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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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 questionnaire.** **Indicative content** • Open-ended/ unstructured questionnaire • Closed-ended/ structured questionnaire • Self-completion questionnaire • Postal questionnaire • Internet/ online questionnaire • Telephone administered questionnaire • Researcher administered Reward a maximum of **two marks**. For each type, up to 2 marks are available: 1 mark for identifying a type of questionnaire 1 mark for describing a type of questionnaire (2 × 2 marks)	**4**	Written/paper based/ offline is acceptable (e.g. an alternative to online) 'Researcher administered' is acceptable as a type of questionnaire. Some candidates may give 'polling' as a type of questionnaire – this is too vague, so not creditable.

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Question	Answer	Marks	Guidance
2(a)	**Explain <u>two</u> features of the interpretivist approach to sociological research.** **Indicative content** • Use of qualitative data/ methods. • Building a rapport/ connection with subject of study. • Studying the way of life of the study group by observing them in their natural environment. • Gaining verstehen/ empathetic understanding/ seeing through the eyes of the subjects. • Focus on gaining data that is high in validity. • Focus on understanding the meanings behind behaviour. • Subjective approach to research. • Small scale, not attempting to make generalisations. • Focus on agency structure. • Low reliability – tend not to use a standardised approach. • Time-consuming approach due to methods used. • Any other appropriate feature. For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or use of examples related to specific research methods. Reward a maximum of two features. Up to 4 marks are available for each feature: 1 mark for making a point / giving a feature (e.g. use of qualitative methods). 1 mark for explaining that point (e.g. interpretivists believe that qualitative methods allow you to gain a better understanding of the people you are studying) 1 mark for selecting relevant sociological material (e.g. participant observation) 1 mark for explaining how the material supports the point (e.g. P.O allows you to gain verstehen/ experience a situation from the point of view of the group being studied) (2 × 4 marks)	**8**	The question asks for 'features' so these could be limitations such as being low in reliability or being a time-consuming approach, as well as strengths and any other appropriate feature.

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Question	Answer	Marks	Guidance
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of structured interviews as a research method.** **Indicative content** Strengths • High in reliability • Good response rate • Ease of codifying answers and creating statistical data • No requirement for highly trained/ skilled interviewers • Cost and time efficient compared with other methods. • Overcomes problems with illiteracy • Less interviewer bias as the questions are pre-set Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of structured interviews (e.g. they are high in reliability) 1 mark for explaining why this method has this strength (e.g. because the respondents will be answering the same questions, it's easy to repeat the research) 1 mark for explaining why it is a strength (e.g. the research can be replicated by other researchers to check findings) Limitations • Questions with limited options to choose from. • Interviewer effect. • Different interviewers may produce variations in response depending on their interviewer characteristics. • Limited scope for the interviewer to clarify and explain questions. • Unable to understand issues in depth. • Less opportunity for respondents to qualify and explain their answers. • Lack of validity/ verstehen/ rapport • Any other appropriate limitation.	**6**	If the point made is generic to any type of interview (e.g. structured or unstructured) then they can get a mark for identifying (tick) but would not get the E1/ E2 marks, unless these are contextualised for structured interviews. For example, if a response gives 'the interviewer effect' as a limitation and then describes the impact the interviewer may have on the interviewee, causing a lack of validity – this could apply to unstructured interviews as well, so it can only get one mark (tick). However, if it says that the interviewer effect is a particular limitation for a structured interview, e.g. because no rapport is likely to be built up so the interviewee is more likely to try to give a socially desirable answer rather than tell the truth, reducing validity, this can get E1 and E2 credit.

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Question	Answer	Marks	Guidance
2(b)	Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of structured interviews (e.g. limited options to choose from) 1 mark for explaining why this method has this limitation (e.g. because the interview schedule is pre-coded meaning there is no opportunity for respondents to provide alternative answers) 1 mark for explaining why it is a limitation (e.g. this may impact on the validity of the data produced) (2 × 3 marks)		

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Question	Answer	Marks	Guidance
3(a)	**'The family has little influence in shaping class identity.'** **Explain this view.** **Indicative content** • Class identity in adulthood – work environment and social status may be more important influences than the family on social class identity of adults. • Class based differences between families have become less prevalent – middle-class and working-class families engage in the same activities and consume the same products. • The view that class identity itself has fragmented and declined overall – postmodernism. • Agency argument – individuals construct their own class identity independent of their family/ upbringing. • Underplays the part played by other agents: e.g. Education has a bigger influence on class identity (e.g. hidden curriculum, labelling, banding & streaming), or Peer groups have a bigger influence on class identity (e.g. through subcultures (Willis)), or Media has a bigger influence on class identity (e.g. ideological control; stereotyping; conspicuous consumption), or Religion has a bigger influence on class identity (e.g. through the caste system) • Increasing intermarriage of people from different class backgrounds may have weakened the influence of the family on class identity. • Marxist argument that the family acts against the development of class consciousness in the working class. • Any other appropriate explanation. **Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that the family has little influence in shaping class 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.	**10**	**Note:** If using alternative agencies (such as peers, education or media) to argue their more significant influence in shaping class identity, responses need to explicitly refer to them having more influence than the family to gain full credit. (DEV) – if this is left implicit, maximum EXP point. Some responses may use education as an alternative agency but focus on differing class values towards education such as immediate gratification (working class) or deferred gratification (middle class). These values are likely to be taught by the family, and therefore this point is not creditable as EXP or DEV unless there is a clear argument relating to how these values may be developed within school (e.g. saying that in private schools they may be encouraged to develop values such as deferred gratification).

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Question	Answer	Marks	Guidance
3(a)	**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 the family has little influence in shaping class 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 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 the family has little influence in shaping class identity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.		The same would apply to speech codes – these are developed in the family so would be more likely to be a 3b response, but if linked clearly to how schools may judge an individual and impact on their identity, they can be awarded. Instead of using another agency to challenge the influence of the family, some candidates might use gender/ ethnicity/ age as a greater influence on class identity – this is an acceptable approach. If a response uses ideas about under-socialisation and feral children to argue that the family has little influence on class identity, this is too vague – such children have had no influence from their family, but they are very rare cases and therefore this is not a creditable argument in relation to the question.

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Question	Answer	Marks	Guidance
3(b)	**'The family has little influence in shaping class identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Socialisation into norms and values of class culture e.g. working-class culture might be family orientated and children might enjoy leisure activities such as watching TV etc. • Middle-class families actively help their children to succeed academically, giving m/c children a sense of entitlement (Lareau). • Child centeredness – more likely in the middle class than working class; links to educational play (King and Raynor). • Middle-class parents 'push' their daughters to achieve high academic performance (Walkerdine). • Middle-class mothers can influence their children's education more effectively than working-class mothers, thereby helping to integrate their children into middle class identity (Raey) • Use of cultural and/ or social capital (Bourdieu) cultural capital learned from parents (ways of acting, attitudes and lifestyle) and social capital (networks of influence, e.g. old boys network). • Marxist view that family socialise children into working class identity based on obedience and knowing their place (Althusser, ISA). • The New Right argue that lower working-class children are socialised into 'welfare dependency' (Cater and Coleman). • Acquisition of linguistic differences (codes) – Bernstein. • Parental class impacts on social mobility. • Social closure especially in respect of upper-class family networks, intermarriage etc. • Any other appropriate argument.	**6**	To be credited as developed, the argument must explicitly challenge the view that the family has 'little influence' e.g. by stating that it has significant influence, or a lot of influence on class identity. There should also be a clear focus on class identity for a developed point.

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Question	Answer	Marks	Guidance
3(b)	**Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the family has little influence in shaping class 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 **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that the family has little influence in shaping class 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 the family has little influence in shaping class 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 the media is the most significant influence in 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>• Major source of information, ideas, norms, values and role models.
• Gender: creates and reinforces hegemonic representations of femininity and masculinity.
• Age: powerful influence in socially constructing age identities, most notably for children (using Postman), youth (deviant) and the elderly (dependent, a burden). Often these lead to damaging stereotypes that can constrain identity. Also, media may offer a means of expression for youth; Differing access to and use of new media may impact on age identity as younger people are digital natives and feel at home on social media, whereas older people feel like digital immigrants, reinforcing their age identity.
• Class: stereotypical depictions of class groups across all media notably in TV and newspapers.</td><td>• Difficult to assess the impact – its impact (e.g. imitation) may be exaggerated, especially in the long term.
• Many do not conform to the pressure exerted by the media (link to agency) i.e. over deterministic.
• Influential on some groups, notably youth, more than others.
• Differences in access to new/ digital media, so influence may be less for some groups (e.g. working class access (digital divide); lack of access for women in some cultures; generational digital divide: younger people (digital natives) vs older people (digital immigrants/ digital dinosaurs).
• Representations of some social groups may be becoming less stereotypical/ more challenges to traditional identities, especially through the new media.</td></tr>
</table></td><td>26</td><td>To be credited as developed, points made must focus on identity, rather than just norms and values/ behaviour etc.</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>• New media may be an even more powerful influence on identity than the traditional media – globalisation, internet and social media.
• Any other appropriate point</td><td>• Role of the family relative to the media e.g. parents exert control on children’s access to the media so family can be seen as more important; role of family in terms of gender/ class/ ethnic identity is much greater than media.
• Role of education relative to the media, e.g. education may encourage young people to adopt a critical approach to the media, e.g. highlighting stereotypical depictions of class/ethnicity.
• Role of peers relative to media e.g. though peer groups often use social media, it is the peer influence which is more important: peer pressure, bullying, ostracism etc.
• Any other appropriate point</td></tr>
<tr><td>Research evidence/ theory</td><td>Podder & Bergvall, Wolf, Mulvey, Thornton, Cohen, Postman, postmodernism</td><td>Parsons, Willis, Oakley, Prensky, Livingstone</td></tr>
<tr><td>Relevant concepts</td><td>Looking glass self, ‘Folk devils’, ‘moral panic’, labelling, male gaze, Pick and mix</td><td>Instrumental, expressive, Peer pressure, manipulation</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 the media is the most significant influence in 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 the media is the most significant influence in 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 the media is the most significant influence in 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 the media is the most significant influence in 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	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 the media is the most significant influence in shaping an individual's identity • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/ evaluation of the view that the media is the most significant influence in 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 the media is **not** the most significant influence in shaping an individual's identity.	7–8
3	• Some analysis/ evaluation of the view that the media is the most significant influence in 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 the media is **not** the most significant influence in shaping an individual's identity.	5–6
2	• Basic analysis/ evaluation of the view that the media is the most significant influence in shaping an individual's identity • There is an attempt to consider more than one side of the debate or one simple point suggesting that the media is **not** the most significant influence in shaping an individual's identity	3–4
1	• Limited analysis/ evaluation of the view that the media is the most significant influence in 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 view that practical factors are more important than theoretical factors in influencing the choice of research method.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Time – often linked to money. Many methods/ approaches can take considerable time e.g. longitudinal studies
• Money – often linked to funding source; some methods are cheaper for an individual researcher or for large scale funded research (e.g. hiring laboratory, training interviewers, postage costs).
• Location – e.g. methods which require face to face contact with participants may be less practical if participants live in different places to the researcher.
• Sample issues: size, access, cooperation (this must link to choice of method – for example quantitative methods can be done on a larger sample)</td><td>• A researcher's personal values may wed them to a theoretical perspective, making that the most important factor for them when choosing a research method.
• Positivists choose methods that produce quantitative data (e.g. questionnaires and official statistics), as they consider such methods to be more scientific and reliable.
• Interpretivists choose methods that produce qualitative data, such as interviews or observations as they consider such methods more likely to be in depth and valid.
• Feminist methodology focuses on the failure of traditional theories to take account of the position of women in how research is conducted. (link to choice of methods such as unstructured interviews)
• Ethical considerations may be more important, such as keeping within ethical guidelines (even if more practical not to do so)</td></tr>
</table>
</td><td>26</td><td>The focus must be on choice of methods (not on choice of topic/ findings etc.). Points which are purely related to topic choice or the analysis of findings should not be credited.

Descriptive points about the practical strengths and weaknesses of different methods should not be over-credited – focus on the view in the question regarding choice of method is needed for EXP or DEV.</td></tr>
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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>• Nature of the study group/ topic e.g. if they are easy to access, more overt methods could be used, but groups who are more difficult to engage (such as deviant groups or powerful people) may require more covert methods.
• Researcher’s skill set e.g. the difficulties involved in conducting different types of observation
• Any other appropriate point</td><td>• Sponsor’s values and ideological perspectives may be a key influence on research methods.
• Any other relevant argument.</td></tr>
<tr><td>Research evidence/ theory</td><td>Reference to studies using methods which had practical issues may be made to support points.</td><td>Feminism, positivism, interpretivism,</td></tr>
<tr><td>Relevant concepts</td><td>access, sample size, longitudinal studies</td><td>Reliability, validity, objectivity, ethics, representativeness.</td></tr>
</table>
</td><td></td><td></td></tr>
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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 practical factors are more important than theoretical factors in influencing the choice of research method. • 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 practical factors are more important than theoretical factors in influencing the choice of research method. • 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 practical factors are more important than theoretical factors in influencing the choice of research method. • 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 practical factors are more important than theoretical factors in influencing the choice of research method. • 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 practical factors are more important than theoretical factors in influencing the choice of research method • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/ evaluation of the view that practical factors are more important than theoretical factors in influencing the choice of research method • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments **against** the view that practical factors are more important than theoretical factors in influencing the choice of research method.	7–8
3	• Some analysis/ evaluation of the view that practical factors are more important than theoretical factors in influencing the choice of research method • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** the view that practical factors are more important than theoretical factors in influencing the choice of research method.	5–6
2	• Basic analysis/ evaluation of the view that practical factors are more important than theoretical factors in influencing the choice of research method • There is an attempt to consider more than one side of the debate or one simple point **against** the view that practical factors are more important than theoretical factors in influencing the choice of research method.	3–4
1	• Limited analysis/ evaluation of the view that practical factors are more important than theoretical factors in influencing the choice of research method. • 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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