IQM3008

LEVEL 3 · CONTROLLED STAFF DOCUMENT

INTO QUALIFICATIONS

Sociology and Psychology

Component 2: Paper 1 - Sociology

STAFF ONLY · Mark scheme

Duration
2 hours

Total marks
100

Assessment windowSample 2026
Sample 2026

Assessment set
Set S of 2026

Audience
Staff only

Release timing
exam release

Exam date
_____

Assessment set ID
2026-S

STAFF ONLY · Use only this assessment-specific scheme and approved standardisation decisions.	
Assessment window Sample 2026	**Exam date** _____
Paper Paper 1 Sociology	**Assessment set** Sample 2026 · ID 2026-S

General marking principles

- Record every awarded mark in the corresponding OCR-readable annotation on the candidate response document.
- Credit equivalent valid answers only where the approved item-specific scheme permits them.
- Do not infer grade boundaries from raw marks; award boundaries are held in programme specifications.
- Mark all Section A and B responses and exactly two selected Section C essays.

Section A: award 1 for the single correct option, otherwise 0. No negative marking. If a replacement is unambiguously indicated, mark that choice.Section B: use the point allocations; credit equivalent valid explanations. Do not double-credit a repeated point.Section C: mark two distinct selected essays. Read each complete response, choose the best-fit band, then place one integer mark according to accuracy, relevance and sustained development. Do not add separate AO scores.Credit legitimate disagreement and accurate alternatives. Named studies or statistics are useful where relevant but are not a compulsory checklist; unsupported invented evidence earns no credit as evidence.Keep raw marks and actual moderation/approval decisions distinct. Grade boundaries and access or misconduct decisions follow the controlling programme policies.

Section A · Multiple-choice questions

Award 1 mark for each correct answer.

Question	Correct answer
A1	A · How do school routines contribute to shared norms and social order?. Functionalism examines contributions to the operation and integration of society.
A2	C · Ownership of the means of production rather than dependence on selling labour. The distinction concerns the relationship to production, not simply lifestyle.

Question	Correct answer
A3	B · Feminism. The focus is on gendered relations and unequal power or opportunity.
A4	D · Organic solidarity. Interdependence between differentiated roles is the relevant mechanism.
A5	C · A respected community elder has little wealth. Social honour can differ from economic resources.
A6	A · Weber’s emphasis on understanding subjective meaning. The researcher seeks the actors’ meaning rather than assuming it from an external description.
A7	D · The belief that fairness is desirable. A value is a general standard of what is desirable; a norm specifies expected conduct.
A8	B · Friends express disapproval when someone breaks their group’s expectations. The response is unofficial social disapproval rather than an institutional penalty.
A9	A · A young child learns a language and everyday expectations through family interaction. Primary socialisation concerns early learning through close relationships.
A10	D · Socialisation continues across the life course. Role transitions can involve further learning in adulthood.
A11	C · Subculture. A subculture has distinctive features within a larger culture; rejection of all wider norms is unnecessary.

Question	Correct answer
A12	B · Ethnocentrism. The researcher treats their own cultural standards as the benchmark for judging others.
A13	D · A structured hierarchy involving unequal access to valued resources and opportunities. Stratification concerns patterned inequality, not every social difference.
A14	A · Position is strongly ascribed by birth and movement between ranks is restricted. The contrast concerns inherited membership and closure, without claiming class mobility is unrestricted.
A15	C · People are treated as property and deprived of personal freedom. Slavery involves ownership and coercive denial of freedom, not income differences alone.
A16	B · Upward intergenerational mobility. The comparison is between generations and involves an upward change in occupational position.
A17	A · Their economic resources may differ because wealth and income are distinct. Income is a flow; accumulated assets contribute to wealth independently of that month’s receipts.
A18	D · The change in inequality cannot be determined from the average alone. Different distributions can produce the same average or change in average.
A19	B · An increasing proportion of a population living in urban areas. It concerns the distribution of population between urban and other settlements.

Question	Correct answer
A20	C · Production shifts towards mechanised manufacturing in factories. The transformation concerns the organisation and technology of production.
A21	D · Rationalisation. The example stresses calculation, regular procedures and efficiency.
A22	B · Urban social experiences can vary within the same city. The observation challenges a uniform account; it does not establish the causes of the variation.
A23	C · Internal institutional and technological changes can help societies develop. Modernisation accounts emphasise transformations within societies; versions differ in the processes proposed.
A24	A · Unequal international economic relationships can reproduce underdevelopment. The explanation centres unequal relationships between economies rather than treating countries as isolated.
A25	D · Using several indicators can reveal differences hidden by income alone. The indicators represent different dimensions; none alone explains causation.
A26	B · It may free time for education, paid work or other activities. The time constraint may be reduced; the wider outcome depends on other conditions.
A27	A · Absolute poverty concerns failure to meet basic needs; relative poverty concerns disadvantage against a society's prevailing living standards. The distinction concerns the reference standard, not a fixed geographical division.

Question	Correct answer
A28	C · Restricted learning opportunities may limit later employment choices. Economic constraints may restrict education and subsequent opportunities without determining one inevitable future.
A29	D · It can be deviant without being criminal. Social norms and criminal law are not identical.
A30	B · Responses to deviance can clarify social boundaries. The argument concerns reaffirming norms; it is not approval of the harm caused.
A31	C · Labelling theory and secondary deviance. Social reactions may shape identity and later behaviour; the example does not make the outcome inevitable.
A32	A · The initial act occurred before the label was applied. The time order leaves the initial act requiring an explanation beyond the later label.
A33	D · Medicalisation. The change is in definition and professional response; it does not by itself establish that the new explanation is correct.
A34	B · Recorded behaviour changes after neighbourhood opportunities and social controls change. Change associated with social conditions challenges an explanation limited to stable personal characteristics, although causation still needs testing.
A35	C · Corporate crime. The offence is committed through business activity for organisational benefit; it may also fall within broader white-collar crime definitions.

Question	Correct answer
A36	A · An accountant secretly diverts client funds through their professional role. The professional position provides the opportunity for the offence.
A37	B · Cross-border networks can coordinate illegal supply and conceal proceeds across jurisdictions. Networks can exploit international connections and differences in enforcement; globalisation is not itself crime.
A38	D · The rise may reflect improved detection or reporting as well as changes in offending. Recorded crime is affected by the process through which offences become known.
A39	C · Incapacitation. The mechanism is restriction of opportunity through confinement, distinct from changing future motivation.
A40	A · Those affected voluntarily participate in addressing harm and responsibilities. Voluntary participation and attention to harm distinguish the process; particular outcomes are not guaranteed.

Extended-response questions

Item ID	Question / requirement	Solution and allocation	Alternatives / notes	Max
B1	A new employee learns written safety rules in training and learns from colleagues that asking for help is acceptable. Explain two ways this workplace acts as an agent of socialisation.	1 mark(s) AO1: Identify learning explicit rules through formal instruction. 2 mark(s) AO2: Explain how safety training communicates expected conduct (1) and how practice, supervision or sanctions can reinforce that conduct (1). 1 mark(s) AO1: Identify learning informal norms through social interaction or observation. 2 mark(s) AO2: Explain how colleagues communicate that seeking help is acceptable (1) and how their responses can encourage the employee to adopt that expectation (1).	Credit equivalent valid explanations. Award distinct points once only; a label without the required development does not earn explanation marks.	6
B2	Two students have similar prior examination results. One can afford unpaid work experience away from home; the other must take local paid work to support their household. Explain two ways class-related resources could affect their later employment opportunities.	1 mark(s) AO1: Identify access to financial resources as one mechanism. 2 mark(s) AO2: Link financial support to ability to accept unpaid experience/travel (1) and explain how this may provide occupation-specific skills or credentials valued by employers (1). 1 mark(s) AO1: Identify a distinct mechanism such as social networks or available time. 2 mark(s) AO2: Apply that mechanism to the different work situations, e.g. contacts gained during relevant placements (1), and explain how access to information/recommendations or preparation time could affect opportunities (1).	Credit equivalent valid explanations. Award distinct points once only; a label without the required development does not earn explanation marks.	6

Item ID	Question / requirement	Solution and allocation	Alternatives / notes	Max
B3	A town expands around a new factory. Some households gain regular wages; others face higher rents and insecure temporary work. Explain two reasons why industrialisation may have different effects on different groups in this town.	1 mark(s) AO1: Identify differences in access to skills, employment or job security. 2 mark(s) AO2: Apply to stable factory jobs versus temporary employment (1) and explain implications for income predictability or security (1). 1 mark(s) AO1: Identify differences in property ownership, bargaining power or housing resources. 2 mark(s) AO2: Apply to rent increases and the position of tenants versus owners (1) and explain how costs or benefits are distributed differently (1).	Credit equivalent valid explanations. Award distinct points once only; a label without the required development does not earn explanation marks.	6
B4	A fictional region receives funding for a rural school-building programme. State one way the programme could support development and explain it. Then explain one reason why building schools alone might not improve children's educational participation.	1 mark(s) AO1: Identify a plausible development benefit from improved access to schooling. 2 mark(s) AO2: Apply to reduced travel/access barriers (1) and explain a possible link to learning, skills or later opportunities (1). 1 mark(s) AO1: Identify a remaining constraint such as household poverty, lack of teachers, language barriers, discrimination or safety. 2 mark(s) AO3: Explain how the constraint can prevent attendance or effective participation despite buildings (1), and develop why complementary action/resources would be needed (1).	Credit equivalent valid explanations. Award distinct points once only; a label without the required development does not earn explanation marks.	6

Item ID	Question / requirement	Solution and allocation	Alternatives / notes	Max
B5	Two people commit the same minor offence. One is described as having made a mistake; the other is repeatedly described as a criminal and is excluded from local activities. Explain one possible consequence of the second response using labelling theory, then explain one limitation of that explanation.	1 mark(s) AO1: Identify a relevant labelling concept such as secondary deviance, stigma or a deviant identity. 2 mark(s) AO2: Explain how repeated labelling/exclusion may restrict opportunities or reshape identity (1) and link this to a possible subsequent response or deviant affiliation in the case (1). 1 mark(s) AO1: Identify a valid limitation, such as agency/resistance or inability to explain the initial offence by the later label. 2 mark(s) AO3: Explain why the limitation matters (1) and develop what additional factor or evidence would be needed to establish the claimed consequence (1).	Credit equivalent valid explanations. Award distinct points once only; a label without the required development does not earn explanation marks.	6
B6	A voluntary restorative programme reports fewer repeat offences among its participants than among a group released from prison. The groups were not matched for previous offending or offence seriousness. Explain two reasons why this comparison alone cannot establish that the programme caused the difference.	1 mark(s) AO1: Identify selection or pre-existing differences between groups. 2 mark(s) AO3: Explain how willingness to join may be linked to motivation/readiness to change (1) and how this could affect later offending independently of the programme (1). 1 mark(s) AO1: Identify differences in previous offending, offence seriousness or another relevant unmatched characteristic. 2 mark(s) AO3: Explain how that characteristic could affect baseline risk (1), so comparing outcomes without accounting for it does not isolate programme impact (1).	Credit equivalent valid explanations. Award distinct points once only; a label without the required development does not earn explanation marks.	6

Item ID	Question / requirement	Solution and allocation	Alternatives / notes	Max
C1	Assess the view that socialisation creates agreement rather than conflict within society.	Use the common 12-mark best-fit scale. Accurately explain socialisation, norms/values and agreement. A functionalist account may consider integration through shared expectations; Marxist or feminist arguments may question whose interests these expectations serve. Apply examples of agents, competing norms, subcultures, resistance or change. Compare what the perspectives explain, consider variation within societies and evaluate evidence. Draw a supported judgement about the extent and conditions of agreement; describing agents alone does not answer the contrast.	Indicative content is not an exhaustive checklist. Accept supported alternative arguments, examples and conclusions. Award one holistic mark; do not impose an unlisted mark cap.	12
C2	Evaluate the view that class is the most important source of unequal life chances.	Use the common 12-mark best-fit scale. Define class and life chances, explaining mechanisms through income, wealth, occupation, education or power. Marxist arguments may be compared with Weberian class/status/power distinctions, feminist accounts or other relevant sources of inequality. Apply accurate examples rather than asserting that every class member has the same experience. Weigh interactions, social mobility and context. Assess the claim of relative importance and reach a supported conclusion without requiring one predetermined hierarchy of disadvantages.	Indicative content is not an exhaustive checklist. Accept supported alternative arguments, examples and conclusions. Award one holistic mark; do not impose an unlisted mark cap.	12

Item ID	Question / requirement	Solution and allocation	Alternatives / notes	Max
C3	Assess the view that development depends more on changes within a country than on its relationships with other countries.	Use the common 12-mark best-fit scale. Explain development and relevant internal and external mechanisms. Modernisation and dependency perspectives offer possible contrasting routes; accurate alternative explanations are welcome. Apply examples such as education, institutions, technology, trade, colonial legacies or unequal bargaining power. Compare the explanatory reach and limitations of the approaches and consider interaction between internal policy and international structures. Use development outcomes and distribution, not income labels alone. Conclude on the balance or conditions, without treating all countries as identical.	Indicative content is not an exhaustive checklist. Accept supported alternative arguments, examples and conclusions. Award one holistic mark; do not impose an unlisted mark cap.	12
C4	Evaluate the view that differences in power are the main explanation for patterns of crime and its control.	Use the common 12-mark best-fit scale. Explain power and distinguish offending from reported, detected or punished crime. Marxist, labelling and feminist accounts may address rule-making, differential enforcement, corporate/white-collar harm or whose experiences are recognised. Compare with functionalist, social or other relevant explanations; do not assume one theory accounts for every offence. Apply examples and assess what the evidence supports. Consider whether power explains incidence, classification, visibility or responses, and reach a justified conclusion about its importance.	Indicative content is not an exhaustive checklist. Accept supported alternative arguments, examples and conclusions. Award one holistic mark; do not impose an unlisted mark cap.	12

12-mark best-fit scale

Mark range	Descriptor
10–12	Sound, conceptually detailed knowledge of a range of relevant material and sophisticated understanding of the question. Accurate, sensitive application. Explicit, relevant analysis and evaluation, with clear explanations and an appropriate supported conclusion.
7–9	Largely accurate, broad or deep but incomplete knowledge. Good understanding of significant aspects. Application is largely explicitly relevant, though sometimes insufficiently focused. Some explicit evaluation and/or appropriate analysis and clear explanation.
4–6	Limited, undeveloped knowledge and understanding of only some aspects. Application is limited or partly tangential. Very limited or no evaluation; attempted analysis is thin or disjointed.
1–3	Very limited knowledge and little or no understanding of the question. Significant errors or omissions in application. No analysis or evaluation.
0	No relevant content.