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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 Socialisation, Identity and Methods of Research **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-Specific Marking Principles
(for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. corrasion/corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength / limitation
EXP	Development / description of the point
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but not applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question

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Annotation	Meaning
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
On-page comment	On page comment
Highlighter	Identification of a point

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Question	Answer	Marks	Guidance
1	**Describe <u>two</u> ways the media may influence identity.** **Indicative content** • Secondary socialisation – teaches/ reinforces norms and values associated with different identifies. • Source of information/ ideas – e.g. on new/ alternative identities available; on appearance or lifestyle. • Role models – e.g. celebrities/ influencers. • Stereotypes - may be linked to gender, age, class, ethnicity etc. • Gender – media creates and reinforces hegemonic versions of femininity and masculinity. • Age – media creates and reinforces age stereotypes which may influence age identity. • Class – media creates and reinforces class stereotypes which may influence class identity. • Ethnicity – media creates and reinforces ethnic/ racial stereotypes which may influence ethnic identity. • Media can offer a means of expression for youth especially via new media – e.g. creation of subcultures. • Imitation – copying ways of dressing, acting etc seen in media to create an identity. • Desensitisation – linked to views on violence or other extreme behaviour which might become part of identity. • Any other appropriate way. ***Note:*** *Candidates may respond by giving examples of how identity may be influenced by media and/ or identifying the means through which the media may influence identity, such as role models and stereotypes.* Reward a maximum of **two ways**. For each way, up to 2 marks are available: 1 mark for identifying a way 1 mark for describing way (2 × 2 marks)	**4**	

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Question	Answer	Marks	Guidance
2(a)	**Explain <u>two</u> factors that may influence the sociologist's choice of research topic.** **Indicative content** • Personal values/ interests/ theoretical view (feminist/ Marxist) of the sociologist. • Methodological approach of the sociologist – e.g. an interpretivist might choose a topic which is suited to qualitative research (e.g. opinions on gender roles). • Time available for the research – some topics might be more time consuming to study than others, so if time is limited this will affect topic choice. • Cost of studying particular topics – could relate to location, resources needed to gain access etc. • Funding and sponsorship – may direct a sociologist towards a topic favoured by the funding body. • Ease of access to study group – may influence choice of topic if the desired group is too hard to access. • Issues that are considered fashionable/ newsworthy. • Topic suited the knowledge base/ skill set of the researcher. • Academic views on which topics are important to study. • Amount of information available on the topic – may encourage or discourage further study. • Ethical issues – e.g. is it possible to study the topic without breaching ethical guidelines? • Any other appropriate factor. For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or specific research methods or studies, which must be made relevant to topic choice.	**8**	Points made **MUST** be linked to topic choice to gain the **E1** mark, though an initial ID mark (**tick**) can be awarded if potentially correct (e.g. points listed in the mark-scheme). For example, time or cost/ funding could each be credited with a tick, but would need to be developed in relation to topic choice (rather than choice of method) to gain further credit. For the additional marks, responses may refer to methods used or sampling issues. To be relevant, and therefore creditable for M and E2, some context, such as an example of a topic area would need to be used to make these points relevant to topic choice.

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Question	Answer	Marks	Guidance
2(a)	Reward a maximum of **two** factors. Up to 4 marks are available for each factor: 1 mark for making a point/ giving a factor (e.g. personal values/ interests/ theoretical views of the sociologist) 1 mark for explaining that point/ factor (e.g. if a sociologist is a functionalist/ Marxist/ feminist they may choose to study topics relevant to their views on society) 1 mark for selecting relevant sociological material (e.g. Oakley) 1 mark for explaining how the material supports the point (e.g. She studied topics such as housework and childbirth which related to her views as a feminist.) (2 × 4 marks)		For example, if the point being made is about ease of access to the study group (tick), and linked to choice of topic (E1), and the response then refers to the sample/ representativeness, then an example topic (such as homelessness where finding a representative sample may be an issue) would need to be used to show how this is relevant to topic choice. If this context is given, then an M and potentially E2 can be awarded, but if the additional material has no link back to topic choice, then it is TV to gain additional marks.

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Question	Answer	Marks	Guidance
2(b)	**Explain <u>two</u> strengths of using qualitative secondary data in sociological research.** **Indicative content** Strengths: • Obtain qualitative material otherwise not available e.g. historical documents. • Cost - qualitative secondary data is likely to be much cheaper to access rather than carrying out expensive qualitative primary research which may involve hiring skilled interviews. • Time – qualitative secondary data is likely to be much quicker to access rather than carrying out time-consuming qualitative primary research, such as unstructured interviews/ participant observation. • Documentary evidence can be in great depth and detail, hence high in validity (e.g. diaries such as Anne Frank). • Facilitate comparison between past and present in a qualitative form (e.g. Pearson on hooligan behaviour). • May be a good way of capturing contemporaneous experiences, e.g. diaries, blogs. • Can give a depth of understanding of the topic prior to further study e.g. using previous qualitative research prior to embarking on primary research. • Any other appropriate strength.	**6**	Strengths must focus on qualitative **secondary** data, not just qualitative data– i.e. just writing about being in-depth is TV – no credit. If the focus is just on secondary data, with no engagement with the qualitative aspect, it can get a tick but needs contextualising with qualitative data to get an E1/ E2 For example, mentioning time or cost as a strength of secondary data but not relating this to the qualitative aspect would just get a tick (see mark-scheme bullet-points 2 and 3 for examples of context). If a response lists 'time' and 'cost' within one point, and has no other creditable second point, they can get at least an ID mark (tick) for each of these.

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Question	Answer	Marks	Guidance
2(b)	Reward a maximum of **two strengths**. For each strength, up to 3 marks are available: 1 mark for identifying a strength of using qualitative secondary data (e.g.access to material otherwise not available). 1 mark for explaining why this method has this strength (e.g. historical documents provide access to information about the past). 1 mark for explaining why it is a strength (e.g. this may be the only way to access in-depth qualitative information from this time). (2 × 3 marks)		There are many different types of qualitative secondary data, including personal documents such as diaries, photographs and blogs, but it can also include other researchers' studies. If a point is made which could apply to one of these (e.g. diaries) but not others, (e.g. previous studies) candidate's show why this applies or which type of qualitative secondary data they are referring to in order to gain E1/ E2 marks.

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Question	Answer	Marks	Guidance
3(a)	**'Cultural deprivation provides the best explanation for deviant behaviour.'** **Explain this view.** **Indicative content** • The experience of socialisation and lack of access to social and cultural capital can block opportunities to success, which may result in deviance. • Functionalist view on the importance of socialisation into the shared norms and values of a culture, suggesting that failings in early socialisation and family support can lead to deviance. • New Right view (e.g. Murray) that the underclass may not have the appropriate cultural values and this may lead to deviant behaviour, such as dependency on welfare. • Values such as deferred gratification and social responsibility are important in regulating behaviour, so if these values are substituted for a fatalistic and present-oriented set of values, this may lead to deviance. • Growing up in a deprived area or neighbourhood where deviant norms and values (such as a rejection of the importance of work and education, gang-membership and/or criminality) may be prevalent as a form of cultural deprivation which may lead to deviant behaviour. • Any other appropriate point.	**10**	Cultural deprivation is the idea that some social groups experience inadequate socialisation/ norms and values which can negatively impact on their behaviour. Candidates may confuse/ link cultural deprivation with other explanations for deviance, such as marginalisation, subcultures, social resistance, under-socialisation (including feral children) and/ or labelling. These are opposing explanations creditable in **3(b)** – therefore **not** relevant or creditable in **3(a)**.

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Question	Answer	Marks	Guidance
3(a)	**Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that cultural deprivation provides the best explanation for deviant behaviour. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. • **Level 2: 4–7 marks** • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that cultural deprivation provides the best explanation for deviant behaviour Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not be made clear. **Level 1: 1–3 marks** • The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Limited knowledge and understanding of the view that cultural deprivation provides the best explanation for deviant behaviour • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** No response worthy of credit.		Some responses may adopt a 'literal' interpretation of cultural deprivation, for example, arguing that those from immigrant or indigenous cultures may be deprived of or forced to abandon their culture which may lead to resistance and therefore deviance. This is not the sociological meaning of cultural deprivation and therefore cannot be credited).

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Question	Answer	Marks	Guidance
3(b)	**'Cultural deprivation provides the best explanation for deviant behaviour.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Too simplistic/ too deterministic – no singular explanation can claim to be the 'best' since deviance is caused by multiple factors. • Material deprivation as a better explanation – poverty/ lack of money and resources growing up can lead to deviance. • Social resistance as a better explanation – challenging existing power structures. • Marginalisation as a better explanation – power differences and inequality lead to some groups being marginalised/ socially excluded which can lead to deviance. • Under-socialisation as a better explanation – lack of socialisation may lead to deviance, e.g. feral children • Biological/ psychological explanations for deviant behaviour as a better explanation. – e.g. brain/ genetic abnormalities or physiological explanations (Lombroso) • Evidence of the persistence of social pressure promoting conformity rather than deviance (social exchange theory) • Structural approaches that focus on socio-economic factors that give rise to deviant/ criminal behaviour (e.g. Marxist ideas) as a better explanation. • Subcultures as a better explanation – peer pressure and/ or deviant norms and values developed in subcultures may lead to deviance.	**6**	When using an alternative explanation for deviant behaviour (such as marginalisation, resistance, under-socialisation, labelling etc.), responses need to explain why it is a better explanation for deviant behaviour than cultural deprivation to gain full credit (DEV).

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Question	Answer	Marks	Guidance
3(b)	• Labelling as a better explanation – deviance as a self-fulfilling prophecy by those who are labelled as deviants. • Media influence as a better explanation – encourages imitation of deviance or copycat behaviour. • Any other appropriate response **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that cultural deprivation provides the best explanation for deviant behaviour. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view cultural deprivation provides the best explanation for deviant behaviour. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view cultural deprivation provides the best explanation for deviant behaviour. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that cultural deprivation provides the best explanation for deviant behaviour, which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.		

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4</td><td>Evaluate the view that age is the most important factor shaping an individual's identity.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Role expectations are very strong when it comes to age. Many formal and informal signposts of the significance of age (e.g. legal age requirements for different activities, celebrations of certain significant birthdays/ milestones).
• Actions of the state reflect this via a range of protective laws for the young and elderly.
• All of the agents of socialisation create/ reinforce the idea of age as a real category e.g. in education children are divided into chronological age groups.
• Expect to see reference to different stages of the life course but focus may be on one or two age groups and their cultural characteristics – peer pressure is very influential on youth; the old face ageism.</td><td>• Age boundaries weakening in modern society: age is now 'just a number' with expectations blurring; older people healthier and playing a more active role in society.
• Medical advancements helping to erode traditional age identities.
• Delayed adulthood as young people stay in education and at home for longer.
• The 'death of childhood' (Postman) as children are exposed to an adult world through the media.
• Postmodernists argue we can create our own identities or pay money to look younger for longer.
• Other aspects of identity as more important e.g. gender, class, ethnicity;
• Too simplistic – age is also impacted by many other aspects of identity rather than being the most important influence.</td></tr>
</table></td><td>26</td><td>Some responses may evaluate the importance of age using other agencies rather than other aspects of identity e.g. arguing that education or family is more important than age – this can still gain credit.

If the focus of a point is on the socialisation of children into society's norms and values this is not necessarily about age and identity (even though children are mentioned). A link to age and identity (i.e. how individual's see themselves/ are seen by others in relation to their age), would need to be made for credit to be awarded.</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• The influence of subculture on identity, subcultures tend to form in relation to age.
• Labelling and stereotyping occurs in relation to age which can have a great effect on identity (self-fulfilling prophecy, master status)
• Evidence of a generation gap e.g. over values (religion) over technology (‘digital natives’).
• Consumerism and advertising increasingly focused on age categories/ identities.
• Any other appropriate point.</td><td>• Any other appropriate point.</td></tr>
<tr><td>Research evidence/ theory</td><td>Pilcher, Victor, Willis, Hockey & James, Laslett (third/ fourth age), Bradley, Neugarten,
Clarke & Warren (active ageing).
Thornton (Youth Culture)</td><td>Postman, Marxist views on class as more important, feminist views on gender as more important, postmodernism</td></tr>
<tr><td>Relevant concepts</td><td>Social construction of age, life course, youth culture, transition, peer group, subculture, rites of passage, labelling, infantilisation.</td><td>disappearance of childhood, fragmentation of identities</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

References to sociological theories such as Marxism, feminism, functionalism or postmodernism may be present but are not necessary even for full marks.</td><td></td><td></td></tr>
</table>

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Levels of response for Question 4

The maximum mark for **Question 4** is **26**.

Examiners should award up to 8 marks for **AO1**, up to 8 marks for **AO2**, and up to 10 marks for **AO3**.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that age is the most important factor shaping an individual's identity. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that age is the most important factor shaping an individual's identity. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of the view that age is the most important factor shaping an individual's identity. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that age is the most important factor shaping an individual's identity. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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Level	AO1: Knowledge and Understanding	Marks
4	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/ evaluation of the view that age is the most important factor shaping an individual's identity. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/ evaluation of the view that age is the most important factor shaping an individual's identity. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that age is **not** the most important factor shaping an individual's identity.	7–8
3	• Some analysis/ evaluation of the view that age is the most important factor shaping an individual's identity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that age is **not** the most important factor shaping an individual's identity.	5–6
2	• Basic analysis/ evaluation of the view that age is the most important factor shaping an individual's identity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that age is **not** the most important factor shaping an individual's identity.	3–4
1	• Limited analysis/ evaluation of the view that age is the most important factor shaping an individual's identity. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>5</td><td>
Evaluate the use of unstructured interviews in sociological research.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• High validity: the use of unstructured interviews allows subjective meanings and interpretations to emerge.
• Interpretivist account (verstehen, rapport).
• Flexibility: can probe and clarify
• Reduces researcher imposition.
• Feminist approach – giving participants a voice
• ‘Fit for purpose’ arguments. This method is more suitable for researching certain groups e.g. deviant groups or ones with low literacy skills.
• Any other appropriate point.</td><td>• Practical issues: costly and time consuming (training required).
• Their lack of reliability/ replicability.
• Their lack of representativeness.
• The interviewer effect.
• Social desirability.
• Researcher imposition when interpreting data.
• Positivist angle: non-scientific characteristics (not quantifiable etc.)
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/ theory</td><td>Weber, Interpretivism, feminism, examples of studies using unstructured interview methods (e.g. Dobash and Dobash, Oakley)</td><td>Durkheim, Popper, Positivism</td></tr>
<tr><td>Relevant concepts</td><td>Qualitative, agency, rapport, realism, validity, verstehen, rapport</td><td>Quantitative, scientific approach; replicable, social facts; hypothesis</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td>26</td><td></td></tr>
</table>

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Levels of response for Question 5

The maximum mark for **Question 5** is **26**.

Examiners should award up to 8 marks for **AO1**, up to 8 marks for **AO2**, and up to 10 marks for **AO3**.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the use of unstructured interviews in sociological research. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the use of unstructured interviews in sociological research. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of the use of unstructured interviews in sociological research. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the use of unstructured interviews in sociological research. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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Level	AO2: Interpretation and Application	Marks
4	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/ evaluation of the use of unstructured interviews in sociological research. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/ evaluation of the use of unstructured interviews in sociological research. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments **against** the use of unstructured interviews in sociological research.	7–8
3	• Some analysis/ evaluation of the use of unstructured interviews in sociological research. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** the use of unstructured interviews in sociological research.	5–6
2	• Basic analysis/ evaluation of the use of unstructured interviews in sociological research. • There is an attempt to consider more than one side of the debate or one simple point **against** the use of unstructured interviews in sociological research.	3–4
1	• Limited analysis/ evaluation of the use of unstructured interviews in sociological research. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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