation pass on norms and values.</p> <p>For example: In primary socialisation, the parents teach children the basic ‘rights’ and ‘wrongs’ of expected behaviour. (2 marks) ‘Good’ behaviour is rewarded and ‘bad’ behaviour is negatively sanctioned. (1 mark)</p> <p>In schools, the education system shows us how to respect others (1 mark) for example by learning to take turns speaking. (1 mark) It also teaches us to obey those in authority. (1 mark)</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. This must be done twice for full marks.	6	<p>This question asks candidates to explain the ways socialisation helps to form identity. Up to 3 marks are available for each explanation.</p> <p>For example: One way primary socialisation can influence identity formation is through observing the male and female role models within the family. (1 mark) From an early age, girls and boys are taught to behave in gender normative ways, with different expectations based on preconceptions about gender, which helps to shape an individual’s identity. (2 marks)</p> <p>Another way that socialisation helps to shape identity is in religious belief. No one is born being a certain religion, but our first religious identity can be shaped by our parents’/carers’ beliefs. (2 marks) This may be reinforced in school and by religious figures and churches we are taken to. (1 mark)</p> <p>Any other appropriate response.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
	(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. The question also requires an example.	8	<p>This question asks candidates to explain diversity and give an example. If no example is given a maximum of 6 marks may be awarded. Up to 3 marks may be awarded for a relevant example.</p> <p>For example: Diversity is the co-existence of different cultures and subcultures within one society. (1 mark) This means that there is an acceptance of each other's respective traditions. (1 mark) Societies which are diverse will be tolerant. (1 mark)</p> <p>Multiculturalism is present in societies which have diversity. (1 mark) This is the notion that a society can accept people from different backgrounds who will both take on some of the dominant culture's norms and values but also retain many of their own traditions. (2 marks)</p> <p>An example of diversity is the tolerance of different religious communities within Scotland, including Christians, Muslims, Jews and others who all live and worship near each other. (2 marks)</p> <p>Any other appropriate response.</p>

[END OF MARKING INSTRUCTIONS]