CAMBRIDGE
International Education

Cambridge IGCSE™

SOCIOLOGY **0495/12**

Paper 1 Research Methods, Identity and Inequality **May/June 2026**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-Specific Marking Principles
(for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. corrasion/corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
DEV	Full development of point
^	Partial development of point
KU	Knowledge and understanding
EG	Example
BOD	Benefit of doubt given
EVAL	Evaluation
J	Judgement
VG	Content of response too vague

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Annotation	Meaning
	Unclear information
REP	Repetition
SEEN	Page or response seen by examiner
LNK	Link to another part of response
	Not Relevant
NAQ	Not answered question.
CONT	Context given
JUST	Justification given

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Assessment objectives

AO1 Knowledge and understanding
- Demonstrate knowledge and understanding of sociological concepts, theories, evidence, views and research methods.

AO2 Interpretation and application
- Apply relevant sociological concepts, theories, evidence, views and research methods to support points or develop arguments.
- Explain how sociological concepts, theories, evidence, views and research methods apply to a particular issue or question.

AO3 Analysis and evaluation
- Analyse and evaluate sociological theories, evidence, views and research methods:
  explain the strengths and limitations of sociological theories, views and research methods
  construct, develop and discuss sociological arguments
  reach conclusions and make judgements based on a reasoned consideration of available evidence.

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Generic levels of response grids

Using the mark levels

For all questions except **Q1(e)**, please use the instructions below.

Use the generic mark scheme levels to find the mark. Place the answer in a level first. Look for the 'best fit' of the answer into a level. Consider the levels above and below to ensure you have selected the right one.

An answer needs to show evidence of most but not necessarily ALL of the qualities described in a level, in order to be placed in that level. Award a mark for the relative position of the answer within the level.

Candidates may address the question in many different ways; there is no one required answer or approach. Do not penalise answers for leaving out a particular focus. Reward what is there rather than what is missing.

For **Q1(e)**, there are separate instructions for marking using Table B, which does not use a best fit approach to a levels of response grid.

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Table A – use this table to mark **Q1(d)**

Level	Description	Marks
3	• Good sociological knowledge and understanding of the debate. • Sociological terms and concepts are applied appropriately and consistently throughout. • Two developed points on **both** sides of the debate and a clear focus on the question throughout. • The answer is two sided and comes to a relevant conclusion by making a judgement on the question.	8–10
2	• Some sociological knowledge and understanding of the debate. • Some application of appropriate sociological terms and concepts. • Some developed and/or partially developed points, with some focus on the question. • The answer is likely to be two sided and may come to a conclusion or make a judgement on the question. **A one-sided answer cannot score higher than 5 marks.**	4–7
1	• Limited knowledge and understanding of the debate. • Little or no application of appropriate sociological terms and concepts. • Either a single developed point or more points which are undeveloped. Points are likely to be common sense/ descriptive and lack clarity, with little focus on the question. • The answer is likely to be one sided, or two sided but list-like, with no conclusion or judgements.	1–3
0	• No creditable response.	0

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Table B – use this table to mark **Q1(e)**

The total mark for **Q1(e)** is 12 marks. The marking criteria are:
Methods and evidence – maximum 4 marks
Reasons for choices – maximum 4 marks
Application to context – maximum 4 marks

Examiners should choose a mark for each criteria separately, then add the marks together to reach the final mark.

Methods and evidence **4 marks**	**Reasons for choices** **4 marks**	**Application to context** **4 marks**
Excellent knowledge of methods and evidence. • A detailed and accurate description of two primary methods and sampling and one piece of secondary evidence. • Sociological terms and concepts are used appropriately and consistently throughout. 4 marks	Excellent rationale for choices. • Accurate reasons are given for all primary methods, sampling and secondary evidence. • Appropriate references to evaluative concepts, such as reliability, validity, generalisability and representativeness. 4 marks	Excellent context. • Frequent reference to the specific area of investigation for all primary methods, sampling and secondary evidence. 4 marks
Good knowledge of methods and evidence. • A fairly detailed and/ or mostly accurate description of two primary methods and sampling and one piece of secondary evidence. • Sociological terms and concepts are mostly relevant and used regularly. 3 marks	Good rationale for choices. • Accurate reasons are given for most primary methods, sampling and secondary evidence. • Some appropriate reference to evaluative concepts, such as reliability, validity, generalisability and representativeness. 3 marks	Good context. • Reference is made to the specific area of investigation for most primary methods, sampling and secondary evidence. 3 marks

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Methods and evidence 4 marks	Reasons for choices 4 marks	Application to context 4 marks
Some knowledge of methods and evidence. • Some description of either primary methods, sampling and/or secondary evidence. There may be errors, omissions or a lack of clarity in the response. • May include a few sociological terms and concepts. 2 marks	Some rationale for choices. • Some reasons are given for either primary methods, sampling and/or secondary evidence. • Little or no appropriate reference to evaluative concepts, such as reliability, validity, generalisability and representativeness. 2 marks	Some context. • Some reference to the specific area of investigation for either primary methods, sampling and/or secondary evidence. OR • Makes contextual links throughout but they are generic and/or simply repeating the context given in the question. 2 marks
Limited knowledge of methods and evidence. • A limited description of either primary methods, sampling and/ or secondary evidence. Description is brief and simplistic and/or the answer is list-like. There are likely to be errors, omissions or a lack of clarity in the response. • Sociological terms and concepts are unlikely to be used. 1 mark	Limited rationale for choices. • Very few/simple reasons are given for either primary methods, sampling or secondary evidence. • No appropriate reference to evaluative concepts, such as reliability, validity, generalisability and representativeness. 1 mark	Limited context. • Makes limited contextual links, which are generic and/or simply repeat the context given in the question. 1 mark
• No creditable response. 0 marks	• No creditable response. 0 marks	• No creditable response. 0 marks

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Table C – use this table to mark **Q2(e)** and **Q3(e)**

Level	Description	Marks
3	• Good sociological knowledge and understanding of the question. • Three points supported by evidence and analysis. • Sociological terms and concepts are applied appropriately and consistently throughout. • Points are well developed and clearly explained throughout.	7–8
2	• Some sociological knowledge and understanding of the question. • Most points are supported by evidence and/or analysis. • Some application of appropriate sociological terms and concepts. • Some points are partially developed or explained.	4–6
1	• A limited sociological knowledge and understanding of the question. • Points have a tendency to be descriptive, with little or no evidence and/or analysis. • Little or no application of appropriate sociological terms and concepts. • Points are generally undeveloped and may lack clarity.	1–3
0	• No creditable response.	0

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Table D – use this table to mark **Q2(f)** and **Q3(f)**

Level	Description	Marks
4	• Excellent sociological knowledge and understanding of the debate. • Sociological terms and concepts are applied appropriately and consistently throughout. • Three developed points supported by evidence and analysis on both sides of the debate, with a clear focus on the question throughout. • The answer is two sided and balanced and comes to a conclusion or judgement.	12–14
3	• Good sociological knowledge and understanding of the debate. • Sociological terms and concepts are applied appropriately with some frequency. • **Either** one or two developed points supported by evidence and analysis on both sides of the debate, **or** a range of developed and partially developed points on both sides of the debate, with a focus on the question. • The answer is two sided but may lack balance, and may come to a conclusion or may make a judgement on the question.	8–11
2	• Some sociological knowledge and understanding of the debate. • Some application of appropriate sociological terms and concepts. • Some partially developed points supported by evidence and/or analysis, and some focus on the question. One point may be developed on one side of the debate. • The answer may be simple two sided evaluation, or only cover one side of the debate, and may come to a conclusion or make a judgement on the question. **A one-sided answer cannot score higher than 6 marks.**	4–7
1	• A limited sociological knowledge and understanding of the debate. • Little or no application of appropriate sociological terms and concepts. • Points may be list-like, have a tendency to be descriptive, with little or no evidence and/or analysis. • The answer may be one sided, short or undeveloped, with no conclusion or judgements.	1–3
0	• No creditable response.	0

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Question	Answer	Marks	Guidance
1(a)(i)	**From Source A, identify the two years with the highest percentage of female MPs.** Acceptable answers: • 2010 • 2020 Award **one** mark for each point correctly identified from **Source A** (up to a maximum of **two**).	**2**	Key annotations used: ✓ When a correct point from the source is given. A maximum of two TICKS per answer. ✗ When an incorrect point is given.

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Question	Answer	Marks	Guidance
1(a)(ii)	**Using information in Source A, explain two reasons why the data is useful for researching gender inequality.** Possible answers: • *the data is quantitative* – this makes it useful for sociologists and policy makers in understanding the numbers of male and female MPs so they can see whether it is increasing or decreasing; • *the quantitative data is displayed in graph form* – patterns and trends in the percentages of male and female MPS are clear, allowing for easy analysis; • *the data was gathered at intervals* – every ten years, allowing researchers to track progress in gender equality in parliament over the last forty years; • *the data spans 40 years/over a long period* – this allows researchers to study changes in gender equality over that time; • *the information was gathered by sociologists working for the British government* – they are professional and hence the figures can be trusted to be reliable; • *the data is about the numbers of male and female MPs* – this is a useful way of tracking whether gender equality is increasing or decreasing over time; • *the data is secondary data/a feminist article on gender inequality* – so researchers don't have to spend time and funds investigating the matter themselves; • any other reasonable answer. Award **one** mark for each point correctly identified from **Source A** (up to a maximum of **two**). Award **one** mark for each point that is developed (up to a maximum of **two**).	**4**	Key annotations used:  When a correct reason from the source is given (*see examples in italics*). A maximum of two TICKS per answer.  When an incorrect reason is given.  For appropriate development of a point. To achieve the first mark candidates need to identify an appropriate reason from within Source A. Having identified an appropriate reason, this then needs to be developed to achieve the second mark. This will involve addressing how or why something is useful, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second point. Notes 1 References to the data on MPs being generalisable, representative, reliable or valid, with no further explanation of those terms, is not creditworthy. E.g. '*The data comes from the British government and is therefore valid'* = 1 mark (for source reference to the British government).

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Question	Answer	Marks	Guidance
1(a)(iii)	**Using information in Source A, explain three problems with the data for understanding gender inequality.** Possible answers: • *the actual data is quantitative* and this gives researchers no understanding of what it is like to live with gender inequality – for this qualitative data is needed; • *the source has been adapted* – this means it has been modified in some way and hence may not show an accurate picture of gender inequality in the number of MPs in Britain; • *the information comes from the government* who may have a political agenda and manipulate the data to show the percentages of male to female MPS is better than it actually is, hence, it could lack validity; • *the data was gathered at intervals* of ten years; this is not regular enough to show increases and decreases in the percentages of male and female MPS; • *the information featured in a feminist article* – this may mean that the author is biased and not presenting a full and accurate picture of the gender inequality in terms of MPs; • *the information only concerns the number of male and female MPs* – this is only a small part of gender inequality and hence could be misleading; • *the information is only relevant to MPs in Britain* – it tells us nothing about gender inequalities in other jobs in other countries so it cannot be generalised; • *the data only shows the situation in Britain* – this cannot be taken as representative of Europe in terms of gender inequality; • *the data ends in 2020/is outdated* and is therefore not useful in terms of understanding of global gender inequality today;	**6**	Key annotations used: ✓ When a correct problem from the source is given. A maximum of three TICKS per answer. ✗ When an incorrect problem is given. DEV for appropriate development of a point. The question is marked in the same way as **question 1(a)(ii)**. To achieve the first mark candidates need to identify an appropriate point from within Source A. Having identified an appropriate point, this then needs to be developed to achieve the second mark. This will involve addressing how or why something is a problem, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third points. Notes 1 Award one mark only to answers that make a *generically true point* without a clear source reference e.g. 'there are no reasons given here for why gender inequality exists.' 2 References to the data on MPs lacking generalisability, representativeness, reliability or validity, with no further explanation of those terms, is not creditworthy. E.g. '*The data comes from the British parliament and is therefore unrepresentative'* = 1 mark (for source reference to the British parliament).

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Question	Answer	Marks	Guidance
1(a)(iii)	• *the data only spans 40 years* – 40 years is not a broad enough time period to fully understand the historical trends and patterns in gender inequality; • any other reasonable response. Award **one** mark for each point correctly identified from **Source A** (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**).		
1(b)	**State <u>two</u> primary research methods used to gather quantitative data.** Possible answers: • structured interviews; • questionnaire; • structured observation; • survey; • any other reasonable answer. Award **one** mark for each example correctly identified (up to maximum of **two**).	**2**	<u>Key annotations used</u>: ✓ for each correct example given. ✗ for each incorrect example given. <u>Notes</u>: 1 Semi-structured interviews are acceptable as some quantitative data may be collected. 2 Statistics are not a primary research method, so cannot be credited. 3 Experiments are acceptable.

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Question	Answer	Marks	Guidance
1(c)	**Explain <u>one</u> strength and <u>one</u> limitation of using primary data in sociological research.** Possible strengths: • as the researcher conducts the research themselves, they know how valid/reliable or representative it is and also any issues or flaws with sources whereas they don't know this for secondary data; • the research is designed for the researcher's exact purpose and hence is going to be relevant to the aims and hypothesis; • flexibility – researchers can adapt their methods in response to emerging insights or unexpected findings, enhancing the depth of understanding; • primary data provides first-hand information directly from the subjects being studied meaning that it is relevant to the research question; • the data is likely to be up to date as the researcher is conducting it in the present, unlike secondary data which has been done in the past; • any other reasonable answer. Possible limitations: • conducting primary research is more costly and time consuming than finding secondary sources due to having to conduct the research yourself or hiring a team; • the data may be affected by the researcher's own bias e.g. interviewer bias, Hawthorne Effect or researcher imposition; • there may be sampling bias – the selection of participants may not represent the broader population, limiting the generalisability of findings;	**4**	<u>Key annotations used</u>: ✓ for each correct point given. ✗ for each incorrect point given. DEV for appropriate development of a point. To achieve the first mark candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give further details that demonstrate knowledge and understanding of how or why something is a strength or limitation of the aspect of methodology in the question. <u>Notes</u> 1 Do not credit points linked to specific methods e.g. '*a strength is that researchers can get in depth data from unstructured interviews*' – the emphasis needs to be on the fact that it is the researcher themselves who is conducting the research rather than the method. 2 Answers simply stating as a strength that '*researchers do the research themselves'* can achieve one mark.

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Question	Answer	Marks	Guidance
1(c)	• there may be ethical issues – researchers must address ethical concerns related to informed consent, privacy, and confidentiality when collecting primary data, ensuring that participants are treated ethically throughout the research process; • some primary methods may involve danger for the researcher (e.g. covert) and in such cases secondary data would be better ethically/in terms of safeguarding; • any other reasonable answer. Award **one** mark for a strength correctly identified. Award **one** mark for development of the strength. Award **one** mark for a limitation correctly identified. Award **one** mark for development of the limitation.		

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Question	Answer	Marks	Guidance
1(d)	**Evaluate the view that researchers are always subjective when doing sociological research.** **Your answer should include:** • **at least <u>two</u> arguments for and <u>two</u> arguments against** • **a conclusion.** Possible arguments for: • there will always be some impact from own values on analysis of data – researchers may draw the conclusions that fit with their agenda; • researchers own values will affect the hypothesis and questions e.g. leading questions; • some methods are prone to interviewer bias; the intentional or unintentional effect of the way the interviewer asks questions or interprets answers; • some methods may have an interviewer effect; the researcher may influence the respondent by their characteristics or appearance or by verbal cues; • some feminists and interpretivists don't necessarily see subjectivity as wrong when conducting research, instead they think it important to empathise with their female research subjects; • research bodies that are funded by the government (or other organisations) may select data that supports their position e.g. unemployment figures; • methods such as observation are liable to the Hawthorne/Observer effect; • some researchers may become emotionally involved in their study e.g. going native in participant observation; • any other reasonable answer.	**10**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/theories/studies. EG for when a relevant example is given to support a point. EVAL for each correct evaluation point identified. J for when an answer comes to a conclusion or judgement. <u>Notes</u>: 1 Do not credit points which only evaluate the subjective approach/interpretivism or objective approach/positivism and associated methods. The focus of the debate should be on whether researchers are always subjective when conducting their research or whether, conversely, some researchers can be truly objective. To score in **level 3 (8–10 marks)** expect to see at least **four sociological points**. This must be **two points for and two points against** (or more). If this is <u>not</u> the case the answer <u>cannot</u> score in level 3. Both sides of the debate should be well developed and engage conceptually/theoretically with the question.

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Question	Answer	Marks	Guidance
1(d)	Possible arguments against: • researchers using the scientific approach of positivism such as experiments are likely to stay objective as value freedom and researcher neutrality are key values in this perspective; • positivists minimise researcher presence by using methods such as experiments, online surveys, self-completion questionnaires or structured interviews – these ensure that there is less likelihood that the researcher's own characteristics or biases will interfere with the data gathered; • positivism is a sociological approach that values objectivity and researchers are conscious of staying neutral and value free; • researcher validation – researchers in a team can get others to check their data to ensure that bias has not crept in; • respondent validation – researchers can get respondents to check summaries of interviews to ensure that they have interpreted responses correctly; • the choice of random/systematic sampling by positivists means that there is no possibility of researcher bias in the selection of the sample; • the use of a pilot study before the main research will allow researchers to spot areas where bias or subjectivity may creep in and steps can be taken to minimise this before the main study; • any other reasonable answer. Use **Table A** to mark answers to this question		To be awarded **full marks (10 marks)** an answer must have two good quality, well developed points for and against the view (DEV×2+DEV×2), a conclusion and consistent use of sociological concepts/theory (typically 6+ KU's). To score marks **lower in the level (8–9 marks)** the quality of development may be a little uneven (e.g. DEV×3 + ^ though a conclusion is present) and/or concepts/theory may not be used consistently throughout. If there is **no conclusion**, but all four points are well developed and conceptual (DEV ×4), a **maximum of 8 marks** may be credited. A **level 2 answer (4–7 marks)** is likely to lack the range and/or detail needed to score in level 3. Answers will contain both developed (DEV) and partially developed points (^). Some accurate sociological concepts/theory will be seen in this level. At the **bottom of level 2 (4 marks)** an answer would have a **minimum of two partially developed points (^×2).** To score at the higher end of the level **(6–7 marks) there must be evidence of a debate.** *A one-sided answer, however good, can score a **maximum of 5 marks**.* At the **top of the level (7 marks)** an answer would typically have 3 conceptual/theoretical points (DEV×3) possibly with one or more partially developed points (^), but **no conclusion**. A **level 1 answer (1–3 marks)** is likely to be short and/or largely common sense. It is unlikely to be a two-sided response and may be undeveloped and list-like. Alternatively, it might be a simple undeveloped point for and a simple undeveloped point against (this would typically score **2 marks**). An answer that contains only one partially developed point (^), however many undeveloped points, can only score in this level.

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Question	Answer	Marks	Guidance
1(e)	**Explain the research methods and evidence that you would choose to investigate the fear of crime amongst old people. Give reasons for your choices.** **Your answer should include:** • **<u>two</u> primary methods with relevant sampling** • **<u>one</u> source of secondary evidence.** Possible methods: • interviews (any type) • questionnaires • surveys • observation (all types) • longitudinal studies • other suitable method. Possible sampling points: • the group to be studied • the size of sample • the type of sample • the composition of the sample • access to the sample • other relevant sampling points. Possible sources of secondary evidence: • statistics (e.g. from previously conducted surveys on the fear of crime) • previous sociological and other research on old people and crime/the fear of crime; • media materials e.g. social networking sites, magazine articles, blogs, • forums, TV documentaries, newspaper articles etc. that look at the elderly and crime/the fear of crime; • personal documents/diaries/social network entries of old people discussing crime; • other suitable evidence.	**12**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. KU for correct use of sociological concepts/theories. JUST for correct justification or reasons given for the choice of research method, sample or evidence. CONT for when a candidate makes reference to the context for their research plan. Answers are marked according to three criteria: methods and evidence, reasons for choices and application to context. Each criteria has four levels: excellent (4 marks), good (3 marks), some (2 marks) and limited (1 mark). Assessors should choose a mark for each criteria separately, then add the marks together to reach the final mark. Answers which show **no** knowledge and understanding and/or give no reasons for choices and/or show no application to context would be awarded 0 marks for the relevant criteria.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>1(e)</td><td>Use Table B to mark answers to this question.

<table><tr><td>Methods and evidence</td><td>4</td></tr><tr><td>Application to context</td><td>4</td></tr><tr><td>Reasons for choices</td><td>4</td></tr></table></td><td></td><td>To mark the answer you should decide the level for each of the three criteria (e.g. reasons for choices). Look for the ‘best fit’ of the answer in a level. Consider the levels above and/or below, if appropriate, to ensure you have selected the right one. In order to be placed in a level an answer needs to show evidence of most of the qualities described in that level.</td></tr>
</table>

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Question	Answer	Marks	Guidance
2(a)(i)	**Define the term 'pick and mix' society.** Award **one** mark for a partial definition, e.g. free to choose. Award **two** marks for a clear definition, e.g. in a postmodern society, people can choose from a range of options and select which is best for them.	**2**	Key annotations used: ✓ When a correct definitional element or example is used. A maximum of two TICKS per answer. ✗ When an incorrect definition or example is given. An answer scoring two marks will be full definition. It will be clear and contain two creditable elements. One of these elements may be a relevant example. Notes on **2(a)(ii)** 'multiculturalism': 1 References to '*multiple cultures*' can gain 1 mark. A second simple mark could come from reference to all living together. 2 References to hybridity/fusion or mixing should not be credited.
2(a)(ii)	**Define the term multiculturalism.** Award **one** mark for a partial definition, e.g. different ethnicities. Award **two** marks for a clear definition, e.g. a society in which many different cultures or sub-cultures exist alongside each other.	**2**	

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Question	Answer	Marks	Guidance
2(b)	**Give <u>two</u> examples of formal social control.** Possible answers: • police; • armed forces; • prison/penal system; • courts/judicial system; • government; • sentencing; • digital surveillance; • arrest; • police handcuffing; • imprisonment; • law-making; • any other reasonable answer Award **one** mark for each point correctly identified (up to a maximum of **two**).	**2**	<u>Key annotations used</u>: ✓ for each correct point given. ✗ for each incorrect point given. <u>Notes</u>: 1 Candidates may state agencies of formal social control (e.g. police) or mechanism (e.g. sentencing). Either approach is fine to credit. 2 Workplace, schools and religion should be given credit as some formal control may be exercised here.

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Question	Answer	Marks	Guidance
2(c)	**Describe <u>three</u> examples of how values affect people's behaviour.** Possible answers: • religious values/faith – many believe that staying true to their deity and the tradition of their religion is important so they keep the practices and observe their religious rules; • national/cultural values – national values can be taught through institutions like schools and then adopted by children e.g. tolerance of others' beliefs and values; • family values such as honesty – people think it is wrong to tell lies or deceive people and so people teach their children to tell the truth; • moral values – if a person believes that taking another's property is wrong, they are less likely to do it; • **not** being taught social values in the family/primary socialisation leads to feral children who do not know how to behave in society; • democracy – many believe that people should be represented and have a say in who rules them and the way their government works and so they always vote in elections; • hygiene – people think it is important to wash themselves and their clothes regularly and so shower or bathe daily; • faithfulness – people do not betray those who are special to them such as their friends and husband or wife; • hard work – many believe that it is a good thing to work hard and that this should be rewarded e.g. so they try to gain a promotion at work; • any other reasonable answer.	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. <u>Notes</u>: 1 There may be a variety of culturally specific values given by candidates which should be credited. 2 Candidates may also focus on a particular value e.g. honesty or collective values such as family values, religious values etc.

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Question	Answer	Marks	Guidance
2(c)	Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**).		

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Question	Answer	Marks	Guidance
2(d)	**Explain <u>three</u> ways females are socialised into femininity.** Possible answers: • canalisation (Oakley) – the use of toys to reinforce gender stereotypes, for example playing with dolls reinforces norms about appearance and caretaking; • manipulation – the use of activities to create and maintain traditional gender traits e.g. dance/ballet to encourage girls to be graceful and expressive; • verbal appellation – the use of names and language that steers young girls into femininity e.g. 'princess;' • role models – females are encouraged to imitate celebrity role models enshrine the norms of femininity such as preoccupation with appearance; • the hidden curriculum at school – via teacher expectations and encouragement of traditional feminine stereotypes i.e. girls as more passive and conforming, caring about being neat and tidy etc; • media representation – these are often based on stereotypes e.g. Disney movies showing a princess being saved by the brave prince reinforces gender expectations for both sexes; • peer pressure – the use of positive and negative sanctions such as ridicule to ensure that females do not stray from the norms and values of femininity; • religious teachings – the family and religious leaders socialise females into stereotypical femininity through feminine role models (e.g. Mary) and religious texts pertaining to the appearance and behaviour of women; • any other reasonable answer.	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. <u>Notes:</u> 1 Credit should be given for *processes* such as manipulation, peer pressure, being encouraged or pushed etc. not agencies (e.g. media or family)

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Question	Answer	Marks	Guidance
2(d)	Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**).		

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Question	Answer	Marks	Guidance
2(e)	**Discuss how social cohesion is created, according to functionalists.** • **at least <u>three</u> developed points with evidence.** Possible answers: • the use of formal agents such as the police and penal system punishes wrongdoers and reinforces the value consensus, bringing the community together; • socialisation into common norms and values by the family e.g. showing children that treating others with respect is important in fitting into society; • the hidden curriculum in schools e.g. the teaching of citizenship and all of the basic norms that allow individuals to move successfully into mainstream society; • reinforcement of a common identity and shared norms and values by the media e.g. showing how criminals are punished and celebrating those who defend common norms and values; • peer group control via peer pressure to conform to the norms and values of society e.g. sanctioning behaviours which do not conform to 'normality' in that society; • socialisation into a shared sense of national/ethnic identity e.g. the fostering of a sense of pride through national anthems at school or sporting events etc.; • participation in cultural traditions and rituals brings people together e.g. the celebration of Thanksgiving in the USA; • any other reasonable answer. Use **Table C** to mark answers to this question.	**8**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/ theories/studies. EG for when a relevant example is given to support a point. To score into **level 3 (7–8 marks)** the candidate **must make at least three good quality well developed points (DEV×3).** Expect to see sociological concepts and/or theory in the answer. Consistency across all these features is essential to achieve full marks. For example, an answer with three well developed points, one of which is <u>not</u> explicitly conceptual/theoretical, cannot achieve more than 7 marks. To score in **level 2 (4–6 marks)** the candidate must make a **minimum of two accurate sociological points**. Use of sociological concepts/theory and/or the quality and development of the points made will be the differentiator for marks within the level. At the **bottom of the level (4 marks)** expect to see **either** two accurate points that are at least partially developed (^^) **or** one good quality, well developed point (DEV) with at least one other undeveloped point. **Higher in the level (5–6 marks)** expect better development and range.

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Question	Answer	Marks	Guidance
2(e)			For example, two developed points (DEV×2) and a partially developed point (^) would be likely to score **6 marks**. In **level 1 (1–3 marks)** points are likely to be simple, perhaps common-sense description with little sociological focus. Answers may also be short, perhaps just making one point. Candidates' answers will typically identify points but do nothing/little with them i.e. undeveloped points or list-like answers. Sociological evidence and concepts are likely to be lacking or to be inaccurate. For example, one good quality, well developed point (DEV) with a concept/theory will score at the **top of the level (3 marks)** whereas one undeveloped point will score **1 mark**.

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Question	Answer	Marks	Guidance
2(f)	**Evaluate the view that age has the most influence on social identity. Your answer should include:** • **at least <u>three</u> arguments for and <u>three</u> arguments against** • **a conclusion.** Possible answers for: • age is often a boundary line for access to legal rights and responsibilities e.g. in the UK the age of criminal responsibility is 12 and individuals are not allowed to vote until 18 etc; • the elderly are often the subject of negative stereotyping in the media – for example as frail, dependent and a burden – and this can affect the way they are treated in society; • the elderly have a distinct social identity in most societies – it is seen as a time of disengagement from social roles and retirement as they make way for the younger generation; • youth is seen as a time of rebellion and experimentation as young people establish their own identities, so youth sub-cultures are formed with their own distinct norms and values sometimes in opposition to mainstream society; • children are seen as a distinct and vulnerable group requiring special protection from exploitation hence the need for children to be given their own legal and social 'rights;' • childhood is viewed as a time of innocence and play and this has led to the emergence of whole industries devoted to the markets in products and activities associated with children e.g. Disney;	**14**	<u>Key annotations used</u>: ✓ for each correct 'for' point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/ theories/studies. EG for when a relevant example is given to support a point. EVAL for each correct evaluation point identified. J for when an answer comes to a conclusion or judgement. To score in **level 4 (12–14 marks)** expect to see a minimum of **six sociological points**. This must be **three points for and three points against** (or more). If this is <u>not</u> the case the answer <u>cannot</u> score in level 4. Both sides of the debate should be well developed and engage conceptually/ theoretically with the question. To be awarded **full marks (14 marks)** an answer must have 3 good quality, well developed points for and against, a well-developed conclusion (J+DEV) and consistent use of sociological concepts/theory (typically 10+ KU's). **Lower in the level (12–13 marks)** an answer may have: DEV×5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEV×6 an answer may have less than 10 KU's.

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Question	Answer	Marks	Guidance
2(f)	• functionalists argue that adolescence is seen as a difficult period as it brings status anxiety and as a result young people turn to their peers for support in a youth culture which eases the transition to the expectations of adulthood; • generation gaps – members of the same age group are a generation and a peer group who often share experiences and attitudes e.g. teenagers may think that older people are 'past it' and older people may see teenagers as disrespectful and anti-social; • age is a social construction – the roles assigned to different age groups vary across different societies e.g. children in western societies spend a longer period relative to most other societies undergoing socialisation into adult roles; • members of an age group are part of a birth cohort – they share a common experience of being born and growing up at the same point in history e.g. the baby boom generation born in Europe and America after the Second World War experienced dramatic social changes starting in the 1960s such as a growth in affluence, the arrival of computers etc. • any other reasonable answer. Possible answers against: • feminists argue that gender is more important than age as a source of social identity – it pervades life from cradle to grave and impacts across age groups in terms of status, power and life chances; • ethnicity is more important than age as a source of social identity for many groups – norms and values linked to food, clothing, relationships etc are central to the social identity of many people;		Alternatively, you may see a strong answer with a less developed conclusion (J rather than J+DEV). A level 4 answer with no conclusion can score a **maximum of 12 marks**. To score in **level 3 (8 -11 marks)** there must be a **two-sided debate** with a **minimum of 4 sociological points, all with some development**. Some accurate sociological concepts/theory will be seen in this level. Answers will contain both developed (DEV) and partially developed points (^). An answer that contains no developed points (DEV) cannot score in level 3. At the **bottom of the level (8 marks)** there is likely to be 1 conceptual/theoretical developed point (DEV) plus at least 3 partially developed points (^×3). It is likely that there will be more points than this higher in the level **(9–10 marks)**, including more developed points (DEVs) and more concepts/theory (KU). At the **top of the level (11 marks)** an answer would typically have 5 conceptual/theoretical developed points (DEV×5) covering both sides of the debate **or** perhaps four developed points (DEV×4) and one or more partially developed points (^ minimum). A very unbalanced debate (e.g. 1 point for and 3 against) will not score at the top of the level, however strong development and conceptuality may be. *A one-sided answer, however good, can score a **maximum of 6 marks** (level 2).* A **level 2 answer (4–7 marks)** is **either** a one-sided response (remember these can also fall into level 1) **or** a response with partially developed points (^^s) on both sides of the debate. They may be characterised by less, or even no sociological concepts/theory.

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Question	Answer	Marks	Guidance
2(f)	• ethnic minority groups are often labelled negatively and this often provides a platform for discrimination across age groups thus affecting social identity and the way people are perceived by others; • Marxists argue that social class is more important than age as each class has its own distinct culture and their social identity is inevitably linked to life chances with the upper class having the majority of the power, status and privileges regardless of age; • for some national identity is core to social identity and more important than age – the rise of nationalist and separatist movements across the world shows that it is national identity rather than age identity that is central; • postmodernists argue that the factors that used to influence and shape our social identity – like age or gender – are now no longer important as people can create their own identity through consumption and style/lifestyle choices; • the family is a more important influence on social identity – children learn the core norms, values, gender identity etc during primary socialisation and this forms the basis of their social identity through the ages; • religion is a more important influence on social identity – core values and beliefs shape an individual more than their age e.g. the belief that following religious rules and guidance saturates all aspects of life from clothing to diet, relationships etc • media representation is a more important influence on social identity – for example social media pressure to achieve unattainable beauty standards can negatively affect women and men of all ages; • any other reasonable answer. Use **Table D** to mark answers to this question.		At the **bottom of the level (4 marks)** there needs to be **a minimum of 2 points with some development (^^ minimum)**. At the **top of the level (6–7 marks)** there may be 1 developed point (DEV) and 2 partially developed points (^×2) or there may be 4 partially developed points (^×4) covering both sides of the debate. A **level 1 answer (1–3 marks)** is likely to be short and/or largely common sense. It is unlikely to be a two-sided response and may be undeveloped and list-like. Alternatively, it might be a simple undeveloped point for and a simple undeveloped point against (this would typically score **2 marks**). An answer that contains only one partially developed point (^), however many undeveloped points, can only score in this level.

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Question	Answer	Marks	Guidance
3(a)(i)	**Define the term pollution.** Award **one** mark for a partial definition, e.g. plastics in the ocean. Award **two** marks for a clear definition, e.g. things or substances that cause harm to the environment.	**2**	Key annotations used: ✓ When a correct definitional element or example is used. A maximum of two TICKS per answer. ✗ When an incorrect definition or example is given. An answer scoring two marks will be full definition. It will be clear and contain two creditable elements. One of these elements may be a relevant example.
3(a)(ii)	**Define the term power.** Award **one** mark for a partial definition, e.g. high status. Award **two** marks for a clear definition, e.g. the ability to influence people's behaviour.	**2**	
3(b)	**Give two examples of equal opportunities laws.** Possible answers: • the Equal Opportunities Act in Mauritius (2008); • the Equal Pay Act in the UK (1970)/men and women now receive equal pay at work; • the Equal Employment Opportunities which are embedded into the constitutions of countries such as the USA, Nigeria and Pakistan; • the Racial Discrimination Act in Australia (1975) • the Equality Act in the UK (2010) • law giving everyone access to primary and/or secondary education; • equal rights laws; • any other reasonable answer. Award **one** mark for each point correctly identified (up to a maximum of **two**).	**2**	Key annotations used: ✓ for each correct point given. ✗ for each incorrect point given. Notes 1 Candidates are likely to give culturally specific examples – these are fine to credit. 2 Simple reference to policies with no reference to law (e.g. equal positions at work) should not be credited. 3 Reference to rights of various kinds is creditworthy as these are usually based in law.

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Question	Answer	Marks	Guidance
3(c)	**Describe <u>three</u> ways that life chances may be affected by being working class.** Possible answers: • through lower educational outcomes the working class have fewer employment opportunities e.g. working class children may experience material deprivation which disadvantages them in terms of educational achievement and access to professional jobs; • in some places through lack of access to high quality healthcare – so in cases of serious illness people may die earlier than a middle class person who can afford treatment; • through living in poor housing the working class may have poorer health and well-being; • the working class lack cultural capital e.g. 'the old boys' network' which makes it harder to be socially mobile; • working class people work in low grade, manual and sometimes dangerous jobs and this can impact negatively on their income and health; • through negative labelling in the media – the working class being stereotyped as lazy scroungers if they need to claim unemployment benefit; • through fatalistic attitudes the working class feel they have limited opportunity to improve their life chances; • the working class are more likely to seek immediate gratification and this attitude has a detrimental impact on improving life chances; • any other reasonable answer. Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**).	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point.

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Question	Answer	Marks	Guidance
3(d)	**Explain <u>three</u> ways cultural diversity affects societies.** Possible answers: • cultural products linked to globalisation and global culture can add to cultural diversity e.g. KFC in places like Saudi Arabia adds to the food choices on offer (please see note 3); • greater choice of cuisine – many different foods will become available in the host country both in supermarkets, restaurants, and takeaways e.g. Indian, Chinese and Polish food in the UK; • cultural diversity between societies – one culture may be enriched by interaction with the norms and values of another culture via people visiting other cultures or being exposed to them on social media etc; • cultural diversity may lead to sub-cultures forming which celebrate a particular foreign culture e.g. K-Pop, rap sub-culture etc; • more pressure on local government/services – if cultural diversity comes from immigration, communities may find themselves stretched in terms of providing newcomers with amenities like education and healthcare; • clashing norms and values in different communities/religions – this may lead to tensions and even conflict between ethnic groups; • greater tolerance and open-mindedness leading to a peaceful and stable society – people learn more about others' norms and values and respect them; • a greater talent pool for the economy – different ethnicities often bring with them different skills and knowledge and these can be put to good use in the economy, thus benefitting the host country;	**6**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for appropriate development of a point. To achieve the first mark candidates need to identify an appropriate point. Having identified an appropriate point, this then needs to be developed to achieve the second mark. Development should give details that demonstrate knowledge and understanding. This may include addressing how or why something is the case, supporting with relevant evidence and/or building upon information given. The same process as above should be followed for the second and third point. <u>Notes:</u> 1 Candidates may simply explain an effect (e.g. more choice in foods) or explain positive or negative effects (e.g. tensions between communities). 2 Points referring to the effects on individuals in society are creditworthy, as long as individuals are discussed with reference to societal effects such as greater tolerance/discrimination. 3 Answers must relate to cultural diversity rather than cultural homogeneity/sameness due to globalisation (e.g. everyone wearing jeans).

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Question	Answer	Marks	Guidance
3(d)	• some people may feel marginalised, with no sense of belonging, due to discrimination against minorities and this can lead them to form sub-cultures which threaten social cohesion; • hybrid identities may begin to form as people from different communities mix their cultures – this may occur in clothing, music etc.; • any other reasonable answer. Award **one** mark for each point correctly identified (up to a maximum of **three**). Award **one** mark for each point that is developed (up to a maximum of **three**).		

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Question	Answer	Marks	Guidance
3(e)	**Discuss the view that a reserve army of labour exists.** **Your answer should include:** • **at least <u>three</u> developed points with evidence.** Possible answers: • the unemployed who are usually low-skilled working class people are a reserve army of labour for capitalism – they can be easily hired in boom times and fired when there is a recession which benefits capitalists; • Marxist feminists argue that during the War women were brought into factories to replace male workers who had gone to fight – when the men returned the women were sacked and expected to return to their traditional roles as housewives, benefitting capitalism; • economic migrants may be used as a source of cheap labour, sometimes working illegally, benefitting bosses who can pay them little, thus benefitting the capitalist bosses; • companies may move their work and factories to foreign countries to benefit from lower wages in developing countries as people may be willing to do the same work as in developed countries but for less pay; • both the elderly, at the end of their working life, and the young, at the start of their working life, are used as a reserve army of labour e.g. the young may be employed casually or on temporary contracts and fired when not needed; • any other reasonable answer. Use **Table C** to mark answers to this question.	**8**	<u>Key annotations used</u>: ✓ for each correct point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/ theories/studies. EG for when a relevant example is given to support a point. <u>Notes</u>: 1 Localised examples of groups who are used as a reserve army of labour should be credited. To score into **level 3 (7–8 marks)** the candidate **must make at least three good quality well developed points (DEV×3).** Expect to see sociological concepts and/or theory in the answer. Consistency across all these features is essential to achieve full marks. For example, an answer with three well developed points, one of which is <u>not</u> explicitly conceptual/theoretical, cannot achieve more than 7 marks. To score in **level 2 (4–6 marks)** the candidate must make a **minimum of two accurate sociological points**. Use of sociological concepts/theory and/or the quality and development of the points made will be the differentiator for marks within the level.

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Question	Answer	Marks	Guidance
3(e)			At the **bottom of the level (4 marks)** expect to see **either** two accurate points that are at least partially developed (^^) **or** one good quality, well developed point (DEV) with at least one other undeveloped point. **Higher in the level (5–6 marks)** expect better development and range. For example, two developed points (DEV×2) and a partially developed point (^) would be likely to score **6 marks**. In **level 1 (1–3 marks)** points are likely to be simple, perhaps common-sense description with little sociological focus. Answers may also be short, perhaps just making one point. Candidates' answers will typically identify points but do nothing/little with them i.e. undeveloped points or list-like answers. Sociological evidence and concepts are likely to be lacking or to be inaccurate. For example, one good quality, well developed point (DEV) with a concept/theory will score at the **top of the level (3 marks)** whereas one undeveloped point will score **1 mark.**

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Question	Answer	Marks	Guidance
3(f)	**Evaluate the view that gender has the most impact on social inequality. Your answer should include:** • **at least <u>three</u> arguments for and <u>three</u> arguments against** • **a conclusion.** Possible answers for: • in some countries girls are still less likely to go to school than boys which negatively impacts their chances for social mobility e.g. two thirds of illiterate people in the world are female; • there is still a gender pay gap in the workplace with women earning less than men on average for the same or similar jobs and this disadvantages them in terms of their life chances; • feminists argue that we live in a patriarchal society where men have more ascribed status and power than women and tend to exclude women from promotion due to sexist prejudices; • in employment women experience a glass ceiling, an invisible barrier which prevents them from achieving the highest positions in an organisation, e.g. most CEOs of large companies are male, so the chance to move up to the highest social classes is always more difficult for women; • there is vertical segregation in the workplace where even when working in the same occupations as men women tend to be clustered in the lower levels of the hierarchy; • traditional expectations of women persist in many countries, meaning that women are seen as primarily housewives and child-carers, stopping women from pursuing a career; • any other reasonable answer.	**14**	<u>Key annotations used</u>: ✓ for each correct 'for' point identified. ✗ for each incorrect point identified. DEV for full development of a point. ^ for partial development of a point. KU for correct use of sociological concepts/ theories/studies. EG for when a relevant example is given to support a point. EVAL for each correct evaluation point identified. J for when an answer comes to a conclusion or judgement. To score in **level 4 (12–14 marks)** expect to see a minimum of **six sociological points**. This must be **three points for and three points against** (or more). If this is <u>not</u> the case the answer <u>cannot</u> score in level 4. Both sides of the debate should be well developed and engage conceptually/theoretically with the question. To be awarded **full marks (14 marks)** an answer must have 3 good quality, well developed points for and against, a well-developed conclusion (J+DEV) and consistent use of sociological concepts/theory (typically 10+ KU's). **Lower in the level (12–13 marks)** an answer may have: DEV×5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEV×6 an answer may have less than 10 KU's.

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Question	Answer	Marks	Guidance
3(f)	Possible answers against: • functionalists argue that society today is meritocratic – so regardless of one's gender it is possible to achieve status and rewards through hard work and talent; • there is now equal opportunities legislation in most countries so women's right to work, and not face discrimination, are legally protected; • Marxists argue that social class is more fundamental as a source of inequality than gender as both sexes are oppressed in the proletariat; • structural barriers such as the cycle of poverty are more important as obstacles to social mobility than simply gender; • a person's age can cause inequality – for both the young and older workers as they are far more likely to be denied jobs and promotions due to their age rather than their gender; • disability – disabled people, male and female, suffering from stereotypes and social discrimination in terms of access to services and the proper support and equipment to function successfully in the workplace; • intersectionality – using gender alone cannot fully understand inequality, rather researchers need to take into account multiple factors such as race/ethnicity, social class and age; • any other reasonable answer. Use **Table D** to mark answers to this question.		Alternatively, you may see a strong answer with a less developed conclusion (J rather than J+DEV). A level 4 answer with <u>no</u> conclusion can score a **maximum of 12 marks**. To score in **level 3 (8 -11 marks)** there must be a **two-sided debate** with a **minimum of 4 sociological points, all with some development**. Some accurate sociological concepts/theory will be seen in this level. Answers will contain both developed (DEV) and partially developed points (^). An answer that contains <u>no</u> developed points (DEV) <u>cannot</u> score in level 3. At the **bottom of the level (8 marks)** there is likely to be 1 conceptual/theoretical developed point (DEV) plus at least 3 partially developed points (^×3). It is likely that there will be more points than this higher in the level **(9–10 marks)**, including more developed points (DEVs) and more concepts/theory (KU). At the **top of the level (11 marks)** an answer would typically have 5 conceptual/theoretical developed points (DEV×5) covering both sides of the debate **or** perhaps four developed points (DEV×4) and one or more partially developed points (^ minimum). A very unbalanced debate (e.g. 1 point for and 3 against) will <u>not</u> score at the top of the level, however strong development and conceptuality may be. *A one-sided answer, however good, can score a **maximum of 6 marks** (level 2).* A **level 2 answer (4–7 marks)** is **either** a one-sided response (remember these can also fall into level 1) **or** a response with partially developed points (^^s) on both sides of the debate. They may be characterised by less, or even no sociological concepts/theory.

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Question	Answer	Marks	Guidance
3(f)			At the **bottom of the level (4 marks)** there needs to be **a minimum of 2 points with some development (^^ minimum)**. At the **top of the level (6–7 marks)** there may be 1 developed point (DEV) and 2 partially developed points (^×2) or there may be 4 partially developed points (^×4) covering both sides of the debate. A **level 1 answer (1–3 marks)** is likely to be short and/or largely common sense. It is unlikely to be a two-sided response and may be undeveloped and list-like. Alternatively, it might be a simple undeveloped point for and a simple undeveloped point against (this would typically score **2 marks**). An answer that contains only one partially developed point (^), however many undeveloped points, can only score in this level.

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