CAMBRIDGE
International Education

Cambridge IGCSE™

SOCIOLOGY **0495/13**

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
1a(i)	**From Source A, identify the two countries with the biggest decrease in the percentage of the population living in extreme poverty between 1980 and 2020**. Acceptable answers: • India • Indonesia. 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 extreme poverty.** Possible answers: • *the data is quantitative* – this makes it useful for sociologists and policy makers in understanding the numbers of people who live in extreme poverty so they can see whether it is increasing or decreasing; • *the quantitative data is displayed in graph form* – patterns and trends are clear, allowing for easy analysis; • *the data was gathered every twenty years* – allowing researchers to track progress in reducing extreme poverty over time; • *the data covers 40 years* – this gives researchers a decent timeframe from which to judge the extent to which each country has been able to decrease the numbers living in extreme poverty; • *the information was gathered by the World Bank* – who have professional researchers, making the data likely to be trustworthy; • *the data comes from 5 countries* – allowing researchers to compare the success of each country in tackling extreme poverty over the 40 year time period; • *the data comes from a report in 2022* – this gives a relatively up to date picture of extreme poverty; • *the data comes from a survey* – surveys use standardised closed questions making data high in reliability; • any other reasonable answer. Award **one** mark for each example correctly identified (up to 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. DEV 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 No credit for representativeness of the sample as the numbers and composition is not sufficient. 2 No credit for calling World bank 'official' statistics. 3 References to reliability must be explained with reference to the method to achieve full credit.

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Question	Answer	Marks	Guidance
1(a)(iii)	**Using information in Source A, explain three problems with the data for understanding extreme poverty.** Possible answers: • *the actual data is quantitative* and this is low in validity as it gives researchers no understanding of what it is like to live and cope with extreme poverty – 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 extreme poverty in these countries; • *the information comes from the World Bank* who may have a political agenda and manipulate the data to show the percentages of those living in extreme poverty to be decreasing more than they are; • *the data was gathered at intervals* – forty years is not regular enough to show ups and downs in the percentage of each population living in extreme poverty; • *the numbers are estimates* only – this means that they may not give an accurate picture of the numbers living in extreme poverty; • *the estimates are based on a household survey in each country* – this doesn't account for the homeless and hence is likely to be very inaccurate; • *only 2000 people were surveyed* – this is unrepresentative as it is not a big enough sample to base estimates for an entire country's population; • *only men were surveyed* – this does not represent women who may be more affected by extreme poverty than men, so generalisation is not possible; • *only people in the capital cities were surveyed* – this does not represent people in rural areas/other towns or cities who may be more affected by extreme poverty than those who live in cities, so generalisation is not possible;	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 No credit for saying the researcher was not present – we do not know this from the source.

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Question	Answer	Marks	Guidance
1(a)(iii)	• *the latest data comes from 2020/is outdated* – which is 6 years ago, things may have changed in the numbers in extreme poverty so it may not be true for today; • 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 qualitative data.** Possible answers: • semi-structured interviews; • unstructured interviews; • observation; • focus groups; • group interview; • 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 All forms of observation are acceptable. 2 Questionnaires with open questions is acceptable, but not simply questionnaires. 3 Interviews alone is vague so no credit. 4 Candidates must refer to primary methods and hence answers such as diaries, letters, blogs etc. should not be credited.

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Question	Answer	Marks	Guidance
1(c)	**Explain <u>one</u> strength and <u>one</u> limitation of using multiple choice questions in sociological research.** Possible strengths: • there is a limited range of answers making them easy to analyse and produce statistics; • they are an efficient type of question as they are closed/preset questions that can be answered quickly by respondents, saving time and allowing a macro study/large number to be processed quickly; • multiple choice questions have a standardised format, giving reliable results as they can be easily repeated and checked; • they give quantitative data which can be easily analysed for patterns and trends; • any other reasonable answer. Possible limitations: • some respondents may want to give an answer that is not covered by the options and just tick a box randomly, hence false data may be produced; • some respondents may simply leave the question blank if the options do not cover what they want to say negatively affecting response rate; • multiple choice questions are closed questions and hence do not allow respondents the space to elaborate on their answer, therefore producing superficial data only; • multiple choice questions do not give qualitative in depth and detailed data and therefore researchers are unable to understand why people answer as they do; • the answers are preset by researchers and therefore could be biased in terms of the range of answers possible; • 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.	**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.

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Question	Answer	Marks	Guidance
1(d)	**Evaluate the view that researchers can be objective 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: • researchers using the scientific approach of positivism are likely to stay objective due to their methods which minimise researcher presence e.g. experiments, online surveys, self-completion questionnaires or structured interviews; • positivism is a sociological approach that values objectivity and therefore researchers in this tradition are conscious of staying neutral and value free; • researchers in a team can get others to check their data to ensure that bias has not crept in; • 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; • the use of triangulation can improve objectivity as it can reduce the likelihood that findings are biased by a single method, researcher and can produce a fuller picture etc.; • any other reasonable answer. Possible arguments against: • 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;	**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. 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. To be awarded **full marks (10 marks)** an answer must have two good quality, well developed points for and against the view (DEVx2 + DEVx2), a conclusion and consistent use of sociological concepts/theory (typically 6 + KU's).

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Question	Answer	Marks	Guidance
1(d)	• 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; • 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. Use **Table A** to mark answers to this question.		To score marks **lower in the level (8–9 marks)** the quality of development may be a little uneven (e.g. DEVx3 + ^ 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 x4), 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 (^x2).** 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 (DEVx3) 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 young people's views on the environment. 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 of views on the environment; • previous sociological and other research on young people's views on the environment and related issues; • media materials e.g. social networking sites, magazine articles, blogs, • forums, TV documentaries, newspaper articles etc. that look at youth and their views on environmental issues; • personal documents/diaries/social network entries of young people discussing their views on environmental issues; • 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. **Question 1(e)** is marked using the generic mark scheme levels in **Table B**. 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 of course be **awarded 0** marks for the relevant criteria. 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.

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Question	Answer	Marks	Guidance
1(e)	Use **Table B** to mark answers to this question. Methods and evidence: 4 Application to context: 4 Reasons for choices: 4		

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Question	Answer	Marks	Guidance
2(a)(i)	**Define the term protest group.** Award **one** mark for a partial definition, e.g. Black Lives Matter. Award **two** marks for a clear definition, e.g. a group of people who engage in actions to bring about change in society.	**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.
2(a)(ii)	**Define the term courts.** Award **one** mark for a partial definition, e.g. where crimes are judged. Award **two** marks for a clear definition, e.g. a government body which tries defendants and sentences them if guilty.	**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.
2(b)	**Give <u>two</u> examples of traditional masculinity.** Possible answers: • breadwinner; • being physically tough/strong; • not showing emotion/crying etc.; • protective; • violence; • rationality; • hegemonic; • Retributive man; • 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.

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Question	Answer	Marks	Guidance
2(c)	**Describe <u>three</u> aspects of culture.** Possible answers: • norms – behaviours that are seen as acceptable and normal e.g. shaking someone's hand as a greeting in some cultures; • beliefs – things most people in a society believe e.g. the scientific belief that the world is round in modern cultures; • values – ideals that people hold as precious e.g. honesty; • traditions – beliefs and practices that persist over time e.g. Ramadan, Diwali; • language – spoken communication systems e.g. Urdu or English; • media is a part of culture – newspapers, magazines, music and movies showcase cultural norms and values; • arts – literature, painting, dance, theatre etc.; • cultural symbols – images/buildings/objects that stand for something important in the society; • cuisine – foods reflect cultural influences e.g. religious guidelines for halal or kosher food; • rituals – each culture has its own national or group rituals that are traditionally observed e.g. lighting candles at Diwali or eating a special meal on Christmas Day in the UK; • 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
2(d)	**Explain <u>three</u> ways some individuals are inadequately socialised.** Possible answers: • feral children show that children who lack primary socialisation are unable to acquire basic skills or learn basic norms and hence cannot successfully integrate into society; • parents are poor role models for their children and hence children imitate anti-social behaviours, such as crime; • parents do not teach appropriate norms or values to their children who are then not ready for the world of work e.g. underclass children; • some families do not promote the value of education, or do not encourage their children to attend regularly, and hence some children miss out on the vital social learning, skills and norms taught in education; • schools that are failing may not be able to transmit social norms and values successfully and this puts children at a disadvantage compared to children from other schools where the hidden curriculum is taught more effectively; • the New Right may argue that single parent families headed by women lack discipline in the home, in the form of rules and sanctions, means that there is a lack of proper boundaries and children can become wild and lack proper socialisation skills; • secondary agents like peers may contribute to inadequate socialisation via negative peer pressure – this may result in children engaging in deviant acts; • 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. <u>Notes</u> 1 The focus of the answer should be the 'ways' e.g. lack of role models as inadequate socialisation, rather than what some children cannot do e.g. eat with a knife and fork.

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Question	Answer	Marks	Guidance
2(e)	**Discuss how digital surveillance is used as a method of social control.** **Your answer should include:** • **at least <u>three</u> developed points with evidence.** Possible answers: • the government and law enforcement agencies can monitor individuals' use of social media and the internet generally e.g. intercepting the text messages of suspected criminals; • people are monitored daily using CCTV in city centres and these can be used in preventing, deterring or detecting criminal or deviant activities; • phones often have apps which allow parents to track the movements of their children as a way to control them; • the police now use digital cameras and video equipment to monitor the behaviour of people who attend protests; • cameras on motorways can read number plates and this can be used to detect car users who haven't paid car tax or to track stolen cars etc.; • wire taps can be used by government to spy on citizens or protest groups who oppose it; • advertisers and companies can track our internet activity, via the use of cookies, with the aim of targeting people for personalised advertising, influencing and even controlling our consumer behaviour; • 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 (DEVx3).** 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 (DEVx2) 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 social class 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: • the upper class have a distinct identity linked to exclusivity, based on their spending power e.g. conspicuous consumption on luxury goods and services are a crucial part of social identity; • the middle class have a distinct identity – they often try to show their rising status through conspicuous consumption (similarly to the upper class) e.g. through their choice of car, house or holidays; • social class may still affect language e.g. restricted and elaborate code, accent, etc. which can all create a sense of identity and belonging; • different classes may participate in different cultural activities and this can affect identity e.g. members of the working class may associate themselves more with the products of popular rather than high culture; • social class can also affect aspects of identity such as gender e.g. the distinct norms of behaviour linked with the working class culture of hegemonic masculinity; • in the twentieth century being working class was a powerful source of identity for many people – working class communities based on industries such as mining or shipbuilding fostered collective pride and a clear sense of identity e.g. working class sons often followed their fathers and grandfathers into these industries and associated norms and values; • working class youth sub-cultures are an exaggeration of the working class identity e.g. skinheads (Cohen);	**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. <u>Notes</u> 1 Don't over credit answers which only discuss inequality rather than identity – use ^ annotation accordingly to signal partial development. 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.

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Question	Answer	Marks	Guidance
2(f)	• media reporting of the working-class has become very negative, representing them stereotypically as an underclass who are lazy and deviant; • any other reasonable answer. Possible answers against: • collective identities based on social class have weakened in the late twentieth century e.g. the loss of jobs in typical working class industries has led to a fall in status for working class people who are now often labelled as welfare dependent and workshy; • primary socialisation is more important than ethnicity in forming identity – it is the place where children learn the basic norms and values of their culture and their family status; • age is more important than class in creating a sense of identity – members of an age group share a common experience of growing up at the same point in history and therefore experience different events and social changes which can impact on social identity; • age is more important for adolescents – this is often seen as a difficult period because it involves an evolving identity and status anxiety, as a result peers often band closely together and create their own youth-culture and sub-cultures which may give a strong sense of norms and values e.g. skinheads; • gender as a social characteristic is more important than class in creating a sense of identity – early gender role socialisation (Oakley) instils a strong sense of who we are as individuals and feminists argue this is more powerful than social class identity; • nationality is now more important than class in creating a sense of identity – in recent times, and following globalisation, nationality has become more central to peoples' identities e.g. in the rise of nationalism etc. and this crosses social class divides;		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: DEVx5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEVx6 an answer may have less than 10 KU's. 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 (^x3). 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 (DEVx5) covering both sides of the debate **or** perhaps four developed points (DEVx4) 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).*

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Question	Answer	Marks	Guidance
2(f)	• ethnicity remains a strong influence on social identity, influencing language, clothing, food and values e.g. in multi-ethnic countries like the UK communities such as the Pakistani or Chinese communities are often more closely bound by ethnic ties than social class; • some postmodernists argue that class culture has been replaced by consumer culture – what we buy and own shapes our identity more than our social class e.g. the working class now aspire to consumer goods and activities they could not afford in the past and use their goods to signal status; • in more open and socially mobile societies traditional class characteristics have largely disappeared e.g. the old upper class is now fragmented, class boundaries have become blurred as individuals have moved up or down the class ladder; • any other reasonable answer. Use **Table D** to mark answers to this question.		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. 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 (^x2) or there may be 4 partially developed points (^x4) 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 social stratification.** Award **one** mark for a partial definition, e.g. social class. Award **two** marks for a clear definition, e.g. a hierarchy in which groups have different statuses and different levels of privilege.	**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 ascribed status.** Award **one** mark for a partial definition, e.g. royalty. Award **two** marks for a clear definition, e.g. a position in society that is given to an individual by their society or group or that you are born with and have not achieved.	**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.

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Question	Answer	Marks	Guidance
3(b)	**State <u>two</u> features of the culture of poverty.** Possible answers: • parents may not value education; • low levels of literacy and education; • immediate gratification/being unable to plan for the future; • fatalism; • feeling marginalised from mainstream society; • feeling dependent on others; • being unable to escape from poverty; • the cycle of poverty/intergenerational poverty (as children are socialised with values such as fatalism, immediate gratification); 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 Do not credit answers which talk about resources/material deprivation.

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Question	Answer	Marks	Guidance
3(c)	**Describe <u>three</u> ways societies may be affected by climate change.** Possible answers: • desertification caused by soil erosion means that farming land may be lost which can impact local economies and food supply; • more extreme weather events such as powerful storms can cause havoc to agriculture and to human dwellings; • the increasing frequency of natural disasters linked to climate change, such as wildfire, flooding and mudslides puts many of the poorest and disadvantaged communities at risk; • climate change can bring natural disasters which cause people to migrate either to other areas within the country or even to another country; • rising sea levels threaten megacities such as Kolkata and Mumbai and even whole societies such as the Maldives, Kiribati and Tuvalu which could become completely submerged by the sea; • the arrival of rain has become less predictable for some farmers, for example in West Africa, which creates uncertainties for farmers around when to plant crops; • it can cause growing awareness in a society and a campaign for change, including direct protests, resulting in efforts to tackle the causes of climate change; • 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. <u>Notes</u> 1 Do not over credit answers which only focus on the effects of pollution (e.g. from factories) – the effects of climate change should be the focus of answers.

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Question	Answer	Marks	Guidance
3(d)	**Explain <u>three</u> Marxist criticisms of capitalism.** Possible answers: • the proletariat are exploited by the bourgeoisie – workers are paid less than the full value of their work to maximise profit for the capitalist bosses; • the proletariat lack power – the bourgeoisie have control of the major institutions of social control such as the ideological state apparatus (Althusser) in the form of media, education etc. which brainwashes the working class to accept their subordinate position; • the bourgeoisie can use coercion to maintain the unequal status quo – they control the government (laws), police and armed forces and these can be used to deter or punish any dissent or protest; • the working class are kept in a state of poverty (poverty trap) as they must work hard for low wages and must use a large proportion of their wages just to survive; • schools use the hidden curriculum to promote the myth of meritocracy which is a lie given the facts of differential educational achievement between working and middle class children; • the family serves the interests of capitalism by providing a place in which workers can re-charge and rest so that they are ready to re-join the workforce to be exploited again the next day; • 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(e)	**Discuss how males are advantaged in society.** **Your answer should include:** • **at least <u>three</u> developed points with evidence.** Possible answers: • in some countries boys are more likely to go to school – this positively impacts their life chances, particularly in terms of income from the workplace; • the gender pay gap – men tend to be better paid than women due to occupying higher status jobs that have been traditionally linked with masculinity e.g. engineer, businessman, doctor, head-teacher, judge etc.; • feminists argue that we live in a patriarchal society where men have more status and power than women e.g. most world leaders are male; • males are not held back by having a family – it is the women who traditionally take care of children and home, leaving the male free to compete for promotions and gain more qualifications etc.; • men tend to work full-time whilst women tend to do more part-time work – this gives more economic power to males; • men can network and use their power to exclude women from positions of power where they may threaten patriarchal norms e.g. the operation of the glass ceiling in the workplace; • males tend to have more power and status in the family – this may be economic power and/or power over decision-making; • there is vertical segregation in the workplace where men tend to be clustered in the higher levels of the hierarchy e.g. most head-teachers or senior managers are male; • 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 Answer which focus heavily on female disadvantage and mention males briefly should be awarded partial (^) rather than full development credit (DEV). To score into **level 3 (7–8 marks)** the candidate **must make at least three good quality well developed points (DEVx3).** 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.

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Question	Answer	Marks	Guidance
3(e)			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. For example, two developed points (DEVx2) 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 ethnicity is the most important influence on social mobility.** **Your answer should include:** • **at least <u>three</u> arguments for and <u>three</u> arguments against** • **a conclusion.** Possible answers for: • racism and discrimination occur in the workplace making it difficult for ethnic minorities to achieve upward mobility via promotions; • ethnicity gives individuals an ascribed status and in some countries this automatically means being assigned a lower status which will make it harder for some ethnicities to move upwards in society as they face racism and prejudice; • in some countries ethnic minorities receive less or lower grade education than their ethnic majority counterparts – this affects their chances of gaining good quality skilled jobs and moving up the social ladder; • immigrants may suffer from a language barrier and hence be socially excluded from jobs which will give them access to higher pay and status; • Marxists argue that ethnic minorities are sometimes scapegoated in times of economic crisis and this can lead to prejudice and discrimination in the spheres of education and work, making it harder for ethnic minorities to move upwards in society; • negative stereotypes in the media can lead to institutional racism and discrimination in recruitment resulting in both horizontal and vertical segregation; • right wing sociologists see ethnic minorities as forming an underclass with fatalistic attitudes and a dependency culture, so being born into such groups and learning such values is likely to be a barrier to upward mobility; • 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.

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Question	Answer	Marks	Guidance
3(f)	Possible answers against: • functionalists argue that society today is meritocratic and so regardless of one's ethnic background it is possible to achieve upward mobility – many of the richest people in the UK are not from the ethnic majority e.g. the Hinduja Brothers etc.; • whilst immigrants may initially struggle to achieve higher positions in society it is likely that their children will do so through inter-generational mobility due to assimilation into the values of the host culture, better language skills etc.; • feminists may argue that gender is the biggest impediment to social mobility as women face discrimination through the glass ceiling/vertical segregation etc.; • some sociologists argue that age significantly inhibits social mobility – ageism in the workplace affects both young and old in different ways e.g. stereotypes about older workers lacking ambition or being less energetic or effective than younger colleagues etc.; • Marxists argue that social class is a more fundamental barrier to social mobility than ethnicity – whilst there is limited movement between social classes this is merely a safety valve and persuades people that the capitalist system is open and fair to all when in fact the working class are exploited and face unequal life chances; • structural barriers such as the cycle of poverty are more important as obstacles to social mobility than ethnicity; • functionalists argue that education is a key influence on social mobility – there is free and universal education in many countries and children are given support to achieve according to their abilities and work ethic (meritocracy); • disability is just as big a barrier to social mobility as ethnicity – disabled people suffer from stereotypes and social discrimination in terms of access to services and the proper support and equipment to function successfully in the workplace;		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: DEVx5 and one ^ but is consistently conceptual through all points and has a conclusion **or** whilst having DEVx6 an answer may have less than 10 KU's. 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 (^x3). 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 (DEVx5) covering both sides of the debate **or** perhaps four developed points (DEVx4) 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).*

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Question	Answer	Marks	Guidance
3(f)	• any other reasonable answer. Use **Table D** to mark answers to this question.		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. 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 (^x2) or there may be 4 partially developed points (^x4) 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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