

INTERNATIONAL AS SOCIOLOGY SCL2

Unit 2 Exploring Sociology

Mark scheme

Specimen

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.

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Section A

Socialisation and social control

Question	Marking guidance	Total marks
1	<p>Define what is meant by ‘peer group’.</p> <p>2 marks: Accurate and precise definition of peer group, including a clear characteristic, e.g. a group of people who share similar interests.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail, e.g. a group of pupils.</p> <p>0 marks: No relevant points</p> <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance	Total marks
2	<p>Outline one way in which religion may be the basis for social protest.</p> <p>2 marks: Clear and accurate outline of a valid way, including a key detail, e.g. the values of a particular religion may give moral legitimacy to a protest group.</p> <p>1 mark: Partial or underdeveloped outline, showing some understanding but lacking clarity of detail, e.g. reference to an example such as the civil rights movement in the USA.</p> <p>0 marks: No relevant points.</p> <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance	Total marks
3	<p>Identify and briefly explain two reasons why anti-school subcultures may be created in schools.</p> <p>1 mark for each of two ways identified.</p> <p>+1 mark for each way that is briefly explained.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • response to racialised teacher expectations (1 mark); this can lead to the alienation of affected groups. (+ 1 mark) • as reaction to labelling (1 mark); negatively labelled pupils react against the authority of teachers. (+ 1 mark) • streaming (1 mark); leads to polarisation of school subcultures including anti-school subcultures. (+ 1 mark) • habitus of the school (1 mark); conflicts with the habitus of the home background. (+ 1 mark) • some people may feel that they do not need school qualifications (1 mark); leads to a reaction against being made to study (+ 1 mark). <p>0 marks: No relevant points</p> <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	<p>4</p> <p>AO1 = 2 AO3 = 2</p>

Question	Marking guidance	Total marks
4	<p>Identify and briefly explain two ways in which socialisation may take place in schools.</p> <p>1 mark for each of two ways identified.</p> <p>+1 mark for each way that is briefly explained.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • school acts as a bridge between family and wider society (1 mark); school as society in miniature (+1 mark) • pupils are socialised into accepting role allocation/meritocracy (1 mark); accepting inequality as fair (+1 mark) • hidden curriculum (1 mark); indirectly taught lessons in behaviour/values etc (+1 mark) • ideological state apparatus (1 mark); maintains the rule of the bourgeoisie by controlling ideas (+1 mark) • correspondence principle (1 mark); school mirrors the workplace (+1 mark). <p>0 marks: No relevant points</p> <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	<p>4</p> <p>AO1 = 2 AO3 = 2</p>

Question	Marking guidance			Total marks
5	Explain Marxist views of the role of punishment in society.			8
	Level	Marks	Level descriptors	AO1 = 4 AO3 = 4
	4	7-8	Comprehensive and detailed knowledge of the issue in the question, showing clear understanding of key concepts (AO1). Well-developed analysis which is supported and directed to the issue in the question (AO3).	
	3	5-6	Reasonable knowledge of the issue in the question, showing some understanding of key concepts but lacking clarity of detail or depth in places (AO1). Relevant analysis, but not fully developed or lacking depth in places (AO3).	
	2	3-4	Some knowledge of the issue in the question, showing limited depth. May state or identify key concepts with little development (AO1). Some attempt at analysis, but it may be vague or generalised (AO3).	
	1	1-2	Limited knowledge, with minimal reference to the issue in the question or understanding of key concepts (AO1). Little or no analysis (AO3).	
		0	No relevant knowledge, understanding or analysis.	
	<p>Possible answers include:</p> <ul style="list-style-type: none"> • social class control in capitalist society • repressive state apparatus (RSA) • protecting private property • nature of punishment determined by economic factors • selective enforcement of laws reflecting social class inequality • mass incarceration. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>			

Question	Marking guidance			Total marks
6	Evaluate sociological explanations of the nature and role of socialisation in society.			20 AO1 = 6 AO2 = 7 AO3 = 7
	In your answer, use examples drawn from your society or any society you know about.			
	Level	Marks	Marking criteria	
	4	16-20	Comprehensive and detailed knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1). Well-developed application and interpretation of societal examples. Clear and consistent links are made to the question and supported (AO2). Critical and sustained evaluation with strong analysis of perspectives and effective comparison of arguments, leading to well-reasoned and justified judgements (AO3).	
	3	11-15	Reasonable knowledge and understanding of sociological theories, studies, concepts and/or perspectives, covering most key ideas in good depth (AO1). Relevant application and interpretation with good use of societal examples, though some points may lack depth, precision or direct links to the question (AO2). Mostly developed evaluation and analysis, considering multiple viewpoints. Evaluation may show less depth or support in places, leading to judgements that may show imbalance (AO3).	
	2	6-10	Some knowledge and understanding of sociological theories, studies, concepts and/or perspectives, showing some depth (AO1). Some relevant application and interpretation, with some use of societal examples to support points which may be brief or only partially developed (AO2). Evaluation and analysis are attempted but lack depth, balance, or a strong argument (AO3).	
1	1-5	Limited knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1). Limited application and interpretation. Little to no use of relevant societal examples to support points which may be vague or generalised (AO2). Little to no evaluation and/or analysis. Mostly descriptive, with little critical assessment or exploration of alternative perspectives (AO3).		
0	0	Nothing worthy of credit		

	<p>Possible answers include:</p> <ul style="list-style-type: none"> • functionalism; particularistic and universalistic values, primary and secondary socialisation, social integration, shared values • Marxism; social control, ideological state apparatus (ISA), correspondence principle • feminism; gender role socialisation, reproduction of patriarchy • interactionism; looking-glass self, symbolic interaction, presentation of self, impression management • structuration theory; structure and action. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	
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Section B**Research methods and theory**

Question	Marking guidance			Total marks
7	Evaluate the limitations of using participant observation in sociological research.			20
	Level	Marks	Marking criteria	AO1 = 6 AO2 = 7 AO3 = 7
	4	16-20	<p>Comprehensive and detailed knowledge and understanding of sociological methods, studies, concepts and/or perspectives (AO1).</p> <p>Well-developed application and interpretation of concepts and examples. Clear and consistent links are made to the question and supported (AO2).</p> <p>Critical and sustained evaluation with strong analysis of perspectives and effective comparison of arguments, leading to well-reasoned and justified judgements (AO3).</p>	
	3	11-15	<p>Reasonable knowledge and understanding of sociological methods, studies, concepts and/or perspectives, covering most key ideas in good depth (AO1).</p> <p>Relevant application and interpretation with good use of examples, though some points may lack depth, precision or direct links to the question (AO2).</p> <p>Developed evaluation and analysis, considering multiple viewpoints. Evaluation may be less developed in places, leading to judgements that may show imbalance (AO3).</p>	
	2	6-10	<p>Some knowledge and understanding of sociological methods, studies, concepts and/or perspectives, showing some depth (AO1).</p> <p>Some relevant application and interpretation, with some use of examples to support points which may be brief or only partially developed (AO2).</p> <p>Evaluation and analysis are attempted but lacks depth, balance, or a strong argument. Tendency to juxtapose limitations and strengths of the method (AO3).</p>	
	1	1-5	<p>Limited knowledge and understanding of sociological methods, studies, concepts and/or perspectives (AO1).</p> <p>Limited application and interpretation. Little to no use of relevant examples to support points which may be vague or generalised (AO2).</p>	

		Little to no evaluation and/or analysis. Mostly descriptive, with little critical assessment or exploration of alternative perspectives (AO3).
0	0	Nothing worthy of credit

Possible answers include:

- covert – overt participant observation
- difficulties in getting in, staying in, getting out
- problems of acceptance and access
- difficulties in recording data
- observer bias/lack of objectivity
- time consuming
- lack of reliability
- lack of representativeness
- validity reduced by the Hawthorne Effect
- personal characteristics of observers may affect behaviour of those being studied
- participant observation as an interpretivist approach.

Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.