

INTERNATIONAL GCSE **SOCIOLOGY**

9292/2

Paper 2 Exploring Sociology

Mark scheme

Specimen paper

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqa.com.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A
Differences and inequalities

Question	Answer	Total marks
01	Define what is meant by ‘social mobility’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - the movement of people up or down the social scale (1 mark); e.g. working class to middle class (1 mark) - the movement of individuals, families or households up or down the social hierarchy (1 mark); e.g. working class to middle class (1 mark). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
02	Define what is meant by ‘relative poverty’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - poverty defined in relation to a generally accepted standard of living (1 mark) in a specific society at a particular time (1 mark) - relative poverty exists when an individual lacks the resources to participate in activities (1 mark); these are widely available to the majority of people in the society in which they live (1 mark) - lacking the choices and opportunities that most people take for granted (1 mark) in the society where they live (1 mark). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
03	Identify and briefly explain two factors that may affect life chances. Award one mark for each factor identified and one additional mark for an appropriate brief explanation of that factor. A maximum of two marks for each factor identified. Indicative content: • gender (AO1); even where there are equal opportunity laws, many women continue to experience sexism within society when looking for employment (AO3) • ethnicity (AO1); even where there are laws that should prevent discrimination, some members of ethnic groups continue to experience racist attitudes when seeking employment (AO3) • sexual orientation (AO1); even where there are equal opportunity laws, members of the LGBTQ+ community continue to experience discrimination in many areas of daily life (AO3) • age (AO1); older workers who experience redundancy or forced early retirement continue to experience ageism when looking for work (AO3) Note: credit explanations that all focus on ageism towards younger people, as young people can also experience ageism. • disability (AO1); even where there are equal opportunity laws, disabled people restricted access to jobs and poor provision of essential services (AO3) • religious beliefs (AO1); even where there are equal opportunity laws, members of some religious groups continue to experience discrimination when seeking employment (AO3) • education (AO1); limited access or no access to education, may seriously affect life chances (AO3) • health (AO1); poor health and lack of health care can influence an individual's life chances (AO3) • social policies (AO1); policies in some countries may affect the life chances of its citizens (AO3). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	4 AO1 = 2 AO3 = 2

Question	Answer	Total marks															
04	Explain the view that all societies are patriarchal. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 – 6</td><td> Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3). </td></tr> <tr> <td>1</td><td>1 – 2</td><td> Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3). </td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content: • differences in the jobs held by men and women (AO1); women are often still found in lower paid jobs in comparison to men e.g. women in health care and childcare; men still dominate the top positions in organisations (AO3) • differences in access to education (AO1); in some cultures, women do not have the same opportunities to attend school as boys (AO3) • differences in the job roles within the home (AO1); in many societies women still perform the majority of the domestic chores and childcare, even when they have paid jobs themselves (AO3)	Level	Marks	Marking criteria	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	0	0	Nothing worthy of credit.	6 AO1 = 3 AO3 = 3
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	• differences in power distribution with the family (AO1); e.g. men may take the dominant role in decision making, money management etc (AO3). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
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05	To what extent is social class the most important division in society? In your answer, use examples drawn from your society or any society you know about. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>4</td><td>7 – 8</td><td> Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3). </td></tr> <tr> <td>3</td><td>5 – 6</td><td> Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to the issues raised by the question which is </td></tr> </tbody> </table>	Level	Marks	Marking criteria	4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).	3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).	2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to the issues raised by the question which is	8 AO1 = 2 AO2 = 3 AO3 = 3
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		0	0	Nothing worthy of credit.		

Indicative Content:

AO1

- social class
- gender
- ethnicity
- Marxism – social class and society
- functionalist – social class and society
- feminists – social class and society.

AO2

- social class – how social class can influence individuals and society.
- gender – how gender can influence individuals and society.
- ethnicity – how ethnicity can influence individuals and society.
- Marxism eg an individual's life chance are largely related to their social class.
- functionalism eg in a meritocracy, life chances are the product of an individual's hard work and talent.
- feminism eg patriarchy ensures that men have better life chances than women.

AO3

Analysis and evaluation of:

- the importance of social class as a division in society.
- the importance of gender as a division in society.
- the importance of ethnicity as a division in society.

	• Marxism as it relates to the view that social class is the most important division in society. • functionalism as it relates to the view that social class is the most important division in society. • feminism as it relates to the view that social class is the most important division in society. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
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Section B**Socialisation and social control**

Question	Answer	Total marks
06	Define what is meant by ‘deviance’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - behaviour that doesn't conform to dominant norms within a society (1 mark) with an appropriate example (1 mark) - behaviour that is disapproved of by society (1 mark) with an appropriate example (1 mark). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
07	Define what is meant by ‘primary socialisation’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - the process of social learning (1 mark); takes place within the family during a child's early years (1 mark) - early childhood learning (1 mark); carried out by the family (1 mark). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
08	Identify and briefly explain two reasons why individuals may commit crime. One mark for each reason identified and one additional mark for an appropriate brief explanation of that reason. A maximum of two marks for each reason identified. Indicative content: • material deprivation (AO1); individuals may commit crime to gain things they do not have (AO3) • socialisation (AO1); some individuals may be inadequately socialised or have learnt criminal norms and values in the family (AO3) • peer groups and subcultures (AO1); individuals within peer groups may follow the group's norms and values in order to be accepted (AO3) • strain theory (AO1); crime may be a result of the strain arising from people trying but failing to attain the goals that society has set for them which may lead to crime (AO3) • labelling (AO1); if a person is labelled as criminal, the label may become a self-fulfilling prophecy (AO3) • status frustration (AO1); educational failure and poor employment opportunities can leave individuals at the bottom of the social ladder with few opportunities so they may turn to crime (AO3). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	4 AO1 = 2 AO3 = 2

Question	Answer	Total marks															
09	Explain why crime statistics are not always accurate. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 – 6</td><td> Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3). </td></tr> <tr> <td>1</td><td>1 – 2</td><td> Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3). </td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content: - not all crimes are detected (AO1); if a crime is observed and identified as a crime, the police will be informed and it will be recorded but if it is not detected, it will not be included in official statistics (AO3) - not all crimes will be reported (AO1); there are many reasons why crimes may not be reported; if they aren't reported, they won't appear in the official statistics (AO3) - not all crimes are recorded (AO1); police decide whether crimes are recorded (AO3) - dark figure of crime (AO1); the unknown amount of criminal activity that is not reported or recorded by the police (AO3) - state and corporate crime (AO1); these types of crime are not always identified – often not reported or recorded (AO3). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Marking criteria	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	0	0	Nothing worthy of credit.	6 AO1 = 3 AO2 = 3
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10	To what extent is the criminal justice system an effective form of social control? In your answer, use examples drawn from your society or any society you know about. <table border="1" data-bbox="320 577 1217 2045"> <thead> <tr> <th data-bbox="320 577 454 645">Level</th><th data-bbox="454 577 588 645">Marks</th><th data-bbox="588 577 1217 645">Marking criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="320 645 454 1249">4</td><td data-bbox="454 645 588 1249">7 – 8</td><td data-bbox="588 645 1217 1249"> Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3). </td></tr> <tr> <td data-bbox="320 1249 454 1854">3</td><td data-bbox="454 1249 588 1854">5 – 6</td><td data-bbox="588 1249 1217 1854"> Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3). </td></tr> <tr> <td data-bbox="320 1854 454 2045">2</td><td data-bbox="454 1854 588 2045">3 – 4</td><td data-bbox="588 1854 1217 2045"> Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). </td></tr> </tbody> </table>	Level	Marks	Marking criteria	4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).	3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).	2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1).	8 AO1 = 2 AO2 = 3 AO3 = 3
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0	0	Nothing worthy of credit.

Indicative Content:

AO1

- agencies of formal control
- functionalists
- Marxists
- interactionists.

AO2

- agencies of formal social control – how they control deviant and criminal behaviour
- functionalism eg prisons enforce dominant norms and values of society by publicly punishing those that deviate from the norm
- Marxism – the criminal justice system is overly punitive towards working-class crimes and does not punish the crimes of the powerful to same extent
- interactionism eg certain groups in society – the poor and ethnic minorities – are more likely to be in treated negatively because they are criminalised through negative labelling.

AO3
Analysis and evaluation of:

	• the effectiveness of the criminal justice system. • functionalism as it relates to the effectiveness of the criminal justice system. • Marxism as it relates to the effectiveness of the criminal justice system. • interactionism as it relates to the effectiveness of the criminal justice system. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
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Section C
Research methods

Question	Answer	Total marks
11	Define what is meant by ‘qualitative data.’ 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: • data in word format (1 mark) that gives detailed information (1 mark) • information concerned with the feelings and meanings (1 mark) which gives rich descriptive data (1 mark). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

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12	Explain the view that observations are a useful research method to use for sociological investigations. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 – 6</td><td> Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3). </td></tr> <tr> <td>1</td><td>1 – 2</td><td> Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3). </td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content: - qualitative data can be gathered (AO1); which gives a detailed insight into the topic being researched (AO3) - validity (AO1); as observations allow the researcher to see behaviour for themselves, the findings are more likely to be valid (AO3) - observations allow direct observation of actions and events (AO1); allowing a greater understanding of the topic to be investigated (AO3) - the researcher gains first-hand knowledge of the group being studied (AO1) gaining more detailed and valid data (AO3) - it may be the only possible research method (AO1); e.g. it may be difficult to investigate criminal and deviant behaviour by using methods like interviews and questionnaires (AO3)	Level	Marks	Marking criteria	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	0	0	Nothing worthy of credit.	6 AO1 = 3 AO3 = 3
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2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).															
1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).															
0	0	Nothing worthy of credit.															

	people can be studied in their normal environment over a period of time (AO1); rather than in an artificial environment and ‘snapshot’ context of a questionnaire or interview (AO3). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
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Question	Answer	Total marks												
13	To what extent are secondary sources of data important in sociological research? <table> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> <tr> <td>4</td><td>7 – 8</td><td> Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3). </td></tr> <tr> <td>3</td><td>5 – 6</td><td> Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to the issues raised by the question which is implicit to the issues raised by the question </td></tr> </table>	Level	Marks	Marking criteria	4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).	3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).	2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to the issues raised by the question which is implicit to the issues raised by the question	8 AO1 = 2 AO2 = 3 AO3 = 3
Level	Marks	Marking criteria												
4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).												
3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).												
2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to the issues raised by the question which is implicit to the issues raised by the question												

				and/or often containing inaccuracies or omissions (AO2). Partial analysis and evaluation of the relevant concepts, evidence and methods but lacking in appropriate development. Judgements and conclusions – where present - are unsupported (AO3).		
		1	1 – 2	Limited evidence of relevant knowledge and understanding of concepts, evidence and methods, or use of specialist terms (AO1). Little or no application of societal examples and relevant concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions are present (AO2). Little or no attempt at analysis and evaluation of the relevant concepts, evidence and methods (AO3).		
		0	0	Nothing worthy of credit.		
Indicative content: AO1 • may be the only source available • often readily available and cheap • often cover a long timespan • allow for comparisons to be made • can provide useful background material for further research • avoid ethical issues. AO2 • secondary sources, e.g. official statistics, may be the only source available on a particular topic • they are often readily available and cheap to use as a lot of data already exists; this saves time and money • they are often comprehensive in coverage, using either large sample, therefore being more likely to be representative, or have used the whole population (e.g. official censuses) • they allow intergroup or international comparisons to be made e.g. between groups in working class and middle classes crime rates between different countries • they can provide useful background material when researchers are deciding what issues should be studied, and can help identify a hypothesis for further investigation						

	• they avoid ethical issues, as they have already been conducted and are unlikely to cause harm to individuals. AO3 Analysis and evaluation of: • the importance of secondary sources of data in comparison to other data that is available • the availability of existing data • the representativeness of secondary data • the usefulness of secondary data as a means of comparison • the usefulness of secondary data in developing hypotheses for further investigations • the usefulness of secondary data in avoiding ethical issues. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
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