CAMBRIDGE
International Education

Cambridge IGCSE™

SOCIOLOGY **0495/11**

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 countries with the biggest increase in the number of males in prison between 1980 and 2020.** Acceptable answers: • Brazil • Russia 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 crime.** Possible answers: • *the data is quantitative* – allowing researchers to compare patterns in the male prison population across different countries; • *the data is quantitative* – allowing researchers to compare trends in the male prison population across time; • *it comes from official statistics* – apart from this there is no other way for researchers to access the figures on the male prison population; • *it comes from official statistics* – this type of data is often seen as trustworthy and reliable as it is done professionally by people working for the government; • *the data shows rising numbers of criminals that may suggest rising crime in these countries* – so can alert governments to act to try and reduce offending; • *the data runs up to 2020* – so it gives a relatively up to date picture of male prison rates; • *It shows data from different continents* – this may be helpful in giving a snapshot from around the world; • 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. 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 Reference to reliability, validity should only be credited if explained. 2 Points that refer to the data showing *an increase in crime* (rather than male prisoners) should not be credited. 3 Points that identify that the data comes from 5 countries – avoid crediting explanations that suggest such a sample is representative.

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Question	Answer	Marks	Guidance
1(a)(iii)	**Using information in Source A, explain three problems with the data for understanding crime.** Possible answers: • *the data only shows the prison population* – understanding crime requires much more than this e.g. some commit crime but never actually end up in prison etc.; • *the last data is 2020/outdated* – this means the data is now old and the prison numbers in each country could now be very different; • *the data is only about males in prison*– this tells us nothing about females and hence only gives a partial picture of the prison population; • *the data is only about males who are 21 and over* – there is no mention of prisoners who are younger than this and hence the data is not a full picture of male prisoners; • *the actual data is quantitative* and this gives researchers no understanding of why males are committing crime – 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 the male prison population numbers in the selected countries; • *the information comes from the government* who may have a political agenda and manipulate the data to show what they want e.g. that crime is getting worse in order to justify a crackdown on law and order; • *the data only shows 1980 and 2020* – there is a 40 year gap in the data so we have no information about prison rates in the intervening years;	6	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. 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 Reference to representativeness, reliability, validity should only be credited if explained.

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Question	Answer	Marks	Guidance
1(a)(iii)	• *the information is only relevant to the selected countries* – it tells us nothing about, for example, the situation in the vast majority of countries across the world, so it is unrepresentative of the world and cannot be generalised; • *the numbers have been rounded up to the nearest thousand* – so none of the figures are absolutely accurate; • 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> practical issues that can affect sociological research.** Possible answers: • time; • cost/funding; • access to subjects or sample; • finding/training researchers; • response rates e.g. in a self-completion questionnaire; • facilities e.g. room for a focus groups • 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.

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Question	Answer	Marks	Guidance
1(c)	**Explain <u>one</u> strength and <u>one</u> limitation of using covert observation in sociological research.** Possible strengths: • it is useful when researching deviant or criminal groups as going undercover will enable 'secret' behaviours to be uncovered and recorded, enhancing validity; • the researcher does not have to gain permission to enter a group, saving time; • ethics – in the study of dangerous groups going covert should protect the researcher from possible harm; • the covert nature of the research means that the researcher is more likely to gain a true or valid picture of the group's behaviour and views because the researcher is taking part secretly; • it avoids the Hawthorne Effect so the behaviour of the group will not change due to the researcher's presence; • covert participant research usually takes place in a naturalistic setting, so the normal behaviour of the group can be studied often over time; • any other reasonable answer. Possible limitations: • the researcher may need to take a lot of time and trouble in maintaining their cover, rather than gaining information – this can negatively affect the data gathered; • the participants have not given their consent to be observed and thus the research is unethical; • to maintain cover a researcher may have to do things he/she may not want to do e.g. commit a crime; • it is difficult to take regular, accurate notes – a researcher may have to wait until the end of the day when their memory may not be fully accurate;	**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(c)	• it is difficult to combine with other research methods e.g. asking interview-style questions whilst observing may raise suspicion; • a researcher may be prone to bias if he/she develops empathy for the group under study, this can lead to a biased view and invalid data; • most observation is unique and difficult to repeat and hence low in reliability; • observations tend to be small scale and are thus unlikely to be representative of a wider group; • 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 use of surveys in sociological research.** **Your answer should include:** • **at least <u>two</u> arguments for and <u>two</u> arguments against** • **a conclusion.** Possible arguments for: • due to the quantitative nature of the data sociologists can use survey data to make comparisons e.g. between the responses of different cohorts; • the closed question format of surveys is useful for generating patterns and trends in data; • surveys are generally high in reliability due to the structured nature of the format; hence they can be repeated and similar responses will be gained; • they can be done on a large scale via questionnaire and so sample size may be more representative of target population; • it is possible to access geographically distant populations via post, telephone or online surveys, enhancing representativeness; • if the survey is done via self-completion questionnaire a researcher is not present so cannot influence answers given, raising validity; • if done via questionnaire they are convenient for the respondent who can complete it in their own time; • due to fact that surveys are often quantitative they can be easily analysed by putting the data into tables, charts, graphs etc.; • 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 To credit a point relating to the idea that people will lie on a survey, it needs to be properly explained. 2 To credit a point about surveys being quick the response must contrast with another method or give other supporting reasons. 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: • survey responses are low if done via self-completion questionnaire which may affect the representativeness of the sample; • surveys are not always valid; their findings may not always be accurate or reflect reality – this may be because closed or structured questions are mainly used with no room for respondents to elaborate and give detail; • if done via questionnaire the researcher cannot always be sure who answered the questions and this may invalidate the responses as the person may not be in the targeted sample; • in questionnaires respondents often leave some questions unanswered, as there is no researcher present, and this means that data will be incomplete; • if a survey is done via structured interview the interviewer effect may take place thus lowering the validity of the data; • 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 (DEVx2+DEVx2), 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. 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 why some children achieve better examination results than others. 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. exam results); • previous sociological and other research on how different social classes, ethnicities and genders perform in/experience education; • media materials e.g. social networking sites, magazine articles, blogs, • forums, TV documentaries, newspaper articles etc. that discuss social class/ethnicity/gender and education;	**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 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.

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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>

personal documents/diaries/social network entries of students/teachers and others involved in education;
other suitable evidence.

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 lifestyle.** Award **one** mark for a partial definition, e.g. clothing, cars etc.; Award **two** marks for a clear definition, e.g. the typical way of life of an individual or social group.	**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 social conformity.** Award **one** mark for a partial definition, e.g. following school rules. Award **two** marks for a clear definition, e.g. acting in accordance with norms and social expectations to fit in with others.	**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
2(b)	**Give <u>two</u> examples of hybrid identities.** Possible answers: • hybrid identities based on ethnicities commonly found in multicultural societies e.g. a Brasian (British Asian); • hybrid identities based on mixing of foods/cuisine e.g. Tex-Mex; • hybrid identities based on clothing e.g. mixing and matching of fashion styles from different countries/ethnicities; • hybrid identities based on music e.g. white rappers; • hybrid identities based on subcultures e.g. white Rastas; • 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.

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Question	Answer	Marks	Guidance
2(c)	**Describe <u>three</u> examples of how agencies of socialisation use role modelling.** Possible answers: • in the family parents act as role models for children in primary socialisation e.g. copying them eating with a knife and fork; • in education teachers act as role models in terms of behaviour and ethos e.g. a teacher is punctual, hard-working and honest etc.; • in the peer group members of friendship groups can act as a leader or role model for others who aspire to be like them e.g., they may dress or talk like their role model; • in religion religious leaders and key figures in the history of the religion are set as examples to follow in terms of their conduct; • in the workplace mentors are often assigned during training, a role model for a worker to imitate and learn from; • in the media online influencers exert influence on their audience e.g. on lifestyle issues such as clothing, make up, diet 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**).	**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. Avoid giving TICK credit for agencies as the question is about <u>how</u> role modelling is used.

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Question	Answer	Marks	Guidance
2(d)	**Explain <u>three</u> ways social media can have a positive impact on identity.** Possible answers: • people can choose how to present themselves on social media e.g. what information you give about yourself, what image you portray of your life and relationships through choice of photos, posts etc. – many people enjoy this aspect of creating their own public persona; • it is a convenient way of communicating with friends and family, strengthening social ties despite geographical distance; • people can join online communities and groups that interest them e.g. political groups, fan sites etc. allowing them to broaden their social networks and link with like-minded individuals; • minority, niche or marginalised groups can find support and connections with others when they struggle to do so offline; • people can create and edit their own ongoing autobiography or story; • it may form the basis of someone's work identity – social media is now big business and many people work for big companies; • social media can act as a form of cultural exchange – meeting others from different cultures online can be enriching and educational; • social media can be a conduit for social change e.g. individuals using social media to publicise injustices and to organise resistance; • media influencers can lead people to make better choices with their lives e.g. in diet, exercise etc.; • 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.

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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**).		
2(e)	**Discuss reasons why some people join protest groups. Yor answer should include:** • **at least <u>three</u> developed points with evidence.** Possible answers: • they want to campaign for more human rights e.g. campaign to abolish the death penalty in some countries; • to draw attention to environmental abuses e.g. join Extinction Rebellion and take part in direct actions; • they want to change voting rights e.g. the Suffragettes in early 20th century Britain; • want to improve women's rights e.g. a group fighting against female repression or pro girls' education in some countries; • they want to challenge racial injustice e.g. BLM aims to spotlight police racism in the USA; • to campaign for more democracy in some countries; • they want to campaign for animal rights etc.; • some people join protest groups due to peer pressure – they are looking for a sense of belonging with a friendship group or social network; • 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 Trade unions are not a protest group. 2 Keep the focus on the reasons for joining (an appropriate group). 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
2(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
2(f)	**Evaluate the view that the government is the most effective agency of social control.** **Your answer should include:** • **at least <u>three</u> arguments for and <u>three</u> arguments against** • **a conclusion.** Possible answers for: • the government set the laws which control what people are allowed and not allowed to do e.g. the law against theft, and without these laws there would be anomie or anarchy; • the government control the range of punishments that the courts can set for each crime e.g. in the UK there is a compulsory life sentence in prison for murder; • the government control the police and what powers they have e.g. in certain situations the police can be used by the government to control protests or to keep enemies of the government under surveillance; • the government control the armed forces and can use them to coerce the public into conformity – Althusser's repressive state apparatus; • in some countries the government control the media and even the internet is heavily restricted, thus controlling communication and even what people think about issues e.g. North Korea; • any other reasonable answer. Possible answers against: • police have the legal power of arrest which means you are detained in a cell on suspicion of committing an offence – this is likely to deter people from committing a crime;	**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
2(f)	• police are legally allowed to use coercion or physical force to detain someone if they resist – this could involve the use of a baton, taser or pepper spray, all of which are unpleasant and painful so people generally follow police instructions – Marxists argue the police are part of the repressive state apparatus (Althusser); • the legal penalties imposed by courts act as a deterrent and encourage people to conform to the law to avoid harsh punishments; • in the family parents use a range of positive and negative sanctions to control children's behaviour in primary socialisation; • in schools there is a hidden curriculum which teaches children to obey authority and those who choose not to follow the expected norms and values are punished by detention, expulsion etc; • peers are particularly effective in controlling individuals via peer pressure e.g. teasing, ridiculing and bullying people into behaviour deemed as acceptable within the peer group; • some argue that media socially controls people, particularly the young, via influencers, advertising etc.; • the workplace employs social control through socialisation in training and via sanctions like promotions, pay rises for those who do well or firing those who perform badly; • in some communities religion has an influence that goes beyond all other influences as it has the ultimate positive and negative sanctions (heaven and hell) for believers; • any other reasonable answer. Use **Table D** to mark answers to this 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: 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
2(f)			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 open society.** Award **one** mark for a partial definition, e.g. a meritocracy. Award **two** marks for a clear definition, e.g. a society where people can move through social roles and change statuses.	**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 life chances.** Award **one** mark for a partial definition, e.g. a better job. Award **two** marks for a clear definition, e.g. the opportunities people have to improve their lives.	**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(b)	**Give two examples of pull factors in migration.** Possible answers: • better education; • better employment; • better living standards; • a western consumer culture; • hope of better treatment/rights'; • safety; • 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
3(c)	**Describe <u>three</u> ways wealth can be redistributed.** Possible answers: • unemployment benefits – taking money from taxes given by richer people and giving money to those left unemployed; • providing jobs to unemployed people e.g. government schemes – this can give people a basic level of income and helps them to avoid absolute poverty; • state pensions – a minimum amount of money designed to keep older people out of poverty, paid for out of taxation; • free or subsidised housing for the disadvantaged – paid for from government money; • progressive taxation – where wealthy people pay a higher rate of tax on their earnings than those on lower incomes, this money can then be used to help the poorer members of society; • a national minimum wage – guarantees a basic level of income for low wage workers, set by the government but paid for by employers, preventing poverty and reducing social inequality; • universal basic income – when the government pay everyone a set amount of money each month, ensuring that no one is living in poverty; • land reform – in some places the government has taken back land from certain groups and given it to others e.g. in Zimbabwe during the 1980s White farmers lost land which was given to poor Black people in rural areas; • grants to people to set up or support a small business – money gained from taxing richer people can be re-directed to small farmers or entrepreneurs from the working class;	**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(c)	• wealth or inheritance tax – when richer people die a proportion of the value of their estate goes to the state who can use it to fund welfare programmes; • NGOs can redistribute wealth from prosperous donors (including some governments) and use the money to address economic inequalities, provide healthcare or support poor people with direct grants; • wealth can be redistributed through services such as free and universal education or free healthcare; • 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(d)	**Explain <u>three</u> negative effects of urbanisation.** Possible answers: • cities in developing countries take resources from the countryside such as food and water to service the increasing number of people in the cities; • increased levels of crime – there is likely to be more violent crime, theft etc. in cities as opposed to rural areas; • urbanisation can lead to social inequalities of all kinds e.g. in housing, income levels, access to services such as education and healthcare etc.; • cities can function as 'drains' soaking up a country's resources, particularly human resources, leaving fewer young people in rural areas to manage traditional economic activities such as farming; • the number of people living in slums or shanty towns or favelas increases, giving them no legal rights and forcing them to live in overcrowded conditions often with contaminated water supplies and no/irregular energy supplies; • shanty towns in new urban centres can often lack proper sanitation, giving rise to disease and lower life expectancy; • 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 Marxist criticisms of the welfare state.** **Your answer should include:** • **at least <u>three</u> developed points with evidence.** Possible answers: • the welfare state cushions the harshest effects of capitalism on the proletariat and thus gives a false impression – creating a false consciousness in working people of a caring system; • the welfare state reduces any demands for radical change or revolution because it keeps the working class happy with their basic needs being met by benefits etc.; • the welfare state can lead to a divided working class with those in employment criticising those who are unemployed or who exist on government benefits, sometimes labelling them as scroungers and lazy rather than as victims of the system; • the welfare state can be used to control the proletariat or working class because it makes them dependent on the state rather than empowering them to join together to challenge capitalism; • by providing healthcare and education the welfare state enables capitalism to continue by proving a steady stream of healthy, educated workers who continue the cycle of exploitation; • providing temporary relief the welfare state does nothing to tackle the root causes of inequality which lie within capitalism itself and the division between those who own the means of production and the wage slave workers; • 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
3(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
3(f)	**Evaluate the view that ethnicity has the most influence on whether an individual lives in poverty.** **Your answer should include:** • **at least <u>three</u> arguments for and <u>three</u> arguments against** • **a conclusion.** Possible answers for: • racial discrimination in the workplace prevents some people in ethnic minorities from gaining employment thus exposing them to welfare dependency and poverty; • in closed societies some ethnic groups may hold a lower ascribed status and be prevented from integrating into society or given basic human rights e.g. Black people in apartheid South Africa; • some ethnic groups experience racism in education e.g. via teacher labelling; • language barriers may mean that some ethnic minorities struggle to access the school curriculum and therefore underachieve in exams leading to lower chances of a well-paid job; • New Right thinkers such as Charles Murray argue that some ethnic groups are at greater risk of being in the underclass, they are thus more likely to become trapped in poverty; • ethnic minorities/migrants can often become trapped in modern slavery and trafficked into illegal and/or low wage work in a new country; • ethnic minorities/migrants are often negatively labelled and portrayed as criminals in the media leading to discrimination and poverty; • many people living in extreme poverty globally live in sub-Saharan Africa or South Asia where economies are underdeveloped; • 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: 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**.

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Question	Answer	Marks	Guidance
3(f)	Possible answers against: • the feminisation of poverty – women of different ethnicities are over-represented in the numbers of poor people due to cultural prejudices and patriarchal stereotypes e.g. women being expected to be child carers and, in some countries, being denied access to education and jobs; • functionalists argue that poverty is inevitable but that in a meritocracy individuals from any ethnicity can potentially achieve social mobility through talent and merit; • intersectionality – it is not simply ethnicity but a combination of factors, such as gender, age and social class, which increases the likelihood of an individual being in poverty; • ageism is more influential than ethnicity in causing poverty e.g. the elderly can be forced to leave their jobs and exist on inadequate pensions or rely on economic support from their families • people who are born into the underclass are likely to experience a cycle of poverty and remain in the same economic position as their parents e.g. because they may be forced to leave school early to work to support their family, thus leaving them without qualifications and stuck in low wage occupations; • Marxists argue that inequalities caused by global capitalism cause widespread poverty due to the economic division between the bourgeoisie and proletariat and multinational corporations exploiting the resources of developing nations; • any other reasonable answer. Use **Table D** to mark answers to this question.		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).* 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.

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Question	Answer	Marks	Guidance
3(f)			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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