

INTERNATIONAL GCSE **SOCIOLOGY**

9292/2

Paper 2 Exploring 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.

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A
Differences and inequalities

Question	Answer	Total marks
01	Define what is meant by ‘development aid’. 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: - 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). 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 ‘patriarchy’. 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: - 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). 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 factors that may affect social mobility. 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. Indicative content: • 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) 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 the working classes are exploited. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 – 6</td><td> Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3). </td></tr> <tr> <td>1</td><td>1 – 2</td><td> Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3). </td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content: • 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 wages, the proletariat only have their labour to sell and do not receive the full value (AO3) • 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).	Level	Marks	Marking criteria	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown but not always supported and/or directly focused on the issues raised by the question (AO3).	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	0	0	Nothing worthy of credit.	6 AO1 = 3 AO3 = 3
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Question	Answer			Total marks
05	To what extent is ethnicity the most important division in society?			8
	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

- 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.
- 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.

AO3

Analysis and evaluation of:

- 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.

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

Section B

Socialisation and social control

Question	Answer	Total marks
06	Define what is meant by ‘values’. 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: - 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). 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 ‘cybercrime’. 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: - 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). 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 aims of punishment in society. One mark for each aim identified and one additional mark for an appropriate brief explanation of that aim. A maximum of two marks for each reason identified. Indicative content: • 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) 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 why it is difficult to detect environmental green crime. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 – 6</td><td> Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3). </td></tr> <tr> <td>2</td><td>3 – 4</td><td> Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3). </td></tr> <tr> <td>1</td><td>1 – 2</td><td> Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3). </td></tr> <tr> <td>0</td><td>0</td><td>Nothing worthy of credit.</td></tr> </tbody> </table> Indicative content: - 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) - 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Marking criteria	3	5 – 6	Detailed and accurate knowledge and understanding of sociological theories, evidence and/or methods, with clear understanding of key terms and concepts (AO1). Consistent and well-developed analysis which is supported with evidence and focused on the issues raised by the question (AO3).	2	3 – 4	Reasonable knowledge and understanding of sociological theories, evidence and/or methods, either with broad reference to a range of sociological material or some material in detail. Understanding of sociological terms and concepts may lack depth (AO1). Some analysis is shown, but not always supported and/or directly focused on the issues raised by the question (AO3).	1	1 – 2	Basic knowledge of theories, evidence and/or methods. Limited understanding of sociological terms and concepts (AO1). Little or no analysis which is relevant to the question (AO3).	0	0	Nothing worthy of credit.	6 AO1 = 3 AO2 = 3
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10	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. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Marking criteria</th></tr> </thead> <tbody> <tr> <td>4</td><td>7 – 8</td><td> 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>3</td><td>5 – 6</td><td> 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>2</td><td>3 – 4</td><td> 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	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).	8 AO1 = 2 AO2 = 3 AO3 = 3
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0	0	Nothing worthy of credit.

Indicative Content:

AO1

- agencies of formal
- agencies of informal control
- functionalists
- Marxists

AO2

- 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 legitimize formal social control through the guise of public safety to maintain ideology

AO3

Analysis and evaluation of:

- 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

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 ‘snowball sample.’ 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: • 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.	2 AO1 = 2

Question	Answer			Total marks
12	Explain the view that questionnaires are a useful research method for sociological investigations.			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: - 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). Note: this indicative content is not exhaustive. Other creditworthy responses should be awarded marks as appropriate.				

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13	To what extent are ethics important in sociological research? <table border="1"> <thead> <tr> <th data-bbox="282 412 397 479">Level</th><th data-bbox="397 412 512 479">Marks</th><th data-bbox="512 412 1272 479">Marking criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="282 479 397 958">4</td><td data-bbox="397 479 512 958">7 – 8</td><td data-bbox="512 479 1272 958"> 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="282 958 397 1469">3</td><td data-bbox="397 958 512 1469">5 – 6</td><td data-bbox="512 958 1272 1469"> 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="282 1469 397 1948">2</td><td data-bbox="397 1469 512 1948">3 – 4</td><td data-bbox="512 1469 1272 1948"> 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> <tr> <td data-bbox="282 1948 397 2076">1</td><td data-bbox="397 1948 512 2076">1 – 2</td><td data-bbox="512 1948 1272 2076"> Limited evidence of relevant knowledge and understanding of concepts, evidence and methods, or use of specialist terms (AO1). </td></tr> </tbody> </table>	Level	Marks	Marking criteria	4	7 – 8	Detailed knowledge and understanding of relevant concepts, evidence and methods presented in a well-developed answer. A wide range of specialised terms used effectively (AO1). Consistent application of societal examples and relevant concepts, evidence and methods directly focused on the issues raised by the question. Few, if any, inaccuracies or omissions (AO2). Developed critical analysis and evaluation of relevant concepts, evidence and methods. Well-constructed arguments, supported judgements and evidence-based conclusions. (AO3).	3	5 – 6	Good evidence of relevant knowledge and understanding of concepts, evidence and methods but elements lacking detail and development. A good range of specialist terms used appropriately (AO1). Reasonable application of societal examples and relevant concepts, evidence and methods which is generally focused on the issues raised by the question, with some imbalance, inaccuracies or omissions (AO2). Good evidence of analysis and evaluation of the relevant concepts, evidence and methods, A logical argument is presented, but judgements and conclusions may be indistinct and/or partially developed (AO3).	2	3 – 4	Some evidence of relevant knowledge and understanding of concepts, evidence and methods. Some specialist terms used appropriately (AO1). Some application of societal examples and relevant concepts, evidence and methods to 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).	8 AO1 = 2 AO2 = 3 AO3 = 3
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		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.

AO3

Analysis and evaluation of:

- 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

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