

INTERNATIONAL A-LEVEL **SOCIOLOGY**

SCL5

Unit 5 People and technology

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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Question	Marking guidance	Total marks
1	<p>Outline one way mass transport has affected how people live.</p> <p>2 marks: Clear and accurate outline of a valid way, including a key detail, e.g. the expansion of railway networks enables people to live in suburban areas while working in cities.</p> <p>1 mark: Partial or underdeveloped outline, showing some understanding but lacking clarity of detail e.g. trains and buses help people travel longer distances.</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	Explain the Marxist view on the role of traditional media 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"> media as a tool of ideological control; e.g. news outlets owned by wealthy elites present stories in ways that protect their interests creation of false consciousness; e.g. entertainment programmes distract audiences from social inequality concentration of media ownership; e.g. a small number of corporations control television, newspapers, and online platforms, shaping public opinion promotion of consumerism; eg. advertising encourages people to buy unnecessary products, fuelling profits for capitalist businesses support for the capitalist economy; e.g. media glorifies wealth and success, encouraging acceptance of capitalist values marginalisation of dissenting views; critical voices against government or corporations may receive little coverage. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>				

Question	Marking guidance			Total marks
3	<p>Evaluate the extent to which artificial intelligence is transforming the nature of work.</p> <p>In your answer, use examples drawn from your society or any society you know about.</p>			<p>20</p> <p>AO1 = 6 AO2 = 7 AO3 = 7</p>
	Level	Marks	Marking criteria	
	4	16-20	<p>Comprehensive and detailed knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Well-developed application and interpretation of societal 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 theories, studies, concepts and/or perspectives, covering most key ideas in good depth (AO1).</p> <p>Relevant application and interpretation with good use of societal examples, though some points may lack depth, precision or direct links to the question (AO2).</p> <p>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).</p>	
	2	6-10	<p>Some knowledge and understanding of sociological theories, studies, concepts and/or perspectives, showing some depth (AO1).</p> <p>Some relevant application and interpretation, with some use of societal examples to support points which may be brief or only partially developed (AO2).</p> <p>Evaluation and analysis are attempted but lack depth, balance, or a strong argument (AO3).</p>	
	1	1-5	<p>Limited knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Limited application and interpretation. Little to no use of relevant societal examples to support points which may be vague or generalised (AO2).</p> <p>Little to no evaluation and/or analysis. Mostly descriptive, with little critical assessment or exploration of alternative perspectives (AO3).</p>	
	0	0	Nothing worthy of credit	

	<p>Possible answers include:</p> <ul style="list-style-type: none"> • different types and uses of artificial intelligence • algorithms • deskilling • unemployment • automation • creation of new job opportunities • changes to professional work • social inequalities • intersections of race, gender, and class in AI systems • inequality and discrimination in AI application • growth of remote and gig work • increased workplace surveillance • global competition for work • ethical and bias concerns. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	
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Question	Marking guidance			Total marks
4	<p>Evaluate the impact of social media on mental health.</p> <p>In your answer, use examples drawn from your society or any society you know about.</p>			<p>20</p> <p>AO1 = 6 AO2 = 7 AO3 = 7</p>
	Level	Marks	Marking criteria	
	4	16-20	<p>Comprehensive and detailed knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Well-developed application and interpretation of societal 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 theories, studies, concepts and/or perspectives, covering most key ideas in good depth (AO1).</p> <p>Relevant application and interpretation with good use of societal examples, though some points may lack depth, precision or direct links to the question (AO2).</p> <p>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).</p>	
	2	6-10	<p>Some knowledge and understanding of sociological theories, studies, concepts and/or perspectives, showing some depth (AO1).</p> <p>Some relevant application and interpretation, with some use of societal examples to support points which may be brief or only partially developed (AO2).</p> <p>Evaluation and analysis are attempted but lack depth, balance, or a strong argument (AO3).</p>	
	1	1-5	<p>Limited knowledge and understanding of sociological theories, studies, concepts and/or perspectives (AO1).</p> <p>Limited application and interpretation. Little to no use of relevant societal examples to support points which may be vague or generalised (AO2).</p> <p>Little to no evaluation and/or analysis. Mostly descriptive, with little critical assessment or exploration of alternative perspectives (AO3).</p>	
	0	0	Nothing worthy of credit	

	<p>Possible answers include:</p> <ul style="list-style-type: none"> • increased social connection and support; e.g. online groups and communities offering peer advice for anxiety or depression; pluralists argue this empowers individuals by giving them choice and access to support • exposure to cyberbullying; e.g. harassment on messaging platforms or public comment threads; can cause anxiety and low self-esteem, particularly among young people • access to mental health resources; e.g. awareness campaigns or online therapy services promoted via social media; however, quality and regulation of information may vary widely • negative body image and self-esteem issues; e.g. constant comparison to edited images on Instagram; feminists like McRobbie note how media reinforces unrealistic beauty standards, particularly for women and girls • increased screen time and sleep disruption; e.g. late-night scrolling affecting sleep quality, which in turn affects emotional well-being; some evidence suggests digital well-being tools can help mitigate these effects • addictive behaviours; e.g. compulsive checking of notifications; turkle's work suggests overreliance on online interaction can reduce meaningful offline connections • greater voice for marginalised groups; e.g. activism and sharing personal stories about mental health stigma; this can reduce stigma but may also expose individuals to trolling or online harassment. <p>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</p>	
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