

INTERNATIONAL GCSE **SOCIOLOGY**

9292/1

Paper 1 Introducing Sociology

Mark scheme

Additional specimen paper

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqa.com](https://www.oxfordaqa.com).

Copyright information

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2026 OxfordAQA International Examinations and its licensors. All rights reserved.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A
Families

Question	Answer	Total marks
01	Define what is meant by ‘ageing population’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
02	Define what is meant by ‘commune’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
03	Identify and briefly explain two types of family diversity. 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. Indicative content: • 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 dependant 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	4 AO1 = 2 AO3 = 2

Question	Answer			Total marks
04	Explain the view that nuclear family fits modern industrial society.			6
	Level	Marks	Marking criteria	AO1 = 3 AO3 = 3
	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	
	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).	
	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	
	0	0	Nothing worthy of credit.	
Indicative content: - 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) - 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).				

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

Question	Answer	Total marks										
05	To what extent are roles between men and women in the family unequal? In your answer, use examples drawn from your society or any society you know about.	8 AO1 = 2 AO2 = 3 AO3 = 3										
	<table border="1"> <thead> <tr> <th data-bbox="284 551 389 618">Level</th><th data-bbox="389 551 504 618">Marks</th><th data-bbox="504 551 1273 618">Marking criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="284 618 389 1099">4</td><td data-bbox="389 618 504 1099">7 – 8</td><td data-bbox="504 618 1273 1099"> Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions (AO3). </td></tr> <tr> <td data-bbox="284 1099 389 1581">3</td><td data-bbox="389 1099 504 1581">5 – 6</td><td data-bbox="504 1099 1273 1581"> Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3). </td></tr> <tr> <td data-bbox="284 1581 389 2054">2</td><td data-bbox="389 1581 504 2054">3 – 4</td><td data-bbox="504 1581 1273 2054"> Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to 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). </td></tr> </tbody> </table>		Level	Marks	Marking criteria	4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions (AO3).	3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).	2
Level	Marks	Marking criteria										
4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions (AO3).										
3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).										
2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to 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:

- 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

AO3:

Analysis and evaluation of:

- 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

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

Section B

Education

Question	Answer	Total marks
06	Define what is meant by ‘hidden curriculum’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
07	Define what is meant by a ‘self-fulfilling prophecy’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - 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) Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer	Total marks
08	Identify and briefly explain two ways in which social class may affect how well an individual achieves in school. One mark for each way identified and one additional mark for an appropriate brief explanation of that way. A maximum of two marks for each way identified. Indicative content: - labelling (AO1); labels are given to 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	4 AO1 = 2 AO3 = 2

Question	Answer			Total marks
09	Explain the view that inequalities in education are linked to access in digital education.			6 AO1 = 3 AO3 = 3
	Level	Marks	Marking criteria	
	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	
	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).	
	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	
	0	0	Nothing worthy of credit.	
Indicative content: - digital divide (AO1); social class, gender, poverty, global issues and the access of technology to support education, examples can be given (AO3) - 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) Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	
--	--	--

Question	Answer		Total marks	
10	To what extent is role allocation carried out fairly in the education system?		8 AO1 = 2 AO2 = 3 AO3 = 3	
	In your answer, use examples drawn from your society or any society you know about.			
	Level	Marks		Marking criteria
	4	7 – 8		Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions (AO3).
	3	5 – 6		Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the ssues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).
2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to 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 • equality of opportunity • sift and sort to channel for future jobs • functionalism • Marxism AO2 • National curricula, exams and policies aimed at widening participation • Future occupations are allocated based on what skills and talents pupils possess • 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 AO3 Analysis and evaluation of: • 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 the education system is role allocation has a class advantage • functionalism as it relates to the view that role allocation is functional the education system is meritocratic. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.			

Section C
Research methods

Question	Answer	Total marks
11	Define what is meant by ‘primary data’. 2 marks: Accurate and precise definition, including a clear characteristic. 1 mark: Partial or underdeveloped definition, showing some understanding but lacking clarity or detail. 0 marks: No relevant points. Indicative content: - 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). <i>Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.</i>	2 AO1 = 2

Question	Answer	Total marks
12	Identify and briefly explain two advantages of using longitudinal studies to collect data. One mark for each advantage identified and one additional mark for an appropriate brief explanation. A maximum of two marks for each advantage identified. Indicative content: - 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)	4 AO1 = 2 AO3 = 2

Question	Part	Marking guidance	Total marks
13	1	Using the data from Item A, which two years had the lowest fertility rates? One mark for each accurate identification of each year from the source, up to a maximum of two marks. • Year 2023 • Year 2022	2 AO2 = 2

Question	Part	Marking guidance	Total marks
13	2	Using the data from Item A, which two years had the highest fertility rates? One mark for each accurate identification of each year from the source, up to a maximum of two marks. • Year 2012 • Year 2009	2 AO2 = 2

Question	Part	Marking guidance	Total marks
13	3	Using the data from Item A, identify the year in which the fertility rate is lower than in the previous year. One mark for the accurate identification of the correct year from the source • Year 2011 Reward only one correct answer.	1 AO2 = 1

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

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

Question	Part	Marking guidance	Total marks
13	6	Identify one strength of the data in Item A. 2 marks: Accurate identification of a strength, with clear reference to the data. 1 mark: Generic or partial identification of a limitation, showing some understanding but lacking clarity or adequate reference to the data. 0 marks: No relevant points. Indicative content: • data is 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. Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO2 = 2