

INTERNATIONAL GCSE **SOCIOLOGY**

9292/1

Paper 1 Introducing 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
Families

Question	Answer	Total marks
01	Define what is meant by ‘extended family’. 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: - three generations of the same family (1 mark) including grandparents, aunts, uncles, and others in addition to parents and children (1 mark). - a large family grouping (1 mark) who live close together and support each other (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 ‘triple shift’. 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: - jobs completed by women within the family (1 mark) including paid work, unpaid domestic work and emotional work (1 mark). - women are disproportionately responsible for work within the family (1 mark) involving paid work, unpaid domestic work and emotional support (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 functions of the family. One mark for each function identified and one additional mark for an appropriate brief explanation of that function. A maximum of two marks for each function identified. Indicative content: • primary socialisation of children (AO1); teaching them the norms and values of the society they live in (AO3) • economic function (AO1); adult family members provide shelter, food and money for their children; this also helps to maintain the economy (AO3) • reproductive function (AO1); society requires new members to ensure the continuation of society and this generally occurs within a family context (AO3) • stabilisation of adult personality (AO1); family relieves stresses of modern day living – ‘warm bath theory’ (AO3) • families support capitalism (AO1); families provide unpaid labour by reproducing and socialising the next generation of workers (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 male and female roles within the family are unequal. <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: - inequalities in the division of domestic labour (AO1); women still perform the majority of the domestic tasks around the home, even when they have paid jobs themselves (AO3) - inequalities in the division of childcare (AO1); women still perform the majority of the childcare, even when they have paid jobs themselves (AO3) - segregated conjugal roles (AO1); partners have clearly separate roles which can lead to inequalities (AO3) - decision making (AO1); while some decisions within the family are taken jointly, very few are taken by women alone, as opposed to men	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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	alone; women are less likely than men to have the final say on the important decisions in the family (AO3) • emotional side of family life (AO1); women take the major responsibility for emotional side of family life, taking on the expressive role (AO3) • dual burden/triple shift (AO1); female partners may have major responsibility for two or three jobs or roles; dual burden (paid employment and domestic labour) or triple shift (paid employment, domestic labour and childcare (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												
05	To what extent does family diversity exist?	8												
	In your answer, use examples drawn from your society or any society you know about.	AO1 = 2												
		AO2 = 3												
		AO3 = 3												
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	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: - different types of families - how family forms differ within the global context - changing family structures – patterns and trends based on official statistics - cultural and ethnic diversity - life cycle diversity - cultural social attitudes. AO2: - the range of family types that exist – lone parents, reconstituted, extended, nuclear, same-sex, beanpole families - comparisons between different cultures and societies - statistical differences between the percentage of each family form, and over time - family diversity based on different ethnic groups e.g. the relatively high percentage of extended families found within the British Asian community - the way families change through life e.g. as partners have children, as children grow older and leave home, as partners separate and form new relationships, as people retire etc - increasing family diversity due to changes in social attitudes to divorce and legal changes linked to same-sex marriage.					

	AO3: Analysis and evaluation of: • different types of families • cross-cultural comparisons • quantitative data and official statistics on the amount of each family form in the society discussed • different types of families amongst different ethnic groups • different types of families as they change throughout life • the changing social attitudes as a significant factor. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
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Section B
Education

Question	Answer	Total marks
06	Define what is meant by ‘secondary education’. 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: • schooling for older children (1 mark) with an appropriate example, e.g. 11- 18 year olds, focus on examinations (1 mark) • serves as a bridge to higher education or vocational training (1 mark) to prepare young people for work (1 mark) • the stage of education between primary education and higher education (1 mark) and provides knowledge and skill necessary for further study (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 an ‘anti-school subculture’. 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: • a group that exists in school organised around a distinctive set of values, attitudes and behaviour (1 mark) which are opposed to the values of the school (1 mark). An example may be given • a group that exists in school which has a distinctive set of values, attitudes and behaviour (1 mark) which sets themselves apart from the wider school community (1 mark) • a group that exists in school organised around a set of values, attitudes and behaviour (1 mark) with an appropriate example, e.g. the boys in Willis’s study <i>Learning to Labour</i> (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 ways in which teacher expectations may affect how well an individual achieves in school. One mark for each way identified and one additional mark for an appropriate brief explanation of that way. A maximum of two marks for each way identified. Indicative content: - labelling (AO1); labels are given to pupils who are then treated according to the label; this can affect how they view their abilities and may underachieve (AO3) - self- fulfilling prophecy (AO1); labels given to pupils can lead to the self-fulfilling prophecy which affects how they view their abilities and may lead to underachievement (AO3) - stereotyping (AO1); some individuals/groups in school may be stereotyped by the teacher and this can affect how well they achieve in school (AO3) - racism (AO1); intentional or unintentional discrimination may affect how well individuals achieve in school (AO3) - language (AO1); the language used by the teacher may negatively affect some individuals who cannot understand the language (not the individual's first language or elaborate/restricted code) which may affect how well they achieve in school (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 the view that schools are similar to the workplace. <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: - correspondence principle (AO1); how schools mirror the workplace. Appropriate examples may be given, e.g. wearing uniform, punctuality, respecting authority, school rules (AO3) - punctuality (AO1); need to be on time in school or face consequences such as. detention and need to be on time for work or face consequences (AO3) - respect authority (AO1); need to show respect for authority in school or face consequences e.g. detention and need to show respect for manager at work or face consequences (AO3) - obedience (AO1); sitting quietly, following instructions in school, following orders from manager at work (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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	• routine (AO1); arriving at lessons on time, completing homework by deadlines and arriving at work on time and meeting deadlines (AO3) • external rewards (AO1); grades in examinations and pay and promotions at work (AO3) • competition (AO1); encouraged by sport etc in schools and in finding jobs and getting promotion at work (AO3) • hierarchy (AO1); people with different levels of responsibilities, roles and authority in schools and at work (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												
10	To what extent is the education system meritocratic? In your answer, use examples drawn from your society or any society you know about. <table border="1" data-bbox="320 512 1217 2054"> <thead> <tr> <th data-bbox="320 512 454 584">Level</th><th data-bbox="454 512 588 584">Marks</th><th data-bbox="588 512 1217 584">Marking criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="320 584 454 1189">4</td><td data-bbox="454 584 588 1189">7 – 8</td><td data-bbox="588 584 1217 1189"> 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 1189 454 1794">3</td><td data-bbox="454 1189 588 1794">5 – 6</td><td data-bbox="588 1189 1217 1794"> 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 1794 454 2054">2</td><td data-bbox="454 1794 588 2054">3 – 4</td><td data-bbox="588 1794 1217 2054"> 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 </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	8 AO1 = 2 AO2 = 3 AO3 = 3
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	0	0	Nothing worthy of credit.		
Indicative Content: AO1 • meritocracy • functionalism • Marxism • feminism. AO2 • functionalism eg a meritocratic system rewards an individual for their hard work and talent eg through educational attainment • Marxism eg society is not meritocratic, in that an individual's social status is related to their social class • feminism eg society is not meritocratic, in that patriarchy ensures that men have better life chances than women. AO3 Analysis and evaluation of: • functionalism as it relates to the view that the education system is meritocratic. • Marxism as it relates to the view that the education system is meritocratic. • feminism as it relates to the view that the education system is meritocratic. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.					

Section C
Research methods

Question	Answer	Total marks
11	Define what is meant by ‘official statistics’. 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: - government statistics (1 mark); e.g. crime statistics (1 mark). - statistics produced within a national statistical system (1 mark) which are seen as more reliable (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
12	Identify and briefly explain two advantages of using unstructured interviews to collect data. One mark for each advantage identified and one additional mark for an appropriate brief explanation. A maximum of two marks for each advantage identified. Indicative content: - the flexibility of unstructured interviews as a research method (AO1); allows the researcher to investigate a line of enquiry that may not have been anticipated (AO3). - the quality of the data (AO1); e.g. qualitative data gives more in-depth data (AO3). - response rates are likely to be higher (AO1); unstructured interviews avoid some of the problems with alternative methods of research such as a low response rates from postal questionnaires (AO3). - higher in validity (AO1); unstructured interviews allow a rapport to build between the researcher and respondents which can reveal more valid data (AO3).	4 AO1 = 2 AO3 = 2

Question	Part	Marking guidance	Total marks
13	1	Using the data from Item A, which country had the lowest life expectancy for males and which country had the lowest life expectancy for females? One mark for each accurate identification of each country from the source, up to a maximum of two marks. Males: Chad Females: Nigeria	2 AO2 = 2

Question	Part	Marking guidance	Total marks
13	2	Using the data from Item A, which country had the highest life expectancy for males and which country had the highest life expectancy for females? One mark for each accurate identification of each country from the source, up to a maximum of two marks. Males: Hong Kong Females: Hong Kong	2 AO2 = 2

Question	Part	Marking guidance	Total marks
13	3	Using the data from Item A, identify one country where the difference between male and female life expectancy is greater than five years. One mark for any of the following answers: • Spain • Hong Kong • Japan. Reward only one correct answer.	1 AO2 = 1

Question	Part	Marking guidance	Total marks
13	4	Using the data from Item A, identify one country where the difference between male and female life expectancy is less than two years. One mark for any of the following answers: • Pakistan • Nigeria. Reward only one correct answer.	1 AO2 = 1

Question	Part	Marking guidance	Total marks
13	5	Identify one limitation of the data in Item A. 2 marks: Accurate identification of a limitation, with clear reference to the data. 1 mark: Generic or partial identification of a limitation, showing some understanding but lacking clarity or adequate reference to the data. 0 marks: No relevant points. Indicative content: • data is quantitative and doesn't give reasons for the figures – they do not show the reasons for life expectancy rates • data does not show how life expectancy rates have changed over time • data may have been collected in different ways for different countries. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO2 = 2

Question	Part	Marking guidance	Total marks
13	6	Identify one strength of the data in Item A. 2 marks: Accurate identification of a strength, with clear reference to the data. 1 mark: Generic or partial identification of a limitation, showing some understanding but lacking clarity or adequate reference to the data. 0 marks: No relevant points. Indicative content: • data is from the United Nations, so can be taken as reliable and trustworthy • data is fairly recent (2024); official statistics are often less current than this when published • data allows for comparisons to be made between countries, suggesting areas for further research. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO2 = 2