

# Specimen Paper Answers – Paper 1

Cambridge IGCSE™

Sociology 0495

Cambridge O Level

Sociology 2251

For examination from 2025



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## Introduction

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These specimen answers have been produced by Cambridge ahead of the examination in 2025 to exemplify standards for those teaching Cambridge IGCSE / O Level Sociology. We have provided examples of very good answers for Specimen Paper 1, Questions 1 and 2.

The marks given are for guidance only and are accompanied by a brief commentary explaining the strengths and weaknesses of the answers. Comments are given to indicate where and why marks were awarded, and how additional marks could be obtained.

The mark scheme for the Specimen Paper is available to download from the [School Support Hub](#).

**2025 Specimen Paper 1**

**2025 Specimen Paper Mark Scheme 1**

Past exam resources and other teaching and learning resources are available on the [School Support Hub](#).

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## Details of the assessment

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The syllabus for Cambridge IGCSE / O Level Sociology is available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

### Paper 1 Research Methods, Identity and Inequality

Written paper, 2 hours, 80 marks

Paper 1 has three questions. Candidates answer **two** questions. Question 1 is compulsory, candidates choose to answer **either** Question 2 **or** Question 3.

The questions are on the following topics:

Question 1 Research methods (compulsory)

Question 2 Identity: self and society

Question 3 Social stratification and inequality

Candidates must study all three topics.

Each question is worth 40 marks.

#### Question 1 Research methods

Question 1 is compulsory. The question has five parts (a – e). Candidates must answer all of the parts.

Q1(a) has three parts (i, ii, iii). The questions are based on source material printed in the question paper. The source material will contain qualitative or quantitative information or a mixture of both. Candidates must identify information, explain an aspect of the research, and explain problems or issues with the evidence from the source.

These questions assess AO2 and AO3 skills.

Q1(b) and Q1(c) are short-answer questions. They require candidates to show knowledge and understanding of concepts, ideas and examples related to sociological research methods.

These questions assess AO1 and AO2 skills.

Q1(d) is a short essay-style question that requires candidates to evaluate a methodological view, approach or concept.

This question assesses AO1, AO2 and AO3 skills.

Q1(e) asks candidates to explain the primary methods, sampling and secondary evidence that they would use to investigate a specified topic and give reasons for their choices. No subject knowledge of the topic under investigation is required as candidates will be assessed on their knowledge of sociological research methodology. Candidates will **not** be expected to evaluate their chosen methodology.

This question assesses AO1, AO2 and AO3 skills.

#### Question 2 Identity: self and society and Question 3 Social stratification and inequality

Candidates choose to answer **either** Question 2 **or** Question 3.

Each question has six parts (a – f). Each question has the same structure.

Parts (a) and (b) require short answers. They test candidates' knowledge and understanding of terms, ideas and examples, and require candidates to select and apply their sociological knowledge to a specific area of the topic.

These questions assess AO1 and AO2 skills.

## Specimen Paper Answers

Parts (c) and (d) require candidates to demonstrate knowledge and understanding of sociological concepts, theories, evidence and views within a specified area of the topic. Candidates should be encouraged to refer to sociological evidence and examples in their answer.

These questions assess AO1 and AO2 skills.

Part (e) requires candidates to discuss a sociological issue or view. Candidates will need to write about issues or topics in depth in a structured way and support their ideas with relevant evidence.

This question assesses AO1, AO2 and AO3 skills.

Part (f) is a short essay-style question. Candidates will need to be able to develop reasoned arguments on both sides of a debate and support their points with relevant sociological evidence.

This question assesses AO1, AO2 and AO3 skills.

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## Question 1

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Read Source A, then answer the questions below.

### Source A

'The Study of Adult Development' is a study that has been going on for over 80 years. The aim of the study was to investigate the factors that make people healthy and happy. It began in 1938 when a sample of 268 white, male students were recruited at an elite university called Harvard in the United States. The staff at Harvard selected students who were mentally and physically fit.

The participants were given questionnaires to complete. They also participated in face-to-face, in-depth interviews. Both methods were conducted at regular intervals. The research covered personal topics such as mental health, physical health, work, relationships, ageing and retirement. In the interviews researchers aimed to make the participants feel comfortable and relaxed and encouraged them to speak in their own words. The participants also did physical and psychological tests.

The main findings included:

- close relationships help to delay mental and physical decline
- close relationships are better predictors of long and happy lives than social class, IQ or genes
- the quality of relationships is more important for health and happiness than how many relationships a person has.

Source: <https://news.harvard.edu/gazette> (2017).

### Question 1 (a)(i)

From Source A, identify **two** personal topics covered in 'The Study of Adult Development'. [2]

### Specimen answer

*Two topics covered were physical health and work.*

**Mark awarded = 2 out of 2**

### Examiner comment

This response is awarded full marks as the candidate gives two correct topics from the source. There are other possible correct 'personal topics' in this source, but only two are needed for full marks. The candidate uses the exact wording from the text which is recommended for this question.

### Common mistakes

Writing unnecessary detail about the two points. No further detail or explanation is necessary as the command is simply to 'identify' two pieces of information from within the source to score both marks.

### Question 1 (a)(ii)

Using information in Source A, explain **two** reasons why in-depth interviews were useful in investigating what makes people healthy and happy. [4]

#### Specimen answer

*One reason in-depth interviews were useful was that respondents can go into detail about what they think makes for a happy and healthy life; for example, one of the findings was that close relationships have a positive effect on mental and physical health. This is because in-depth interviews use open questions to give the researchers qualitative data about thoughts and feelings.*

*A second reason is that in-depth interviews are especially useful when researching personal issues that affect people's health and happiness such as illness, loss and relationships. This is because they offer flexibility as questions are unlikely to be standardised, so researchers can respond sensitively by probing deeper where possible but avoiding certain areas depending on answers given.*

**Mark awarded = 4 out of 4**

#### Examiner comment

This is a well-structured response which meets the expectations of the question and clearly separates the two reasons. The question aims to assess the candidate's ability to interpret and evaluate information in the source material.

The candidate uses their first sentence in each point to identify a useful aspect of in-depth interviews from the source. This gives 1 mark per point.

The candidate then develops each point by giving extra information about how that aspect of the method is useful. For example, in the first point the candidate links the detail from in-depth interviews to open questions that give researchers valuable qualitative data.

#### Common mistakes

- Not making two clearly separate points.
- Not making explicit links to the source.
- Simply describing rather than explaining points. An effective way to ensure explanation is for candidates to use 'because' in responding to the question.



### Question 1(a)(iii)

Using information in Source A, explain **three** reasons why the sample may **not** be representative of all people. [6]

#### Specimen answer

*One reason the sample may not be representative of all people is that everyone in the sample is white. The experiences of other ethnic groups on health and happiness may be different to white people and these experiences are not included in this sample, therefore it is unrepresentative.*

*Another reason is that the sample were all male. Women's experiences of what makes for a happy and healthy life may be different and so this sample cannot be fully representative.*

*A third reason is that all the sample were students and is therefore not representative of all people.*

**Mark awarded = 5 out of 6**

#### Examiner comment

A good response. Three distinct reasons are given, as required by the question and each reason is clearly signalled by the candidate 'One reason ... Another reason ...', etc.

In the first two points an aspect of the source itself is identified in the first sentence. These aspects are then developed by the candidate by explaining why the identified point shows that the sample is unrepresentative. In the second point there is less development than in the first point, but it is enough to score both marks available.

In the third point the candidate correctly identifies a reason from the source – the sample were all students – but does not explain why this means that the sample is unrepresentative of all people. This is left implicit and hence no development mark can be awarded.

#### Common mistakes

- Identifying the correct number of points but not clearly developing an explanation for each one.
- Not fully developing three points.

### Question 1(b)

Identify **two** types of question used by sociologists.

[2]

### Specimen answer

*Open questions and multiple-choice questions.*

**Mark awarded = 2 out of 2**

### Examiner comment

The answer is a clear and accurate response, which is sufficient to merit both marks. The candidate does exactly what the question asks by identifying open and multiple choice as two correct types of question. As in Question 1(a)(i), no further information is required.

### Common mistakes

Adding superfluous detail, for example giving definitions, for which no marks are available.

### Question 1(c)

Explain **one** strength and **one** limitation of official statistics.

[4]

### Specimen answer

*One strength of official statistics is that they can be used to count and measure social behaviours, such as crimes rates or rates of marriage and divorce. This is because they are a form of quantitative data, or data in the form of numbers.*

*One limitation is that they can be biased. This is because they are collected by the government and are therefore invalid.*

**Mark awarded = 3 out of 4**

### Examiner comment

One strength and one limitation are correctly identified in the first sentence of each paragraph.

The strength is developed by making a link from the identified strength (the ability to measure behaviours) to an aspect of official statistics (their quantitative nature).

However, the limitation is not developed. This is because the candidate simply asserts that official statistics are biased because they are collected by governments, but there is no indication of why this might be the case and hence it remains somewhat vague. The candidate could have explained that governments want to be seen as successful and hence may alter the figures accordingly.

### Common mistakes

- Using evaluative terms like reliability and validity together when they mean different things. For example, an answer which states 'Official statistics are both valid and reliable' is very unclear. Research methods which give data that is high in validity tend also to give data which is low in reliability, and vice versa. So, using the two terms together without explanation shows a confused understanding of one or both terms.
- Not fully developing why something is a strength or a limitation.

### Question 1(d)

Evaluate the interpretivist approach to sociological research.

Your answer should include:

- at least **two** arguments for the approach and **two** arguments against the approach
- a conclusion.

[10]

### Specimen answer

*Interpretivists believe that society is made up of individuals who are free. They choose how to behave and what identities they have. In this way individuals pull the strings of society through their actions and interactions. Interpretivists research the inner 'world' of individuals to understand the meanings behind their behaviour.*

*Unlike interpretivists, however, positivists believe social behaviours and identities are not freely chosen but determined by wider but hidden social forces such as socialisation and social control. Such forces pull the strings that make people behave as they do, so they are like 'puppets' whose behaviour is predictable. To understand society therefore a scientific approach is needed to uncover the 'laws' that determine social behaviour.*

*Interpretivists can uncover rich, detailed data from individuals in their own words. They focus in depth on individuals using qualitative methods such as unstructured interviews and participant observation. Interpretivists claim this makes their approach high in validity, because such methods are likely to give a true picture of the beliefs and motivations that influence the way that people act in society.*

*However, due to the small samples used, interpretivist results are often unrepresentative and therefore not generalisable to the wider research population.*

*In conclusion, the interpretivist approach is useful in accessing the thoughts and feelings that drive individuals' behaviour.*

**Mark awarded = 8 out of 10**

### Examiner comment

This response is a Level 3 answer that is well focused and follows a clear structure. The candidate shows a good knowledge and understanding of interpretivism and some of its drawbacks. Sociological terms and concepts are used appropriately and consistently. All the demands of the question rubric are met – two developed points or arguments are given on each side and there is a conclusion which makes a judgement on the question.

The candidate clearly signals evaluative points by using the word 'however.' This answer uses a 'for/against/for/against' structure, but it is also acceptable to write the 'for' arguments first and the 'against' arguments second or vice versa.

The answer falls at the bottom of Level 3 because paragraph four, while using relevant concepts, could be more developed. In addition, while making a judgement in the conclusion, it could have been justified by reference to some of the arguments outlined in the answer.

### Common mistakes

- Writing a long introduction, which is unnecessary.
- Not organising arguments into separate paragraphs, instead writing one long paragraph that includes numerous points which overlap or blur into one another.
- Not developing points with evidence or reasoning.
- Not concluding with a reasoned judgement.

### Question 1(e)

Explain the research methods and evidence that you would choose to investigate how young people use the internet. Give reasons for your choices.

Your answer should include:

- **two** primary methods with relevant sampling
- **one** source of secondary evidence.

[12]

### Specimen answer

*The first primary method I would use to investigate how young people use the internet would be an online survey. I would use closed questions to find out the amounts of time that young people spend on the internet and the range of activities they use it for, e.g. social media, research for education, shopping, etc. This would give me a lot of quantitative data so I can gain an overview and find patterns and trends on internet usage by young people.*

*My sample would be a sample of 500 young people aged between 13 and 25 and stratified by gender. I would access the large sample by putting up an advert for volunteers in my college and a similar advert on social media and gaming sites.*

*My second primary method would be a group interview conducted face to face. This type of interview would be less threatening for young people than a one-to-one interview, allowing them to be open and share their opinions in their own words. It would also allow me to probe participants and listen to their interactions. Using open questions will allow me to gain qualitative data about their internet use, such as why they prefer some online sites more than others and the positive and negative effects of their online activities. Due to these reasons this method is likely to give me data that is high in validity.*

*My sample for the group interview would be chosen from those who answered my internet survey. I would choose 6 people of different ages and genders to make my group more representative of a range of young people.*

*For my secondary evidence I would look for past newspaper reports on people's use of the internet. The media often focus on the negatives of the internet and I can use these reports to compare with my own findings to see whether the media give a balanced picture.*

**Mark awarded = 10 out of 12**

### Examiner comment

In this question marks are awarded for three criteria: methods and evidence, reasons for choices and application to context.

In general, this is a successful answer that illustrates elements of Level 3 and Level 4 performance. It is well structured in paragraphs.

The answer achieves Level 4 for 'Methods and evidence' – it shows excellent knowledge and understanding of online surveys and group interviews. Relevant details about both methods are given, for example surveys are linked to closed questions and group interviews to the ability to probe participants. Reference is made to

a sampling technique and size for each method and there is discussion about how the survey sample can be accessed. There are references to concepts such as closed/open questions, quantitative and qualitative data, probing, patterns and trends, etc.

It achieves Level 3 for 'Reasons for choices' – it includes a good rationale for research choices overall. However, there is no justification for the sample for the online survey which is merely described. Also, there is no reference to reliability or generalisability, both of which could have been used in relation to the online survey. The justification for the secondary evidence is a little tangential to the question. Hence the answer cannot access Level 4.

It achieves Level 3 for 'Application to context' – it refers to the area of investigation (how young people use the internet) for both primary methods and there are appropriate links to young people and/or the internet in both samples. However, the secondary evidence is focused on 'people' generally rather than young people.

### Common mistakes

- Writing a long introduction and conclusion, which is unnecessary.
- Not addressing all elements of the question.
- Describing methodological choices, but not justifying the choices.
- Evaluating methodological choices by describing limitations. The question only requires candidates to justify their choices, so any criticism of their choices will not be credited.
- Not making regular links to the area of investigation. For example, in the question above not referring to how young people use the internet.
- Not fully engaging with the context or subject area in the question, but simply repeating the wording from the question from time to time. For example, a weaker response to the question above might repeat 'This shows how young people use the internet' after every method. It is better to explore the area of investigation by opening it up. For example, an online survey can find out 'the amounts of time that young people spend on the internet and the range of activities they use it for. For example, social media, research for education, shopping, etc.' This shows much better engagement with the context or subject area of the study.

**Total mark awarded for Question 1 = 34 out of 40**

## Question 2

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### Question 2(a)

Define the term:

- (i) feminism [2]
- (ii) primary socialisation. [2]

### Specimen answer

- (i) *Feminism is the sociological theory that focuses on gender inequality and patriarchy.*
- (ii) *Primary socialisation is the phase in which children learn basic norms and values from the family.*

**Mark awarded = 4 out of 4**

### Examiner comment

Both parts of the answer give clear definitions. They are full definitions, not partial definitions, that contain two elements. For example, the answer for Question 2(a)(i) defines feminism as a sociological theory and expands on that to say it focuses on gender inequality.

### Common mistakes

Giving a correct example but not writing the full meaning of the term – that is a ‘partial’ definition and can only be awarded one mark.





### Question 2(b)

Give **two** examples of social control used in education.

[2]

### Specimen answer

*Two examples are: being given rewards by the teacher and getting a detention for bad behaviour.*

**Mark awarded = 2 out of 2**

### Examiner comment

This is a clear and accurate answer for two marks. Many different examples would be acceptable. This answer gives an example of a positive and a negative sanction, however it is also acceptable to give two positive examples or two negative examples.

### Common mistakes

Adding extra detail, such as giving a definition of the term in the question, for which no marks are available.

### Question 2(c)

Explain **three** reasons why people may join deviant sub-cultures.

[6]

#### Specimen answer

*One reason why people may join deviant sub-cultures is to achieve status within their peer group. Cohen argued that status frustration may lead some young people to achieve status in a socially unacceptable way, e.g. by joining an anti-school sub-culture.*

*A second reason may be relative deprivation in relation to other people in society. Relative deprivation can lead to marginalisation which can then lead to joining a sub-culture. For example, some unemployed people may try to get money by illegal means, such as joining a criminal gang and selling illegal drugs.*

*A third reason why some people join deviant sub-cultures may be the excitement or thrill factor. Some youths may be bored and join a delinquent gang because they enjoy the adrenaline rush they get from doing illegal acts, such as stealing cars and joy riding.*

**Mark awarded = 6 out of 6**

#### Examiner comment

The response is well explained and achieves full marks. The response is well structured, with three different points that are developed in three separate paragraphs. Each point is identified clearly in the first sentence followed by an explanation. The sociological knowledge is very good. For example, in the first point there are references to status, Albert Cohen, status frustration and anti-school sub-cultures. Different deviant sub-cultures are given – anti-school sub-cultures, criminal gangs and delinquent gangs – and examples are provided of the deviant activities associated with each one.

#### Common mistakes

- Writing a long introduction and conclusion, which is unnecessary.
- Not making three points.
- Not developing the points made.

### Question 2(d)

Explain **three** ways identity can be chosen rather than given in the digital age.

[6]

#### Specimen answer

*One way identity can be chosen in a digital age is through social media. On sites such as Facebook or Instagram, people re-edit their profiles and select and manipulate images to create their identity. For example, copying celebrity role models by airbrushing images to remove imperfections.*

*A second way is through products we buy online. Postmodernists argue we live in a 'pick n mix' society where online shopping is used to create lifestyles. For example, buying subcultural goods such as Goth clothing and music.*

*A third way is via social networks based on personal interests like Pinterest.*

**Mark awarded = 5 out of 6**

#### Examiner comment

This is a good answer that just falls short of full marks.

The first two points show accurate knowledge and understanding of ways identity can be chosen in a digital age. Social media and online shopping are both awarded a mark as correctly identified points. The candidate then develops examples of each point using sociological terms. In the first point this is done by discussing image manipulation to emulate role models. In the second point there is very good sociological knowledge, with references to postmodernism, a 'pick n mix' society, lifestyle and sub-culture.

The last point correctly identifies another way of choosing identity (joining social networks based on personal interests), but this is not developed and therefore the point only achieves one mark. Pinterest is a relevant example, but more explanation needs to be given to illustrate the idea that identities are chosen rather than given. For example, the candidate could have explained how users visually share interests such as creative arts by 'pinning' images or videos to their own or others' online boards. By doing this, individuals create their own distinct persona online.

#### Common mistakes

- Allowing points or examples to overlap by not writing in separate paragraphs.
- Not answering all the elements of the question, for example, not making the required number of points.

### Question 2(e)

Discuss the view that a global culture has now emerged.

Your answer should include:

- at least **three** developed points with evidence.

[8]

### Specimen answer

*One reason for arguing that a global culture has now emerged is that there are now global organisations that promote universal human values. For example, the United Nations has the Universal Declaration of Human Rights which all countries must agree to when they join. This document recognises that some rights apply to all human beings regardless of the culture they live in. For example, it states that all people are born free and are equal in rights regardless of race, sex, religion etc. Most countries in the world have now signed up to this document showing a global consensus around basic human rights.*

*Secondly, many goods are now global brands that are advertised and available all around the world creating a global lifestyle. Consuming American products like McDonald's and Coca-Cola is now a norm in almost every culture. Similarly in terms of clothing, many people wear jeans and t-shirts instead of the traditional clothing of their native culture. Technology such as cars or phones have instantly recognisable brands, such as Ford, Honda, Apple, and Samsung, and have global markets. As McLuhan noted, the world is now a 'global village' where previously distinct cultural lifestyles now show increasing sameness or homogeneity.*

*Finally, most people now have access to global media which is dominated by big companies like Disney. Their TV and film products promote western ideas, such as the love marriage, which can override local customs and beliefs, thus contributing to the emergence of a global culture.*

**Mark awarded = 7 out of 8**

### Examiner comment

This is a well-structured answer that shows good sociological knowledge and is focused on the question throughout.

This response begins well with the idea that there is now a widespread acceptance of universal human values. This is exemplified by the Declaration of Human Rights and the notion that there is now a consensus surrounding basic rights across the world. The second point is similarly well developed and focuses on the increasing sameness of lifestyles across the world, illustrated by examples of common food and drink, clothing and technologies. In both points, evidence and analysis are used to very good effect.

The last point correctly identifies global media as a vehicle for global culture and uses the example of Disney promoting the western idea of romantic love as a basis for marriage to illustrate the possible impact of global media on local customs. There is development here, but the point is not as well explained as the previous two points. To achieve full marks, points must be well developed and clearly explained throughout. Hence the response achieves Level 3 but is awarded 7 rather than 8 marks.

### Common mistakes

- Not developing points in part (e) sufficiently. Although three points are enough for full marks in both parts (d) and (e), responses to part (e) are expected to have a greater level of development (evidence and analysis) because it is a higher tariff question.
- Writing more than three points but with only partial development.

### Question 2(f)

Evaluate the view that gender is the main influence on identity.

Your answer should include:

- at least **three** arguments for the view and **three** arguments against the view
- a conclusion.

[14]

### Specimen answer

*One reason for the view that gender is the main influence on identity is that we learn our gender from the very earliest stages of life. Gender identity is taught through the processes of primary socialisation. For example, the feminist Ann Oakley shows the importance of manipulation and canalisation in the family for creating traditional gender identities in children. Parents are gender role models, for example little girls often help their mother with the chores or are given dolls to play with, reinforcing stereotypical femininity. Such gendered expectations remain central to a child's identity throughout childhood and into adulthood.*

*Secondly, in secondary socialisation identity is influenced by gender norms in education such as subject choice, friendship groups and teacher expectations. Peer pressure is powerful and reinforces the traditional gender identities that children first learn in primary socialisation. Boys who show 'feminine' behaviours may be ridiculed or ostracised, for example, which socially controls them back into conformity with traditional gender expectations.*

*Finally, feminists argue that there is a gendered division of labour in the workplace that influences how we see ourselves in relation to others. For example, women often occupy lower positions at work due to vertical segregation or face horizontal segregation in low paid, low status jobs such as cleaning, caring or basic administrative jobs. Such inequalities support traditional gender stereotypes about women being less able and/or naturally suited to jobs based around nurturing others.*

*On the other hand, postmodernists argue that we live in a consumer-based, media-saturated society and we are free to choose our identity through our consumption and lifestyle choices. Traditional sources of identity such as gender are not as important in a 'pick n mix' society.*

*A second point against the view comes from Marxists like Bourdieu who argue that social class overrides gender in importance. The upper classes believe they are 'born to lead' and transmit their sense of privilege to their children via private education. The lower classes are limited in terms of their economic, social and cultural capital. This has a negative impact on their status, how they see themselves and how they are seen by others. They may develop a fatalistic attitude and believe they can never improve their position. Or they may be negatively labelled by the media as deviant, lazy and stupid. Thus, gender may not be as important as social class in the formation of social identity.*

*Lastly some people believe that age is important throughout life. For example, old age is viewed differently across societies. Some see elders as wise guardians of cultural knowledge.*

*Others view older people through negative stereotypes, so they are seen as frail, senile and a burden on their families.*

*In conclusion, times are changing, and many people now have more choice about their identity and other factors, such as class and age, are now as important as gender.*

**Mark awarded = 12 out of 14**

### Examiner comment

This response shows excellent sociological knowledge and understanding of the debate about whether gender is the main influence on identity. Sociological terms are used appropriately and consistently throughout. For example, there is reference to primary socialisation, canalisation, manipulation, peer pressure, vertical and horizontal segregation and cultural capital. The answer also makes reference to studies such as Oakley and Bordieu and sociological theory (feminism, Marxism and functionalism). It answers all the elements of the question, developing three appropriate arguments for and three against the view and writing a conclusion. Each argument is supported by good examples, evidence and analysis. Finally, there are regular references back to the question at the end of the arguments, meaning the answer stays focussed on 'identity' throughout.

The answer achieves Level 4 of the mark scheme, but at the bottom rather than the top of the level. There are a couple of reasons for this: in the first argument against the view (paragraph four) the analysis is not quite as detailed as in the other paragraphs and the link to identity is not made explicitly; secondly, when making a judgement in the conclusion, the response does not make specific reference to supporting arguments.

### Common mistakes

- Writing a long introduction, which is unnecessary.
- Not answering all the elements of the question, for example, not making three arguments for and three against with a conclusion.
- Not developing points with sufficient evidence and/or analysis.
- Not writing arguments in paragraphs, which often results in arguments either lacking proper development or blurring points together so they lack clarity.
- Writing a one-sided answer with no evaluation.

**Total mark awarded for Question 2 = 36 out of 40**





Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 1223 553554  
e: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

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