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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

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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Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked using level of response. For these, the level description represents performance **at the top of the level**.

For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptions across the full range, bearing in mind that it is not
- necessary for a candidate to give a faultless performance for maximum marks to be
- awarded within any single category
- award marks on a 'best-fit' basis; thus, compensation between higher and lower
- achievement for different criteria is acceptable.

For **Question 4** and **Question 5**, award a mark for each assessment objective separately, using the level descriptions mark scheme.
In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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Question	Answer	Marks	Guidance
1	**Describe <u>two</u> types of qualitative research method.** **Indicative content** • Unstructured interviews. • Semi structured interviews. • Group interviews. • Overt participant/ non-participant observation. • Covert participant/ non-participant observation. • Open-ended/ unstructured questionnaires. • Qualitative secondary data analysis e.g. personal and public documents. • Semiological analysis of digital or media texts. Reward a maximum of **two types**. For each type, up to 2 marks are available: 1 mark for identifying a type of qualitative research method. 1 mark for describing the type of qualitative research method. (2 × 2 marks)	**4**	The question asks candidates to describe the method, not to explain why it is qualitative, so an accurate description of a qualitative method which doesn't say why it's qualitative can be fully credited. 'Interviews' or 'questionnaires' with no qualification which would make them qualitative, is too vague and should get no credit (this is also the case if a range of types of interviews are simply listed, including structured and unstructured, which don't demonstrate that the candidate knows which are qualitative and which are quantitative). However, 'observation' is creditable, since most observations would have qualitative aspects. Observation can be split and credited as two separate types, e.g. either overt and covert, or participant and non-participant. The description must match the identified method for the second mark (e.g. if unstructured interviews is identified but then the description is related to structured interviews, only one ID mark for 'unstructured interviews' is awarded) A type of method must be identified - a general description of what qualitative data is would not be creditable.

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Question	Answer	Marks	Guidance
2(a)	**Explain <u>two</u> reasons why structured interviews are high in reliability.** **Indicative content** • Respondents asked same questions in the same order so are easy to replicate. • Usually have closed questions/ fixed responses, making them easy to repeat. • Generate quantitative data via coded/ closed questions, making the data easier to replicate and identify trends. • Less time consuming so can be repeated more easily. • Objective/avoiding bias due to pre-set questions, so can be repeated e.g. with different interviewers. Reward a maximum of two reasons. Up to 4 marks are available for each reason: 1 mark for making a point/ giving a reason (e.g. Respondents asked same questions in the same order.) 1 mark for explaining that point (e.g. This makes it easy for the researcher to repeat many times, using the same questions on every respondent.) 1 mark for selecting relevant sociological material (e.g. This demonstrates standardised procedures.) 1 mark for explaining how the material supports the point (e.g. These procedures can be easily replicated and findings checked by other researchers, demonstrating the reliability of the research.) (2 × 4 marks)	**8**	Reliability cannot be credited as M (since it's in the question). 'because they can be repeated' is not a reason (rather a definition of reliability) – there must be an identified reason **why** this is the case – e.g. those given in the mark-scheme. A reference to being repeated is likely to form part of the E1 development mark, but not the tick ID mark. If a potential point is identified (tick) but not explained in relation to reliability (i.e. something about why can be repeated/ replicated), no E1 should be awarded. Potential Ms could include*: quantitative, objective, standardised, replicable, positivist, pre-coded/ closed questions, unstructured interviews (if used as a comparison) If a potential M is used as part of the initial ID/ tick point or the E1 explanation, it cannot also get an M annotation/ mark (do not double credit). If a potential M is awarded, then it must be explained in relation to their point on reliability to gain the E2 mark.

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Question	Answer	Marks	Guidance
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of longitudinal studies in sociological research.** **Indicative content** Strengths • Changes in attitude can be tracked across time – reverse of the 'snapshot' effect of conventional methods. • Enables comparisons to be made with other studies over time revealing trends that might not be otherwise easily obtained or remain hidden. • Detect developments and changes in the target population at both group and individual level. • It may be possible to discover the causes of change. • Less reliance on respondent's memory of past events which may be faulty – longitudinal studies overcome this problem. • Researchers are able to build trusting relationships with respondents over time generating more valid data. Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of (e.g. changes in attitude can be tracked across time) 1 mark for explaining why this method has this strength (e.g. participants are revisited and questioned at regular intervals over time) 1 mark for explaining why it is a strength (e.g. this increases validity because it overcomes the 'snapshot' effect of researching participants at a single moment) (1 × 3 marks) Limitations • Sample attrition – likely to reduce representativeness. • Hawthorne effect – knowledge that respondents are to be repeatedly reviewed may affect behaviour. This can affect the study's validity.	**6**	A strength and/ or the weakness mentioned on the mark-scheme **can get an ID mark**, but for further credit it should be contextualised in relation to the **longitudinal** aspect of the study. A potential strength or weakness **not** mentioned on the mark-scheme must be clearly contextualised with longitudinal studies to be creditable (e.g. saying it is in-depth/ qualitative or saying it can include mixed methods – these could be true, but there must be some link to why this is likely to apply to a longitudinal study to be given any credit at all - otherwise too vague). Writing that 'people might change their views' is not a weakness, since this is the whole point of a longitudinal study – to track those changes. **Note:** a longitudinal study (conducting research at intervals over time, often on the same participants) is different to a continuous study which just goes on for a long time (such as a participant observation study on a gang). The latter is **not** a longitudinal study and any points made relating to this should not be credited.

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Question	Answer	Marks	Guidance
2(b)	• Money – an expensive technique; few agencies willing to commit. This can affect the type of groups researched and the nature of the study. • Time-consuming – though this is clearly an inbuilt feature of a longitudinal study, it can be seen as a practical weakness. • Possibility that researchers become too involved with their study group since they will get to know them well over the course of the study, losing objectivity. • Maintaining the research team over time can present practical problems, e.g. if the team changes this can impact on reliability. • Ethical concerns about studying people over a long period of time (e.g. if young/ a child when initially signed up; if they change their mind they may still feel obligated to continue). • Any other appropriate limitation. Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of longitudinal studies (e.g. sample attrition). 1 mark for explaining why this method has this limitation (e.g. over time the sample size is likely to fall as individuals drop out for various reasons such as death or unwillingness to continue). 1 mark for explaining why it is a limitation (e.g. the research is therefore likely to lose representativeness). (1 × 3 marks)		

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Question	Answer	Marks	Guidance
3(a)	**'Education is the most important influence in shaping age identity.'** **Explain this view.** **Indicative content** • Period in education. In many societies young people are expected to stay in education until at least 16 and often 18. Youth identity is therefore closely connected to how young people relate to the education system. (e.g. Aries - social construction of childhood being linked to spread of compulsory education) • Age identity is reinforced by the practice of dividing children into chronological age groups throughout their educational career. Age hierarchies are evident between students in school years and between students and teachers. These reflect different statuses. • The promotion of age boundaries and age-based differences between groups. This begins in schools and is reinforced in other agents of socialisation. The stereotypes that people hold about age groups are clearly linked to this notion of a generation gap. • Education and the peer group. Young people are kept in school in a group of people of very similar age (unlike the family or workplace). The institutional setting for the development of youth identity is in education. In other words, the impact of education is bound up with the peer group. • Cohort effect – going through education with the same age group, all experiencing the same events/ impacts on schooling (e.g. COVID-19) which may influence the age identity of this group. • Labelling – teachers may label learners based on their year-group and treat them accordingly, which may create a self-fulfilling prophecy and affect how individual learners see themselves. • The idea that retired people may revisit education, for example through the University of the Third Age, creating a shared identity in older people. • Any other appropriate response.	**10**	Reference to peer groups could be relevant (see 4th bullet point), but it must be linked to peers within an educational setting to be more than a simple undeveloped point – responses which discuss peers in detail with no link back to education/ school should not be over-credited. If the focus of a point is on education socialising children into society's norms and values this is **not** necessarily about age identity (even though children are mentioned). A link to age identity (e.g. how different norms and values appropriate for different age-groups are learned in schools affecting how children see themselves), would need to be made for credit to be awarded. The focus must be on age identity. If other identities such as class or gender are mentioned, they must be linked to age in order to be creditable.

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Question	Answer	Marks	Guidance
3(a)	***Note:*** *Candidates might focus on one particular age group, e.g. youth, with two developed points on the same age group candidates can still access Level 3.* **Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that education is the most important influence in shaping age identity. • 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 education is the most important influence in shaping age identity. • 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 education is the most important influence in shaping age identity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.		

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Question	Answer	Marks	Guidance
3(b)	**'Education is the most important influence in shaping age identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Too simplistic to isolate the impact of one agent as the most significant. • Age boundaries are weakening in postmodern society age is 'just a number' with expectations blurring. • Peer group is a powerful influence that may well act independent of school processes. • Difficult to assess the impact of one agency over another. • In some societies, young people's experience of education may be restricted, and they may have to work from an earlier age. • Developments such as the University of the Third Age tend to be confined to the middle class at present, so may have limited impact. • The role of another agent as a more important influence on age identity than education, such as: Family *e.g. parents model age-based identities so family can be seen as more important.* Peers e.g. peers will be of the same age group and may create an age identity through forming subcultures. Media *e.g. media is responsible for the creation of youth culture (Thornton); impact of media on the existence of childhood as a separate identity (Postman).* **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that education is the most important influence in shaping age identity. • 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.	**6**	If using an alternative agency (such as family or media) to argue against the importance of education, responses need to explain why it is a more important influence in shaping age identity than education to gain full credit. Responses should be focused on age identity, so content which refers more to gender identity/ class identity should not be credited (e.g. arguing that the family is more important than education (tick) but then focusing on how the family influences gender identity – this is not an argument against the view in the question so gets no further credit). If a response focuses on how education influences gender or class ID more than age: This does not challenge the view in the question - that education is the most important influence on age identity – since education could be the most important influence on any or all aspects of identity. Therefore, this is not a creditable argument.

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Question	Answer	Marks	Guidance
3(b)	**Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that education is the most important influence in shaping age identity. • 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 education is the most important influence in shaping age identity, 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 traditional social identities are the most important influence on the way people live today.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Evidence of traditional identities persisting in relation to, for example:
• Gender – traditional roles for men and women persist (e.g. linked to functionalist and/ or feminist views)
• Class – traditional class identities persist (e.g. linked to Marxist views)
• Ethnicity – traditional ethnic identities persist (e.g. linked to tradition/ culture/ religion)
• Age – traditional age-identities persist (e.g. traditional expectations/ stereotypes of children and/ or older people)
• Socialisation largely still traditional in respect of most identities (could link to functionalist views on functions of traditional identities/ roles).</td><td>• In contemporary/ postmodern societies individuals have greater opportunities to shape their own social identities.
• Changes and increased choice in constructing identities, e.g.:
• Class identities (disappearing/ becoming more complex, embourgeoisement, new classes such as ‘super rich’, precariat etc.)
• Gender identities (e.g. changing masculinities/ femininities),
• Ethnic identities (e.g. ethnic hybridity, code-switching)
• Age identity (e.g. disappearance of childhood, 3rd Age/ active ageing).
• The impact of globalisation and consumer culture facilitating choice.</td></tr>
</table>
</td><td>26</td><td>Candidates are likely to refer to a range of identities, such as gender, social class, ethnicity and age. However, the range of points made is more important than the range of different identities. For example, a response which just focuses on traditional gender identities, but makes a range of different points relating to these, could still get full credit.</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></td><td>• Change is restricted to those groups who have the ability to create/ choose identity; this ability is largely linked to power, status and income.
• Any other appropriate point.</td><td>• Changing impact of the agents of socialisation on identity formation, e.g. growing influence of media compared to family or religion leading to the decline in traditional identities.</td></tr>
<tr><td>Research evidence/ theory</td><td>Marxism, functionalism, feminism, Parsons, Oakley</td><td>Postmodernism, feminism, Sharpe, Connell, Bradley, Hall, Laslett</td></tr>
<tr><td>Relevant concepts</td><td>Patriarchy, Capitalism, determinism, social control, hegemonic masculinity</td><td>Femininities/ masculinities, hybridity, class fragmentation, globalisation</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</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 traditional social identities are the most important influence on the way people live today. • 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 traditional social identities are the most important influence on the way people live today. • 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 traditional social identities are the most important influence on the way people live today. • 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 traditional social identities are the most important influence on the way people live today. • 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 view that traditional social identities are the most important influence on the way people live today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/ evaluation of the view that traditional social identities are the most important influence on the way people live today. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that traditional social identities are **not** the most important influence on the way people live today.	7–8
3	• Some analysis/ evaluation of the view that traditional social identities are the most important influence on the way people live today. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that traditional social identities are **not** the most important influence on the way people live today.	5–6
2	• Basic analysis/ evaluation of the view that traditional social identities the most important influence on the way people live today. • There is an attempt to consider more than one side of the debate or one simple point suggesting that traditional social identities are **not** the most important influence on the way people live today.	3–4
1	• Limited analysis/ evaluation of the view that traditional social identities, such as those based on class and gender, are the most important influence on the way people live today. • 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 view that the values of the sociologist lead to bias in research findings.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• The interpretivist position on the nature of objectivity and how values affect the selection of topics, execution of research and interpretation of results.
• The argument that entrenched values in an unequal society will inevitably impact on a researcher and cause bias in the research. E.g. a Marxist might argue that Capitalist values will lead to bias, and a feminist may argue that patriarchal values may lead to bias.
• The effect of the researcher's values on the respondent.
• The way in which the research is conducted/ findings are presented, e.g. researcher bias could impact on information shared.</td><td>• Positivist argument: via the hypothetico-deductive method objectivity can be achieved; in choice of method, execution of research and interpretation of results.
• It is important to resist the imposition of subjective elements like values that distort research.
• Popper's view that scientific knowledge should be objective and subject to falsification.
• A realist position that though values will inevitably impact on research causing some bias, steps should be taken to minimise this.
• Weber's view that sociologists cannot be value free in selecting topics, and that their choice of topic (and methods) will reflect this but that they can be objective in their research.</td></tr>
</table></td><td>26</td><td>The mark-scheme suggests that it is interpretivist-type views which reject the possibility of value-freedom (supporting the view in the question) and positivist-type views which aim for value-freedom (arguing against the view).

Some responses may frame the debate differently (for example, writing that positivists agree that values will lead to bias, which is why positivists try to avoid allowing their values to influence the research). If the point is accurate, then it should be credited as knowledge (tick) or evaluation (EVAL) as seems appropriate, even if this contradicts the framing in the mark-scheme.</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Partisan sociologists (e.g. Becker) or some Marxists and feminists believe that researchers should be ‘committed’ and open in their sympathies (conscious partiality).
• Variables in the social world cannot be controlled, thereby allowing more scope for research findings to be influenced by the values of the sociologist.
• Any other appropriate point.</td><td>• Publication of data so that research can be checked/ repeated by others. Peer review helps ensure the research is carried out in an objective way and that any value imposition is exposed.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/ theory</td><td>Gouldner, Weber, Kuhn, Kaplan, Becker, Oakley, Interpretivism, feminism, Marxism</td><td>Durkheim, Comte, Popper, Weber, Positivism, Realism</td></tr>
<tr><td>Relevant concepts</td><td>agency, subjectivity, conscious partiality, value-laden, researcher imposition</td><td>scientific approach, value-freedom, objectivity, replicable, social facts</td></tr>
</table>
</td><td></td><td>The focus of the question is related to researcher values, rather than just general ideas about bias in research, so more general points about bias should not be over-credited.</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 view that the values of the sociologist lead to bias in research findings. • 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 the values of the sociologist lead to bias in research findings. • 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 the values of the sociologist lead to bias in research findings. • 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 the values of the sociologist lead to bias in research findings. • 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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GradeMax

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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GradeMax

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/ evaluation of the view that the values of the sociologist lead to bias in research findings. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/ evaluation of the view that the values of the sociologist lead to bias in research findings. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments opposing the view that research findings are **not** biased by the values of the sociologist.	7–8
3	• Some analysis/ evaluation of the view that the values of the sociologist lead to bias in research findings. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that research findings are **not** biased by the values of the sociologist.	5–6
2	• Basic analysis/ evaluation of the view that the values of the sociologist lead to bias in research findings. • There is an attempt to consider more than one side of the debate or one simple point opposing the view that research findings are biased by the values of the sociologist.	3–4
1	• Limited analysis/ evaluation of the view that the values of the sociologist lead to bias in research findings. • 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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