

OxfordAQA

International GCSE

Sociology (9292)

Example responses – Paper 1 (Additional specimen)

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

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Introduction

This guide includes students' responses to questions from the additional specimen assessment materials for Paper 1.

Example responses

Question 1

0 1

Define what is meant by 'ageing population'.

[2 marks]

Mark scheme

Question	Answer	Total marks
01	<p>Define what is meant by 'ageing population'.</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"> • higher proportion of the population over 65 (1 mark) compared to younger age groups (1 mark). • Average age of population increases over time (1 mark) due to increase in life expectancy, low birth rates (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

An ageing population is when the average age of the population increases over time, so the main age of the population is older, this can happen due to an increase in life expectancy.

Commentary

Response A gives a precise definition of an ageing population and includes a characteristic by stating that the average age of the population increases over time. **2 marks.**

Response B

This is when most of the population are old.

Commentary

Response B lacks the development of a characteristic which means a partial definition is awarded for most the population are old. **1 mark.**

Question 2

0	2
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Define what is meant by 'commune'.

[2 marks]

Mark scheme

Question	Answer	Total marks
02	<p>Define what is meant by 'commune'.</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"> • Collective living (1 mark) small community of people living together and sharing resources (1 mark). • Norms and values (1 mark) shared ideas about roles, responsibilities and equality surrounding how the commune works (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 commune refers to a group of people living collectively together. They often have roles or share responsibility such as childcare.

Commentary

Response A gives a precise definition of a commune and includes a characteristic by stating that responsibilities are shared in a commune, the example of childcare is given to develop the answer. **2 marks.**

Response B

A commune is people all living together.

Commentary

Response B lacks the development of a characteristic which means a partial definition is awarded for people all living together. **1 mark.**

Question 3

0	3
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Identify and briefly explain **two** types of family diversity.

[4 marks]

Mark scheme

Question	Answer	Total marks
03	<p>Identify and briefly explain two types of family diversity.</p> <p>One mark for each type of family diversity identified and one additional mark for an appropriate brief explanation of that type of diversity. A maximum of two marks for each type of family diversity identified.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Living apart together (AO1); living in a committed partnership as a couple but do not share the same home (AO3) • Pivot or sandwich generation (AO1); generation of adults who simultaneously care for dependent children and ageing parents (AO3) • Reconstituted/blended families (AO1); one or both adults have children from a previous relationship, and those children live with the newly formed couple (AO3) • Beanpole families (AO1); families which are long and thin in structure, several generations alive at the same time (AO3) • Child free couples (AO1); couples who deliberately choose to not have children influenced by personal choice, career, financial or lifestyle preferences (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 type of family diversity is a beanpole family. This is an extended family type which consists of different generations living together. There will be at least three generations which get older, for example grandparents, their children and the children of the parents living under one roof, three generations.

Another type of family diversity is child free couples. This is where a couple are together in a relationship and could be married but they choose not to have any children, this is usually because they are focusing on their careers.

Commentary

Response A gains both AO1 marks for correctly identifying two different types of family diversity, the beanpole family and child free couples/families. Both types of family diversity given by the student have a brief example which is enough to gain the second mark for AO3.
4 marks.

Response B

One type of family diversity is beanpole families. This is where extended members of the family live in the house.

Another one is living apart together, this is where a couple are together in a relationship but they do not live together, they live apart in different homes.

Commentary

Response B gains both AO1 marks for correctly identifying two different types of family diversity, beanpole and living apart together. While living apart together does contain a brief explanation and is enough for the AO3 mark, the brief explanation of beanpole families is not enough to gain the AO3 mark. It could state which members of the extended family are included, which alludes to the 'long and thin' in the indicative content. **3 marks.**

Question 4

0 4

Explain the view that the nuclear family fits modern industrial society.

[6 marks]

Mark scheme

Question	Answer		
04	Explain the view that the nuclear family fits modern industrial society.		
	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"> • Geographical mobility (AO1); smaller size and fewer extended ties mean the family is able to move easily for work opportunities (AO3) • Gender roles (AO1); women still perform the majority of the childcare, men are the breadwinners and go out to work these can be viewed as unequal (AO3) • Emotional support (AO1); close knit family emotional support by women through the stabilization of adult personalities, allowing for a productive male workforce (AO3) 			

	<ul style="list-style-type: none"> • Supports meritocracy (AO1); independence, hard work and qualities needed for social mobility are encouraged producing an obedient workforce (AO3) • education (AO1); socialization of children into the value consensus of society ensuring social order and hierarchy is maintained (AO3) • economic (AO1); both partners have distinct roles the women's expressive role is unpaid housework/raising the next generation of workers, expressive role earns money for the family little financial support is required (AO3). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
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Response A

The nuclear family fits modern industrial society because it has a parent of each gender. This means that little girls have a female role model and can learn how to take on what is traditionally seen as 'the female role'. The female role is the caregiver in the family. Little boys have a male role model and learn how to become a breadwinner. Because they watch their father go out to work. This means children learn their gender roles which is seen as good for society by some.

The nuclear family also performs primary socialization, Parsons believed this is important because it teaches the children norms and values. They need the norms and values so that they follow the rules of society, this is why it fits society best as other families might not be able to get children to follow the rules.

Commentary

Response A makes two detailed and relevant points. Both points given are conceptually rich and an accurate evidence is given to support. While it is not required to refer to sociologists, the response is also supported with reference to Parsons on primary socialization. Analysis is fully developed through the examples given, including the roles of each parent, norms, values and rules. AO3 is focused on the question set. **Level 3, 6 marks.**

Response B

The nuclear family fits best because it does socialization of children. It is also best because it does the economic function, both parents have a job to do, mums stay at home and look after the children. There is also the education function.

Commentary

Response B makes 3 points about the nuclear family which are outlined in the mark scheme displaying reasonable knowledge and understanding. Points are not detailed and they lack depth, for example education 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 drifts into functions of the family and lacks focus on the question set. **Level 2, 3 marks.**

Question 5

0	5
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To what extent are roles between men and women in family unequal?

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

[8 marks]

Mark scheme

05	<p>To what extent are roles between men and women in the family unequal?</p> <p>In your answer, use examples drawn from your society or any society you know about.</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</p>

			<p>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:**

- segregated conjugal roles
- triple shift and dual burden
- patriarchal control
- decision making
- economic factors
- cultural social attitudes

AO2:

- segregated conjugal roles – women take on the expressive role, men take on the instrumental role
- triple shift and dual burden, women perform paid work and the majority of childcare and housework, invisibility of emotional work conducted by women
- patriarchal nature of the family, male domination over women
- decision making in the family, men have more power to make important decisions about family e.g money, women make less important decisions about day-to-day family activity
- women have less economic power which means it is economically more viable for them to perform the housework role
- cultural social attitudes in society e.g traditional societies view women's roles as subordinate to males and well suited to homemaking

<p>AO3: Analysis and evaluation of:</p> <ul style="list-style-type: none"> • symmetrical family • commercialization of housework • increase in working women and women who are head of the household • nature of patriarchal control in the family shifting • role of the father becoming more prominent in society • the changing social attitudes towards stay-at-home dads <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
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Response A

Feminists would argue that roles between men and women in the family are unequal. Feminists believe that women perform the triple shift, this is a combination of paid work, household work with childcare and emotional work. In comparison men conduct paid work which means the balance is unequal. The emotional work is a concern for feminists this is because you cannot see it, for example when children are upset the mother comforts them, if the husband had a bad day at work the wife comforts him. Feminists suggest there is no measurement of this work because we do not always see it, this means the triple shift makes the family an unequal place for women. In my country which is Nigeria lots of women go to work because the family needs the money, but mums are also still doing a lot of work in the family like looking after children.

In contrast the functionalists Willmott and Young do not believe that the family is unequal and that men take an equal role. They used the idea of the symmetrical family to dispute the feminist view. The symmetrical family means that roles of men and women are equal.

Others also argue that roles within the family are not equal because men make important decisions in the family. They have more power due to patriarchy, for example men make decisions about finances or where the family will live. Women make less important ones such as what to have for dinner. In Islamic countries men do hold more power in the family as they are seen as the head of the household and will make more important decisions. However, there is some change in this, women can make important decisions too.

Finally, roles within the family are more equal because in some European cultures there is a growing trend for stay-at-home dads. This is where the dad stays at home and looks after the children. It could be because the woman has a better job or because he wants to. The role of the dad is important. For example, in some European cultures dads are like mums they look after children, interact with them and perform the same role as the mother. This is a cultural shift to focus on fatherhood, and it means many men want to care for their children meaning the family is more equal.

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 mainly used consistently, and they are focused on the question set. AO3 is well reasoned and in some places fully developed using concepts and theory. There is a focus on the question set and evidence is used to support arguments and or conclusions made. **Level 4, 7 marks.**

Response B

In my country roles for men and women in the family are not equal the woman does everything, the cooking, the cleaning, taking care of children and looking after other family members. Men just go out to work, but this is important because they need to earn the money. Not always 100 percent as sometimes women do earn some money but not as much as the man, that's why they do all the housework. In many countries in the world men do have more say in the family because they are in charge of the family, this is way it has been for many years so yes the family is unequal.

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. AOAO3 is brief and not fully developed. Evaluations or conclusions made are not supported or developed **Level 2, 3 marks.**

Question 6

0	6
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Define what is meant by 'hidden curriculum'.

[2 marks]

Mark scheme

Question	Answer	Total marks
06	<p>Define what is meant by 'hidden curriculum'.</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"> unofficial curriculum (1 mark) not written down anywhere but delivered in school implicitly (1 mark) teaches cultural expectations (1 mark) obedience, conformity and hierarchy needed to fit in (1 mark) preparation for the world of work (1 mark) teaches qualities required for the workplace (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

The hidden curriculum is an informal curriculum which is not written down anywhere for you to view. Even though it is not written down anywhere schools teach it to pupils in a subtle way, including the norms and values of a society.

Commentary

Response A gives a precise definition of the hidden curriculum and includes a characteristic by stating that norms and values are delivered in a subtle way. **2 marks.**

Response B

The hidden curriculum is teaching you about work.

Commentary

In contrast, Response B lacks the development of a characteristic which means a partial definition is awarded for teaching you about work. **1 mark.**

Question 7

07

Define what is meant by an 'self-fulfilling prophecy'.

[2 marks]

Mark scheme

Question	Answer	Total marks
07	<p>Define what is meant by an 'self-fulfilling prophecy'.</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"> label applied to a student (1 mark) by a teacher which changes self-perception limiting beliefs, the student becomes the label (1 mark). An example may be given Negative or positive belief or expectation held (1 mark) which can cause the behaviour to become true (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

The self-fulfilling prophecy is linked to labelling and the idea that if a student is labelled they can internalize the label, believe in the label and then they eventually become the label they have been given.

Commentary

Response A gives a precise definition of self-fulfilling prophecy and includes a characteristic by stating that labels are internalized into self-belief. **2 marks.**

Response B

The self-fulfilling prophecy is giving a label.

Commentary

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

Question 8

0	8
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Identify and briefly explain **two** ways in which social class may affect how well an individual achieves in school.

[4 marks]

Mark scheme

Question	Answer	Total marks
08	<p>Identify and briefly explain two ways in which social class may affect how well an individual achieves in school.</p> <p>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.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> labelling (AO1); labels are given to working class pupils based on assumptions who are then treated according to the label; this can affect how they view their abilities and may underachieve (AO3) material deprivation (AO1); working class pupils may lack material resources such as book, computer, quiet place to study which impacts how well they achieve at school (AO3) cultural capital (AO1); middle class parents are more likely to provide enrichment e.g visits to museums, galleries, international travel which supports in schools study, and this can affect achievement in school (AO3) parental attitudes (AO1); middle class parents possess the knowledge, language, attributes and place higher value on educational success which can impact achievement (AO3) location and quality of school (AO1); working class families live in more deprived locations, the quality of some schools in these areas is lower which can be linked with achievement (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 way social class may affect how well a student does in school is through parental attitudes, middle class parents are in a better position to support their children in school because of the value placed on education in more educated families, so, they are more likely to push their children to do well.

A second reason social class may impact how well a student does in school is material deprivation. This is where a student does not have the materials needed to do well in school, for example working class students may not have a computer at home to help with their work.

Commentary

Response A gains both AO1 marks for correctly identifying two different ways in which social class affects how well an individual achieves in school, parental attitudes and material deprivation. Both reasons given by the student have a brief example which is enough to gain the second mark for AO3. **4 marks.**

Response B

One way is not having books, and another way is labels from teachers about social class.

Commentary

AO

Response B gains both AO1 marks for correctly identifying two different ways in which social class may affect an individual's achievement. No AO3 mark has been awarded as there is no development of the reasons. **2 marks.**

Question 9

09

Explain the view that inequalities in education are linked to access in digital education.
[6 marks]

Mark scheme

Question	Answer																	
09	<p>Explain the view that inequalities in education are linked to access in digital education.</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;">3</td> <td style="text-align: center;">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 style="text-align: center;">2</td> <td style="text-align: center;">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 style="text-align: center;">1</td> <td style="text-align: center;">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 style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td>Nothing worthy of credit.</td> </tr> </tbody> </table> <p>Indicative content:</p> <ul style="list-style-type: none"> digital divide (AO1); social class, gender, poverty, global issues and the access of technology to support education, examples can be given (AO3) 			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.																

<ul style="list-style-type: none"> • technology as learning tool (AO1); lack of access to, the internet, Wi-Fi, laptops or tablets, reliable technology, sole use of technology and the link with inequality (AO3) • school resources (AO1); lack of/up to date/sound use of digital learning platforms and digital resources in school to support the development of skills leading to inequality (AO3) • digital support (AO1); educators must have access to digital tools to upskill and effectively support students (AO3) • low income or less developed countries (AO1); may not be able to afford digital learning platform, infrastructure to provide access to digital education such as reliable internet (AO3) • parental attitudes (AO1); middle class parents have better digital literacy skills and can support their children access digital education (AO3) <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
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Response A

Access to digital education is a big cause of inequality, people who do have access to resources do not have good tools to learn it is material deprivation. For example, technology has changed the way students learn and complete their work in school and at home. Young people today are known as digital natives. If a student does not have access to the internet or a computer, they may not be able to do their work as well as a student who does have good internet access and a laptop. They can use these for research and the presentation and structure of work.

Also, those countries who are in poverty will not have as much technology because they cannot afford it to access it, because there is a digital divide. This means there is very little in the way of digital education. Those countries with less money and economic development such as some African countries may not have enough internet infrastructure, so students don't have access to the internet to learn.

Parental attitudes can also help because if the parents can access digital learning they could help their children.

Commentary

Response A makes two relevant and detailed points. Both points given are conceptually rich and developed with examples. There is also a third point about parental attitudes although this remains underdeveloped. Analysis is fully developed through the examples given, including naming technology, the use of it in education and countries which are less developed. AO3 is focused on the question set. **Level 3, 6 marks.**

Response B

Some countries are poor and they might not have the technology for students to access. Some countries are rich and they do. This links to the teachers, if they are from a rich country they know about how to use technology and can help students do it.

Commentary

Response B makes 2 points about digital education 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 poor countries do not have digital access. 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 role allocation carried out fairly in the education system?

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 role allocation carried out fairly in the education system?</p> <p>In your answer, use examples drawn from your society or any society you know about.</p> <table border="1" data-bbox="403 891 1299 1977"> <thead> <tr> <th data-bbox="403 891 539 958">Level</th> <th data-bbox="539 891 671 958">Marks</th> <th data-bbox="671 891 1299 958">Marking criteria</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 958 539 1563">4</td> <td data-bbox="539 958 671 1563">7 – 8</td> <td data-bbox="671 958 1299 1563"> <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="403 1563 539 1977">3</td> <td data-bbox="539 1563 671 1977">5 – 6</td> <td data-bbox="671 1563 1299 1977"> <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> </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>
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>										

			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	<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"> • equality of opportunity • sift and sort to channel for future jobs • functionalism • Marxism <p>AO2</p> <ul style="list-style-type: none"> • National curricula, exams and policies aimed at widening participation • Future occupations are allocated based on what skills and talents pupils possess 			

<ul style="list-style-type: none"> • functionalism eg the right people are needed for jobs based on skill and talent in order for the society to run smoothly • Marxism eg class advantage, cultural capital, hidden curriculum, language <p>A03 Analysis and evaluation of:</p> <ul style="list-style-type: none"> • Bias in national curricula, exams and failure of policies • Barriers working class pupils face in equality of opportunity • Marxism as it relates to the view that in the education system role allocation has a class advantage • functionalism as it relates to the view that role allocation is functional the education system is meritocratic. <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>
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Response A

Role allocation is done fairly in the education system because of the equality of opportunity. This means that all students have to same chances as others. For example, in Singapore there is a national curriculum which all students follow, so each student studies the same thing, for example maths and science. This means everybody has the opportunity to be allocated a role within the same curriculum. If the role you are allocated is linked to maths then that is fair because all students have been able to study maths within the national curriculum. This can be evaluated by looking at sets and streaming, in Singapore they also test students based on ability, so if you were not very good at maths you would be placed in bottom set and you might not study the same things as the student in the top set. In the bottom set you might not make as much progress or get stuck and are not given the opportunity to move back up. Therefore a maths role is more likely to be allocated to a student in the top set which is not fair.

Functionalist sociologists argue that when role allocation is done fairly, the education system works out what students are good and allocates them a role based on these skills and talents. This means the best people get the best jobs and society runs smoothly. This is fair because all students get the chance to develop skills at school for example if you like art you can study art. However not all students get the chance to develop their skill, in South Sudan girls do not always go to school because of war and poverty this means girls roles are not based on skill and talent, and girls don't get the same opportunity.

Finally, functionalists believe that the education system is meritocratic, this means you get out what you put in. If you work hard and have good attendance, then you will get a good grade and good job. This means roles are allocated fairly because they are based on hard work and effort. However, in China a high percentage of students are in private education and they do much better than those in state schools, so it doesn't matter how hard a student works they still won't get a good role because they are allocated to those who have been to private school.

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 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

Roles are not allocated fairly because of social class. The Marxists say it is who you know not what you know that is important. Roles are allocated through a network of who you know which is not fair. Functionalist disagree, like Parsons who says if you work hard in school you can do well and have a good role. In my country I work hard, and I am doing my GCSE exams now and will get a good job.

Role allocation is fair because everybody gets the chance to go to school, in my country school is free. There are some paid schools but most people go to free school. This means that you can get an education and get the role you want. If you want to be a doctor you can, you have to study biology and medicine and you will be allocated that role.

Marxists say roles are not allocated fairly because of the hidden curriculum, this is where the school teaches norms and values which you can't find written down anywhere. Examples of hidden curriculum are, being on time and wearing your uniform, this isn't about role allocation it's about making sure working class people are ready for work. The role working class students get is to accept their boss's rule.

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 displays more detail than AO1 but still lacks conceptual detail and examples. Evaluations or conclusions made are not supported or developed **Level 3, 5 marks.**

Question 11

1 1

Define what is meant by 'primary data'.

[2 marks]

Mark scheme

Question	Answer
11	<p>Define what is meant by 'primary data'.</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"> • data collected first hand (1 mark); e.g by the researcher for their own study (1 mark). • methods of primary data collection (1 mark) interviews, observations and questionnaires (1 mark). <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>

Response A

Primary data is collected firsthand by the researchers themselves. The data has been collected by the sociologist who completed the research.

Commentary

Response A gives a precise definition of primary data and includes a characteristic by stating that it is first-hand, the example of the sociologists' own research is given to develop the answer. **2 marks.**

Response B

Primary data is an observation.

Commentary

In contrast, Response B lacks the development of a characteristic which means this is a partial definition of a primary data, giving a method of primary data collection. **1 mark.**

Question 12

1	2
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Identify and briefly explain **two** advantages of using longitudinal studies to collect data.

[4 marks]

Mark scheme

Question	Answer
12	<p>Identify and briefly explain two advantages of using longitudinal studies to collect data.</p> <p>One mark for each advantage identified and one additional mark for an appropriate brief explanation. A maximum of two marks for each advantage identified.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • shows change over time (AO1); follows groups over long periods of time allowing insight into change over time which a one-off study would not achieve (AO3). • More detailed data (AO1); e.g. gives richer and more in-depth data about people's experiences (AO3). • cause and effect (AO1); by researching over time causality is more likely to be determined (AO3). • higher in validity (AO1); extended time allows for a rapport to build between the researcher and respondents which can reveal more valid data (AO3). • Researcher bias (AO1) data is collected in real time as events happen which helps to reduce recall issues and reduces bias (AO3)

Response A

One advantage of longitudinal studies is that they are high in validity. This is because they are done over a long period of time, often more than two years. Researching over a long period of time means you will know your participants, and they are more likely to be truthful with you, so it is true to life. Another advantage is that you can compare patterns and trends over time to see if there have been any changes, you could ask the same questions 5 years later to see if it's changed.

Commentary

Response A gains both AO1 marks for correctly identifying two different advantages of longitudinal studies, validity and trends and patterns over time. Both advantages given by the student have a brief example which is enough to gain the second mark for AO3. **4 marks.**

Response B

One advantage of longitudinal studies is that they are true to life. Another advantage shows results over time, if you just did one interview you would not see if there were any changes but if you did more over time you would.

Commentary

Response B gains both AO1 marks for correctly identifying two different advantages of longitudinal studies, patterns and trends and validity. There is a brief explanation of patterns and trends which is enough for the AO3 mark. The 'true to life' does not explain the concept of validity well enough for the AO3. **3 marks.**

Question 13.1

1 3 . 1 Using the data from **Item A**, which two years had the **lowest** fertility rates? **[2 marks]**

Year _____

Year _____

Mark scheme

Question	Part	Marking guidance	Total marks
13	1	<p>Using the data from Item A, which two years had the lowest fertility rates?</p> <p>One mark for each accurate identification of each year from the source, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Year 2023 • Year 2022 	<p>2</p> <p>AO2 = 2</p>

Response A

2022

2023

Commentary

Response A has two correct years identified. **2 marks.**

Response B

2021

2022

Commentary

Response B has only one correct year identified. **1 mark.**

Question 13.2

1 3 . 2 Using the data from **Item A**, which two years had the **highest** fertility rates? **[2 marks]**

Year _____

Year _____

Mark scheme

Question	Part	Marking guidance	Total marks
13	2	<p>Using the data from Item A, which two years had the highest fertility rates?</p> <p>One mark for each accurate identification of each year from the source, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Year 2012 • Year 2009 	<p>2</p> <p>AO2 = 2</p>

Response A

2012

2009

Commentary

Response A has two correct years identified. **2 marks.**

Response B

2012

2010

Commentary

Response B has only one correct year identified. **1 mark.**

Question 13.3

13.3

Using the data from **Item A**, identify the year in which the fertility rate is lower than in the previous year

[1 mark]

Mark scheme

13	3	<p>Using the data from Item A, identify the year in which the fertility rate is lower than in the previous year?</p> <p>One mark for the accurate identification of the correct year from the source</p> <ul style="list-style-type: none"> Year 2011 <p>Reward only one correct answer.</p>	<p>1</p> <p>AO2 = 1</p>
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Response A

2011

Commentary

Response A has the correct year identified. **1 mark.**

Response B

2009

Commentary

Response B has the incorrect year identified. **0 marks.**

Question 13.4

1 **3** **4** Using the data from **Item A**, identify the fertility rate which stays the same for two consecutive years

[1 mark]

Mark scheme

Question	Part	Marking guidance	Total marks
13	4	<p>Using the data from Item A, identify the fertility rate which stays the same for two consecutive years?</p> <p>One mark for the accurate identification of the correct rate from the source</p> <p>Fertility rate 2.54</p>	<p>1</p> <p>AO2 = 1</p>

Response A

2.54

Commentary

Response A has the correct fertility rate identified. **1 mark.**

Response B

2.6

Commentary

Response B has the incorrect fertility rate identified. **0 marks.**

Question 13.5

1 3 . 5 Identify **one** limitation of the data in **Item A**.

[2 marks]

Mark scheme

Question	Part	Marking guidance	Total marks
13	5	<p>Identify one limitation of the data in Item A.</p> <p>2 marks: Accurate identification of a limitation, with clear reference to the data.</p> <p>1 mark: Generic or partial identification of a limitation, showing some understanding but lacking clarity or adequate reference to the data.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • data is quantitative and doesn't give reasons for the figures – they do not show the reasons for the changes in fertility rate • data does not compare the fertility rate with other continents to show more patterns and trends • data collection in some countries may not have been accurate meaning overall world fertility rate is not a complete picture <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO2 = 2</p>

Response A

Data is quantitative in numerical form which means it does not show the reasons behind the fertility rate in each year, for example why the fertility rate stayed at 2.54 for two years.

Commentary

Response A gives an accurate limitation (lack of explanation) with a clear reference to the data (fertility rate 2.54) **2 marks**.

Response B

Some countries might be missing.

Commentary

In contrast, Response B gives an accurate limitation (not complete data) but lacks the development, a partial definition with no reference to the data. **1 mark.**

Question 13.6

1 3 . 6 Identify **one** strength of the data in **Item A**.**[2 marks]**

Mark scheme

Question	Part	Marking guidance	Total marks
13	6	<p>Identify one strength of the data in Item A.</p> <p>2 marks: Accurate identification of a strength, with clear reference to the data.</p> <p>1 mark: Generic or partial identification of a limitation, showing some understanding but lacking clarity or adequate reference to the data.</p> <p>0 marks: No relevant points.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • data is representative, it is world data generalisations can be made • data is high in reliability, it has been repeated every year over several years • data allows for comparisons to be made between years, suggesting areas for further research. <p><i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i></p>	<p>2</p> <p>AO2 = 2</p>

Response A

The data reliable which means it can be repeated gaining similar results for example there is data for the world fertility rate for 15 years.

Commentary

Response A gives an accurate strength (reliability) with a clear reference to the data (over 15 years) **2 marks**.

Response B

It is representative

Commentary

In contrast, Response B gives an accurate strength (representative) but lacks the development, this a partial definition with no reference to the data. **1 mark**.