

OxfordAQA

International GCSE

Sociology (9292)

Example responses – Paper 2 (Additional specimen)

For teaching from September 2026 onwards
For International GCSE exams in May/June 2028 onwards

Contents

The below content table is interactive. You can press the control button click on the title of the question to go directly to that page.

Introduction	3
Example responses	3
Question 1	3
Question 2	5
Question 3	6
Question 4	8
Question 5	10
Question 6	14
Question 7	15
Question 8	16
Question 9	18
Question 10	20
Question 11	24
Question 12	25
Question 13	27

Introduction

This guide includes students' responses to questions from the additional specimen assessment materials for Paper 2.

Example responses

Question 1

0 1

Define what is meant by 'development aid'.

[2 marks]

Mark scheme

01	<p>Define what is meant by 'development aid'.</p> <p>2 marks: Accurate and precise definition, including a clear characteristic.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • support given by governments, international organizations and NGOs (1 mark); e.g to help improve economic and social inequalities in lower income countries. (1 mark) • Types of development aid such as official, private, multilateral (1 mark); e.g. direct payment or donating money through charities, to develop services (1 mark). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO1 = 2</p>
-----------	--	---------------------------------------

Response A

Development aid is a type of aid that involves money which is given out by governments and NGOs to poorer countries to help improve life there it supports them.

Commentary

Response A gives a precise definition of development aid and includes a characteristic by stating that governments and NGOs give money to poorer countries to support them.

2 marks.

Response B

Money for the poor.

Commentary

In contrast, Response B lacks the development of a characteristic which means a partial definition is awarded for stating money is given. **1 mark.**

Question 2

0 2

Define what is meant by 'patriarchy'.

[2 marks]

Mark scheme

Question	Answer	Total marks
02	<p>Define what is meant by 'patriarchy'.</p> <p>2 marks: Accurate and precise definition, including a clear characteristic.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Male dominance over women in society (1 mark) through a range of institutions such as the family (1 mark) • Social system where men have more power than women (1 mark) differences in power in leadership, decision making (1 mark) • Subordination of women (1 mark) disadvantage politically, socially, economically (1 mark). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO1 = 2</p>

Response A

Patriarchy as referred to by feminists a social structure in which men hold more power over women, this means that men rule over women.

Commentary

Response A gives a precise definition of patriarchy and includes a characteristic by stating that it is a social structure of unequal power, the example of men ruling is given to develop the answer. **2 marks.**

Response B

Male dominance over women

Commentary

In contrast, Response B lacks the development of a characteristic which means a partial definition is awarded for stating males have dominance over women. **1 mark.**

Question 3

0 3

Identify and briefly explain **two** factors that may affect social mobility.

[4 marks]

Mark scheme

Question	Answer	Total marks
03	<p>Identify and briefly explain two factors that may affect social mobility.</p> <p>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.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • gender (AO1); even where there are equal opportunity laws, many women continue to experience sexism and are restricted to traditional roles (AO3) • ethnicity (AO1); even where there are laws that should prevent discrimination, some members of ethnic groups live in deprived areas, face language barriers, low levels of educational attainment preventing movement (AO3) • disability (AO1); even where there are equal opportunity laws, disabled people have restricted access to jobs and poor provision of essential services blocking opportunity for movement (AO3) • family background (AO1); in some families there is little movement/encouragement children stay the same as their parents; children are recruited into the same occupations or higher occupations than their parents (AO3) • education (AO1); good access, limited access or no access to education, may seriously affect opportunities to gain qualifications and achieve movement (AO3) • health (AO1); poor health and lack of health care can influence an individual's opportunities in education and employment preventing movement (AO3) • social policies (AO1); policies in some countries may affect levels of social mobility in a society (AO3). • Status systems (AO1) some societies operate open or closed systems, ascribed or achieved ways to gain status which impact social mobility • Development/economic stability (AO1) times of rapid development increase levels of mobility, social mobility can stagnate in challenging economic times (AO3) <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>4</p> <p>AO1 = 2</p> <p>AO3 = 2</p>

Response A

One factor that may affect social mobility is education. It is suggested that education provides a good pathway for social mobility if you achieve well and get good grades then you can get a good job. If you did not do well in education, it would limit your movement.

Another factor that affects social mobility is gender. Women experience discrimination in the workplace and do not get the top jobs. This means it would be hard for a woman to move up the system because of discrimination and unfair treatment.

Commentary

Response A gains both AO1 marks for correctly identifying two different factors which affect social mobility, education and gender. Both factors are explained by the student and have a brief example which is enough to gain the second mark for AO3. **4 marks.**

Response B

One factor that affects social mobility is ascribed status.

Another one education, if you do well at school then you will be able to get a good job and earn lots of money. Education is good for moving up.

Commentary

Response B gains both AO1 marks for correctly identifying two different factors affecting social mobility, ascribed status and education. While education does contain a brief explanation and is enough for the AO3 mark, ascribed status is only stated. This is not enough for the AO3 mark. **3 marks.**

Question 4

0 4

Explain the view the working classes are exploited.

[6 marks]

Mark scheme

Question	Answer																	
04	Explain the view the working classes are exploited.																	
<table border="1"> <thead> <tr> <th data-bbox="405 698 539 766">Level</th> <th data-bbox="539 698 673 766">Marks</th> <th data-bbox="673 698 1299 766">Marking criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 766 539 1088">3</td> <td data-bbox="539 766 673 1088">5 – 6</td> <td data-bbox="673 766 1299 1088"> <p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p> </td> </tr> <tr> <td data-bbox="405 1088 539 1440">2</td> <td data-bbox="539 1088 673 1440">3 – 4</td> <td data-bbox="673 1088 1299 1440"> <p>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).</p> <p>Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).</p> </td> </tr> <tr> <td data-bbox="405 1440 539 1632">1</td> <td data-bbox="539 1440 673 1632">1 – 2</td> <td data-bbox="673 1440 1299 1632"> <p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p> </td> </tr> <tr> <td data-bbox="405 1632 539 1704">0</td> <td data-bbox="539 1632 673 1704">0</td> <td data-bbox="673 1632 1299 1704">Nothing worthy of credit.</td> </tr> </tbody> </table>				Level	Marks	Marking criteria	3	5 – 6	<p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p>	2	3 – 4	<p>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).</p> <p>Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).</p>	1	1 – 2	<p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p>	0	0	Nothing worthy of credit.
Level	Marks	Marking criteria																
3	5 – 6	<p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p>																
2	3 – 4	<p>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).</p> <p>Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).</p>																
1	1 – 2	<p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p>																
0	0	Nothing worthy of credit.																
<p>Indicative content:</p> <ul style="list-style-type: none"> • differences in power held by the bourgeoisie and proletariat (AO1); bourgeoisie ruling class are elite and hold power over how society is organised, rules, norms and values, in comparison the proletariat hold very little power in society (AO3) • exploitation through ownership of means of production, surplus value (AO1); bourgeoisie own the raw materials, land machinery and pay low 																		

	<p>wages, the proletariat only have their labour to sell and do not receive the full value (AO3)</p> <ul style="list-style-type: none"> • exploitation through alienation (AO1); work is routine low skilled and monotonous but needed for wages, proletariat experience helplessness and no autonomy (AO3) • false class consciousness deepening exploitation (AO1); working class cannot see the exploitation they face preventing collective action (AO3). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
--	---

Response A

Marx suggested the working class are exploited because their labor is exploited. The bourgeoisie own the means of production, and they pay the working classes wages. They do not pay them what their work is truly worth. So, the bourgeoisie make lots of profit and the working classes are exploited.

Marxists also believe that the working classes are exploited through the false class consciousness, this means the working class cannot really see the full situation, they do not know they are being exploited, for example they may be happy to have a job and be paid on time so are thankful. But they do not realize the wage is too low. Until they gain class consciousness there will not be a revolution.

Commentary

Response A makes two detailed points which are both outlined in the mark scheme. Both points given are conceptually rich and accurate evidence relating to Marxist beliefs is given to support. Analysis is fully developed through the examples given, including surplus value and collective action AO3. is focused on the question set. **Level 3, 6 marks.**

Response B

The working class are exploited because they have no power. They get paid a really low wage which is not fair. The bosses take all the profit and do not give the working classes enough. The jobs the working classes do are also low skill and they won't get a better job.

Commentary

Response B makes 3 points about working class exploitation which are outlined in the mark scheme displaying reasonable knowledge and understanding. Points are not detailed and they lack depth, for example power is simply stated with no further development. Few concepts are given and they are not fully developed. There is a broad reference of a range of sociological material. Some analysis is shown but it is not always made explicit to the question set. **Level 2, 3 marks.**

Question 5

0	5
---	---

To what extent is ethnicity the most important division in society?

In your answer, use examples drawn from your society or any society you know about.

[8 marks]

Mark scheme

Question	Answer											
05	<p>To what extent is ethnicity the most important division in society?</p> <p>In your answer, use examples drawn from your society or any society you know about.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 15%;">Marks</th> <th style="width: 70%;">Marking criteria</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">7 – 8</td> <td> <p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).</p> </td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5 – 6</td> <td> <p>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).</p> <p>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).</p> <p>Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented,</p> </td> </tr> </tbody> </table>			Level	Marks	Marking criteria	4	7 – 8	<p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).</p>	3	5 – 6	<p>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).</p> <p>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).</p> <p>Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented,</p>
Level	Marks	Marking criteria										
4	7 – 8	<p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).</p>										
3	5 – 6	<p>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).</p> <p>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).</p> <p>Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented,</p>										

		but judgements and conclusions may be indistinct and/or partially developed (AO3).
2	3 – 4	<p>Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1).</p> <p>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).</p> <p>Partial analysis and evaluation of the relevant concepts, evidence and methods but lacking in appropriate development. Judgements and conclusions – where present - are unsupported (AO3).</p>
1	1 – 2	<p>Limited evidence of relevant knowledge and understanding of concepts, evidence and methods, or use of specialist terms (AO1).</p> <p>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).</p> <p>Little or no attempt at analysis and evaluation of the relevant concepts, evidence and methods (AO3).</p>
0	0	Nothing worthy of credit.

Indicative Content:**AO1**

- ethnicity
- gender
- social class
- Racism – divisions in society
- Institutional racism – divisions in society
- Legacies of colonialism and enslavement – divisions in society

AO2

- ethnicity – how ethnicity can influence individuals and society.
- gender – how gender can influence individuals and society.
- social class – how social class can influence individuals and society.

<ul style="list-style-type: none"> • racism eg an individual's social mobility can be affected by racism, stereotypes and prejudice. • institutional racism eg key institutions embed racist practices which block opportunities and life chances. • Legacies of colonialism and enslavement eg societies have deeply rooted ethnic divisions and barriers. <p>AO3 Analysis and evaluation of:</p> <ul style="list-style-type: none"> • the importance of ethnicity as a division in society. • the importance of gender as a division in society. • the importance of social class as a division in society. • assimilation as it relates to the view that ethnic divisions are not as clear as norms and values shift to host culture • multicultural societies mean that ethnic divisions are not as clear • Marxism as it relates to the view that social class is the most important divisions • feminism as it relates to the view that gender is the most important division in society. <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
--

Response A

Ethnicity is the most important division in society because of racism. Racism is present in many societies, and it means that people from ethnic groups get judged, stereotyped and treated differently. For example, in South Africa apartheid meant that black South Africans were treated very unfairly under the apartheid laws. This created ethnic divisions which some argue can still be seen today, meaning for those living in South Africa ethnicity is the cause of the division.

Some societies also have institutional racism; this is where all major institutions have racism embedded into everyday beliefs and practices. For example, In the USA after the death of George Floyd there were accusations the police displayed racist practices. This means there will be ethnic divisions which cause inequality in the criminal justice system, which is very serious.

However, it worth noting that the public reacted badly to police racism like in the case of George Floyd and there is more awareness now in society about institutional racism, lots of changes are made because of this in the police force such as recruitment of police officers from a broader range of backgrounds and ethnicities so things are getting better.

Feminists would argue that ethnicity is not the not the most important division in society and that gender is. All around the world women experience lower life chances are more social inequality than men. For example, in many countries in the world such as Afghanistan girls do not go to school or only go for a few years. In Eritrea women cannot still vote, meaning no power so gender as a division limits human rights.

Commentary

Response A presents detailed knowledge and understanding of a range of AO1 points. A wide range of concepts are applied accurately, and these are fully developed. Application of societal examples are used consistently, and they are focused on the question set. AO3 is

well reasoned and in some places fully developed using concepts. There is a focus on the question set and evidence is used to support arguments and or conclusions made.

Level 4, 8 marks.

Response B

Ethnicity is a big division in society because some groups think they are superior. This links back to when powerful countries were colonising, they took over countries and thought they were better. For the people in those colonised countries the divisions meant poorer life chances.

Ethnicity is a division because of racism; racism means that some groups won't be treated the same. In my country if you are from the biggest ethnic group then you won't experience much racism but if you are from a minority group people are not always nice and they want you to be like them and speak the same language. Language is a big division. Some places are more multi-cultural though, so language is not as important.

Commentary

Response B presents some evidence, relevant knowledge and understanding of the question set, this is not conceptually detailed and is not well developed. There is some application of societal examples, but this remains implicit. AO3 is brief and not fully developed. Evaluations or conclusions made are not supported or developed **Level 2, 3 marks.**

Question 6

0	6
---	---

Define what is meant by 'values'.

[2 marks]

Mark scheme

06	<p>Define what is meant by 'values'.</p> <p>2 marks: Accurate and precise definition, including a clear characteristic.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Shared agreement about behaviour in society (1 mark); e.g. what behaviour is deemed as good or bad (1 mark) • Ideas in society about what is viewed as right and wrong (1 mark); e.g. hurting another human is viewed as wrong (1 mark). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO1 = 2</p>
-----------	--	---------------------------------------

Response A

Values are shared ideas by all in a society to regulate behaviour. They outline what behaviour is viewed as good or bad. Most people agree on what good and bad behaviour is.

Commentary

Response A gives a precise definition of values and includes a characteristic by stating that values are shared by all. **2 marks.**

Response B

Values are like norms.

Commentary

In contrast, Response B lacks the development of a characteristic and gives an incorrect example of norms. **0 marks.**

Question 7

07

Define what is meant by 'cybercrime'.

[2 marks]

Mark scheme

Question	Answer	Total marks
07	<p>Define what is meant by 'cybercrime'.</p> <p>2 marks: Accurate and precise definition, including a clear characteristic.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Crimes committed using technology (1 mark) e.g online, via phones, systems, computers and the internet (1 mark) Digital systems or data are the target or tool of crime (1 mark) e.g hacking and spreading malware (1 mark) Crimes which are hidden or difficult to detect (1 mark) e.g often by organised groups who target vulnerabilities (1 mark). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO1 = 2</p>

Response A

Cybercrimes are those committed with the use of technology and digital devices. For example, hacking is a cybercrime where criminals use tools to hack into digital devices such as emails and other systems.

Commentary

Response A gives a precise definition of cybercrimes and includes a characteristic by stating that they are committed using technology and gives an example of hacking. **2 marks.**

Response B

Hacking

Commentary

In contrast, Response B lacks the development of a characteristic which means a partial definition awarded for stating hacking. **1 mark.**

Question 8

0	8
---	---

Identify and briefly explain **two** aims of punishment in society.

[4 marks]

Mark scheme

Question	Answer	Total marks
08	<p>Identify and briefly explain two aims of punishment in society.</p> <p>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.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> deterrence (AO1); acts or policies which aim to discourage individuals from offending or reoffending (AO3) retribution (AO1); acts or policies which aims to make the offender pay for their criminal actions (AO3) incarceration (AO1); acts or policies which aim to protect the public by removing criminal individuals from society (AO3) rehabilitation (AO1); acts or policies which aim to support the offender with reforms to aid integration back into society and reduce potential reoffending (AO3) restoration (AO1); acts or policies which aim to repair the damage done to victims and provide opportunity for reflection to prevent reoffending (AO3) <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>4</p> <p>AO1 = 2</p> <p>AO3 = 2</p>

Response A

One aim of punishment in society is rehabilitation, this a process whereby the offender develops and grows so they can fit back into society. For example, if an offender did not have a job then education could be part of rehabilitation so they could get a job when they get out of prison and not reoffend.

Another aim of punishment is retribution; this is where the offender must pay for their criminal actions. For example, if you take another person's life you can expect life imprisonment to pay for what you have done.

Commentary

Response A gains both AO1 marks for correctly identifying two different aims of punishment: rehabilitation and retribution. Both aims given by the student have a brief example which is enough to gain the second mark for AO3. **4 marks.**

Response B

One aim of punishment is deterrence, if offenders are punished and other people can see it then it will put them off committing a crime themselves.

Another aim of punishment is restoration; this is putting people in jail so they can't commit crime.

Commentary

Response B gains both AO1 marks for correctly identifying two different aims of punishment, deterrence and restoration. Deterrence has an explanation which is enough to gain the AO3 mark, however restoration has an incorrect explanation so receives no AO3 mark. **3 marks.**

Question 9

09

Explain why it is difficult to detect environmental green crime.

[6 marks]

Mark scheme

Question	Answer		
09	Explain why it is difficult to detect environmental green crime.		
	Level	Marks	Marking criteria
	3	5 – 6	<p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p>
	2	3 – 4	<p>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).</p> <p>Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).</p>
	1	1 – 2	<p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p>
	0	0	Nothing worthy of credit.
	<p>Indicative content:</p> <ul style="list-style-type: none"> not all green crime is detected (AO1); crime is committed undercover by organized groups or the state who keep it hidden (AO3) not all green crime will be reported (AO1); the victim often has no voice meaning no report of criminal activity is made (AO3) differences in world legislation (AO1); legislation differs around the world what is a classed a green crime in one country is not in other (AO3) 		

	<ul style="list-style-type: none"> • issues of morality (AO1); some potential crimes against the environment do not break laws but can be viewed as morally wrong as they cause harm (AO3) • secondary green crime (AO1); these types of crime are not always identified as they do not directly cause harm (AO3). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
--	--

Response A

Green crime is difficult to detect as you cannot always see that it is happening. Crimes against the environment are worldwide, and they are sometimes not visible, for example the trade of illegal/exotic animals or animals' parts are hidden underground in the criminal underworld, poachers do not want to get caught. The pangolin is the most trafficked animal in the world. Their scales are used in medicine in East Asia and as such they are killed for their scales. The pangolin is a protected species, international trade of them is banned yet it still happens because of sale and demand. This is why green crimes are difficult to detect.

Green crime is also difficult to detect because laws are different around the world, so it depends on the laws of a particular country. Take toxic waste for example, under the Basel convention the movement of toxic waste is controlled. Yet rich countries still exploit poorer countries dumping their waste in a country where there is less legislation which is not enforced. This means detecting this type is very challenging.

Commentary

Response A makes two detailed points about green crime which are both outlined in the mark scheme. Both points given are conceptually rich and developed with examples. Analysis is fully developed through the examples given, including the Basel convention and the pangolin. AO3 is focused on the question set. **Level 3, 6 marks.**

Response B

Green crime is difficult to detect because of laws around the world. What is a green crime in one place might not be recognised in another. Also, it's hard to catch the criminals because they do the crimes out of sight. Sometimes powerful people are involved in green crime, so it makes it hard to detect.

Commentary

Response B makes 3 points about green crime which are outlined in the mark scheme displaying basic knowledge and understanding. Points are not detailed and they lack depth, for example there is no development of why crimes are hidden or an example of powerful individuals or companies. Few concepts are given and they are not fully developed. There is little or no analysis. **Level 1, 2 marks.**

Question 10

1 0

To what extent is social control used to maintain ruling class ideology?

In your answer, use examples drawn from your society or any society you know about.

[8 marks]

Mark scheme

Question	Answer											
10	<p>To what extent is social control used to maintain ruling class ideology?</p> <p>In your answer, use examples drawn from your society or any society you know about.</p> <table border="1" data-bbox="405 792 1299 2004"> <thead> <tr> <th data-bbox="405 792 539 860">Level</th> <th data-bbox="539 792 671 860">Marks</th> <th data-bbox="671 792 1299 860">Marking criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 860 539 1435">4</td> <td data-bbox="539 860 671 1435">7 – 8</td> <td data-bbox="671 860 1299 1435"> <p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments supported judgements and evidence-based conclusions. (AO3).</p> </td> </tr> <tr> <td data-bbox="405 1435 539 2004">3</td> <td data-bbox="539 1435 671 2004">5 – 6</td> <td data-bbox="671 1435 1299 2004"> <p>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).</p> <p>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).</p> <p>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).</p> </td> </tr> </tbody> </table>			Level	Marks	Marking criteria	4	7 – 8	<p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments supported judgements and evidence-based conclusions. (AO3).</p>	3	5 – 6	<p>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).</p> <p>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).</p> <p>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).</p>
Level	Marks	Marking criteria										
4	7 – 8	<p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments supported judgements and evidence-based conclusions. (AO3).</p>										
3	5 – 6	<p>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).</p> <p>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).</p> <p>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).</p>										

	2	3 – 4	<p>Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1).</p> <p>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).</p> <p>Partial analysis and evaluation of the relevant concepts, evidence and methods but lacking in appropriate development. Judgements and conclusions – where present - are unsupported (AO3).</p>
	1	1 – 2	<p>Limited evidence of relevant knowledge and understanding of concepts, evidence and methods, or use of specialist terms (AO1).</p> <p>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).</p> <p>Little or no attempt at analysis and evaluation of the relevant concepts, evidence and methods (AO3).</p>
	0	0	Nothing worthy of credit.
<p>Indicative Content:</p> <p>AO1</p> <ul style="list-style-type: none"> • agencies of formal • agencies of informal control • functionalists • Marxists <p>AO2</p> <ul style="list-style-type: none"> • agencies of formal social control – how they socially construct deviant and criminal behaviour as a working-class phenomenon reinforcing ideology • agencies informal social control e.g how ruling class norms and values are passed down through agents of socialization such as in the education system via the hidden curriculum • functionalism e.g law enforcement is beneficial to keep order and is needed for the smooth running of society • Marxism – ruling class legitimizes formal social control through the guise of public safety to maintain ideology 			

<p>AO3 Analysis and evaluation of:</p> <ul style="list-style-type: none"> • the effectiveness of agents of formal social control maintaining ruling class ideology • the effectiveness of agents of informal social control maintaining ruling class ideology • functionalism the balance needed to maintain dominant norms, values and social order for the smooth running of society • Marxism evidence of effectiveness the ruling class have in maintaining control through ideology <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>

Response A

Ruling class ideology is kept in place mainly through both formal and informal social control. Formal social control forces people to obey, whereas informal social control shapes how people think. For example, education is an agent of informal social control because through the hidden curriculum it teaches values like obedience, competition, and meritocracy, encouraging people to believe success comes from hard work rather than social advantage. Passing the ruling class ideology on in a subtle way allows control to be maintained. In North Korea control in education is very strict suppressing ideas which go against the ruling Kim family. Functionalists such as Durkheim would argue against this, instead he viewed the education system as a society in miniature, where students learn the norms and values of their culture. This means society will run smoothly for everybody which is a good thing.

Formal social control also plays a role in maintaining the ruling class ideology. Laws tend to protect private property and business interests, and those laws are created and passed by the ruling class. This protects their assets and controls the masses. The police are an agent of formal social control, and they promote the ruling class ideology because policing often targets working-class or marginalised groups more heavily. This discourages resistance and maintains the existing social order. The police force in Mexico are heavily armed and patrol in armoured vehicles to keep control. However, police brutality across the world has led to much criticism about how marginalized groups are policed, and there is much focus on this with videos being shared on social media. Yet Marxists still think that law enforcement is done selectively under the guise of public safety to maintain ruling class ideology.

Commentary

Response A presents detailed knowledge and in depth understanding of a range of two AO1 points. A wide range of concepts are applied accurately, and these are fully developed. Application of societal examples are used consistently, and they are focused on the question set. AO3 is well reasoned and fully developed using theory and concepts. There is a focus on the question set and evidence is used to support arguments and or conclusions made.
Level 4, 8 marks.

Response B

Social control is good for maintain ruling class ideology because of the police force. The police work for the ruling class and they are there to keep order in society. The police work because in my country they can hurt you if they want so people listen to them. In my country the police are powerful.

Functionalists think that social control is a good thing because everybody will then follow the norms and the values of a society. Social control is for everybody. The family is involved in social control, and they pass down norms and values to their children, but this is not for the ruling class, they do it for their children and so that their children don't break the law.

Commentary

Response B presents some evidence, relevant knowledge and understanding of the question set, this is not conceptually detailed and is not well developed. There is some application of societal examples, but this remains implicit. AO3 lacks development and partial and often unsupported. **Level 2, 4 marks.**

Question 11

1 1

Define what is meant by 'snowball sample'.

[2 marks]

Mark scheme

Question	Answer	Total marks
11	<p>Define what is meant by 'snowball sample.'</p> <p>2 marks: Accurate and precise definition, including a clear characteristic.</p> <p>1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Target population is difficult to access (1 mark) e.g homeless, children, victims, criminal (1 mark) • Use of networks to develop size (1 mark) through contacts and referrals to access the people you need (1 mark). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO1 = 2</p>

Response A

A snowball sample is often used for hard to access groups, it starts off small and then increases in size through contacts being shared.

Commentary

Response A gives a precise definition of a snowball sample and includes a characteristic by stating that it is used for hard-to-reach groups, the example of contacts is given to develop the answer. **2 marks.**

Response B

Starts off being small.

Commentary

In contrast, Response B lacks the development of a characteristic which means a partial definition is awarded for stating it starts off being small. **1 mark.**

Question 12

1 2

Explain the view that questionnaires are a useful research method for sociological investigations.

[6 marks]

Mark scheme

Question	Answer	Total marks															
12	<p>Explain the view that questionnaires are a useful research method to use for sociological investigations.</p> <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> <p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p> </td> </tr> <tr> <td>2</td> <td>3 – 4</td> <td> <p>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).</p> <p>Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).</p> </td> </tr> <tr> <td>1</td> <td>1 – 2</td> <td> <p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p> </td> </tr> <tr> <td>0</td> <td>0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table>	Level	Marks	Marking criteria	3	5 – 6	<p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p>	2	3 – 4	<p>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).</p> <p>Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).</p>	1	1 – 2	<p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p>	0	0	Nothing worthy of credit.	<p>6</p> <p>AO1 = 3</p> <p>AO3 = 3</p>
Level	Marks	Marking criteria															
3	5 – 6	<p>Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1).</p> <p>Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).</p>															
2	3 – 4	<p>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).</p> <p>Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).</p>															
1	1 – 2	<p>Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1).</p> <p>Little or no analysis which is relevant to the question (AO3).</p>															
0	0	Nothing worthy of credit.															

	<p>Indicative content:</p> <ul style="list-style-type: none"> • quantitative data can be gathered (AO1); which shows trends and patterns over time (AO3) • reliability (AO1); as questionnaires have a standardised approach, they can be repeated producing the same or similar results (AO3) • questionnaires allow for large sample sizes (AO1); enabling greater levels of representativeness and generalisability (AO3) • practicality (AO1) questionnaires are quick, easy and cost effective to produce (AO3) • reduction in researcher bias (AO1); e.g. good design procedures that are standardized, researcher has less influence over answers given (AO3) • ethical (AO1); can be sent through the post/ researcher not present during completion so less intrusive for participant (AO3). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	
--	--	--

Response A

Questionnaires are a useful method because they are high in reliability, this means they can be repeated generating the same or similar results. Questionnaires are high in reliability because they mainly use closed questions which generate quantitative data meaning this can be repeated and therefore, they are high in reliability.

Questionnaires are also useful because they are representative, this links to sample size. They can be sent out to large samples especially something like a postal questionnaire, for example a population census. If large sample sizes have been used then it will be representative of the target population, this is useful when trying to solve problems.

Questionnaires are useful because they are more ethical, a researcher does not need to be present when the participants complete them, this is more flexible for the participants and there is no pressure. They are anonymous so this means they are more ethically sound than other methods such as a covert observation.

Commentary

Response A makes a range of detailed points about the usefulness of questionnaires which are outlined in the mark scheme. Points given are conceptually rich and developed with examples. Analysis is fully developed through the examples given, including the census. AO3 is focused on the question set. **Level 3, 6 marks.**

Response B

Questionnaires are useful because they are high in reliability, they are ethical and they are less bias. They can be sent out to lots of people, so they are useful.

Commentary

Response B makes a range of points about questionnaires in a list like fashion. Points are not developed or detailed with concepts. Little or no analysis. **Level 1, 2 marks.**

Question 13

1 3

To what extent are ethics important in sociological research?

[8 marks]

Mark scheme

Question	Answer		
13	To what extent are ethics important in sociological research?		
	Level	Marks	Marking criteria
	4	7 – 8	<p>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).</p> <p>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).</p> <p>Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).</p>
	3	5 – 6	<p>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).</p> <p>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).</p> <p>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).</p>
	2	3 – 4	<p>Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1).</p>

		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**

- ethical guidelines govern research process
- replicability research can be repeated
- protects participants
- protects researcher
- integrity of knowledge

AO2

- ethical codes and guidelines exist; these outline what is and is not acceptable when researching the population and should be adhered to
- if research was ethically sound it can be repeated, aiding the discovery of trends, patterns and comparable data
- protection of participants, e.g from harm, have given consent, confidentiality/anonymity is maintained, participants are treated in a sensitive manner
- protects researcher, e.g researcher not placing themselves in danger, condoning illegal activity
- integrity of knowledge, respect for the discipline, honest and truthful research, follow law such as human rights and data protection
- they avoid ethical issues, as they have already been conducted and are unlikely to cause harm to individuals.

<p>AO3</p> <p>Analysis and evaluation of:</p> <ul style="list-style-type: none"> • the importance of following ethics, examples of research which has breached ethics • the importance of replicability, research is repeated • justification of breach of ethics e.g the only way research could be conducted for some groups such as criminals or elites • minimization, limited deception to gain social benefit • the impact of integrity in sociological research <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
--

Response A

Ethics are important to follow in sociological research because it involves human beings and we must look after them. The researcher has a responsibility to make sure the participants are protected from harm. Harm can be physical or emotional, and the researcher must be careful that no harm takes place otherwise the research cannot be done again, for example in Milgram's study the participants were harmed because they thought they had given out electric shocks and hurt people leaving some of them upset, this is not ethical. If you were studying the victims of domestic violence, you would also need to consider harm as they have been through trauma so you would need to make sure they were supported in the process.

Ethics are important as they also protect the researcher, the researcher should not put themselves in any danger. This can be challenging when studying criminals as you sometimes have to join the criminal group. When the criminals find out that you are researcher you are in danger.

Ethics must be followed because of how it makes sociology look, lots of psychological research was on animals or breached ethics which puts the credibility of the study and the whole subject into question. Sociologists work very hard to conduct research and they want the public to trust in them and their subject so they can continue to research in the future.

However, it is worth noting that sometimes a sociologist has to break ethics as it might be the only way to get the information they need. If you want to do an undercover cover observation, then you cannot gain consent from the participants. Consent is an ethical guideline, and it suggests that it should be as informed as possible. But if you are undercover, you cannot do this. Sociologists do go undercover and they discover good information, so this is still important even if they didn't have consent.

Commentary

Response A presents detailed knowledge and in depth understanding of a range of AO1 points. A wide range of concepts are applied accurately, and these are fully developed. Examples are accurately applied to the question. AO3 is well reasoned and fully developed using and concepts. There is a focus on the question set and evidence is used to support arguments and or conclusions made. There is only one AO3 point, the candidate could have offered a wider range of AO3.

Level 4, 7 marks.

Response B

Ethics in sociology are things like consent, right to be anonymous, right to withdraw and not lying to people. So, this means they are very important and you have to follow them. If you do not follow them, you might be in trouble, or you cannot get your research finished or published. For example, if you wanted to research school children, you would need to be very careful and ask for their permission or their parents' permission. If they didn't want to be part of the study, you would have to let them go. You can also debrief them, so they feel better about taking part.

Commentary

Response B presents some evidence, relevant knowledge and understanding of the question set, this is not conceptually detailed and is not well developed. There is some application of examples, but this remains implicit through researching children. AO3 lacks development and partial and often unsupported. **Level 2, 4 marks.**