SOCIOLOGY

Paper 2251/12

Paper 12

Key Messages

- Candidates need a sound grasp of sociological concepts and terminology,
- Candidates need to evaluate their answers to **(d)** questions but not to **(c)** questions,
- Candidates need to read questions carefully and answer all parts of the question as set, there is no need for lengthy introductions to questions.

General comments

Candidates responded to all questions on the paper and all levels were achieved. The majority of candidates answered the correct number of questions and there were few rushed final answers.

When answering **Question 1**, and in particular **1(f)**, candidates who number their responses or who leave a gap between them are more successful in outlining four different strong points and not running many weak points, frequently more than four, together.

When giving reasons for the strengths and limitations of methods, many candidates used *cheap* and *time consuming*. Such answers have very little meaning and if they are used they need to be backed up with reasons. Candidates would be better advised to use other explanations as all sociological research takes time and costs money.

Answers to part **(a)** questions that require definitions can be short and many candidates gave examples making their answers more complicated then they need to be.

Answers to part **(b)** questions requiring two examples are more successful when candidates select two different examples than if they rely on one theme such as gender.

Part **(c)** questions ask candidates to 'explain'. Some excellent candidates evaluated these questions which is not a requirement of these answers.

Answers to part **(d)** questions showed successful evaluation with the best candidates outlining two sides of a debate and supporting their argument with reference to sociological theories and studies which address the 'to what extent' in the question.

Candidates should pay particular attention to the wording in the questions particularly in relation to the concepts. Some candidates ignored concepts that they were being asked to consider in their answers.

Candidates need to take responsibility for their handwriting. This session a small number were extremely difficult to read. Another issue is when candidates write their answer in a different part of the booklet to the one designated. Candidates must ensure that it is labelled in such a way that Examiners can find their work.

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Comments on specific questions

Section A

Question 1

Many candidates referred to time and money as either strengths or limitations through this question with no explanation. Candidates are better advised to highlight specific points in relation to the method stated rather than using these generic examples which do not allow them to show understanding of the methods in the question.

(a) (i) The nature of validity was understood by most candidates. Common errors were to describe validity as the truth and not explain what truth related to and to confuse it with reliability.

(ii) Most candidates were clear that random sampling is to do with selection of a sample. A common error was to define it as being collected randomly which did not show clear understanding.

(iii) A number of candidates struggled to define sampling frame and some did not answer this question. A common error was to define it as a method of sampling. Better answers explained that sampling was taken from the sampling frame.

(b) Most candidates were able to identify one appropriate reason but struggled or failed to offer a second. Common errors were to explain how the method worked rather than to explain why it is not used very much or to describe the limitations of the method and not its infrequent use. A less common error was to explain why researchers prefer other types of data gathering and overlook the limitations of snowball sampling.

(c) Successful answers focused on the strength of questionnaires for collecting qualitative data. Common errors were to assume that research of this type requires the presence of a researcher or to propose issues of time and money as strengths without explaining why this might be so. A less common error was to confuse qualitative and quantitative methods and data.

(d) This question was well answered by most candidates who described one strength and one limitation. Some candidates made good use of the difference between open and closed structured interviews. Common errors were to state that an interview is a questionnaire or to show lack of understanding about the nature of structured interviews.

(e) Stratified random sampling proved to be a method that most candidates well understood. A common error was to address stratified but to overlook random. Quota sampling was not so clearly understood and a significant number of candidates left this question unanswered.

(f) Candidates who numbered their answers or who left lines between different strengths and limitations generally proved more successful. A common error in answers where candidates ran their text together is to refer to several weak points and limit marks to 4 as opposed to answers that clearly differentiate between two strengths and two limitations. In specific relation to qualitative research methods candidates had a much firmer grasp of limitations rather than strengths. A common error was to confuse qualitative and quantitative methods. An uncommon error was to state that qualitative data is only historical data.

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Section B

Question 2

(a) Nurture was correctly identified with the processes of socialisation but most candidates linked it to learning and few mentioned caring. Common errors were to refer to nature rather than nurture or to use the two terms interchangeably.

(b) This was a well answered question with the majority of candidates taking their examples form the family and education. An uncommon error was to identify an agency but not explain the way it can nurture a child.

(c) There were a number of excellent answers to this question which looked at a range of factors that included genetics, socio-biology and the work of such theorists as Tiger and Fox. A common error was to confuse the terms nurture and nature.

(d) This was a well answered question in which most candidates outlined the ways in which socialisation influences human development. The more successful answers then went on to show how other factors such as genetics may also be influential or referred to the examples of feral children. A common error in this question was to confuse nurture and nature.

Question 3

(a) Most candidates clearly defined coercion. A common error was to overlook the force part of the meaning. A less common error was to see it as the authorities preventing conflict.

(b) Many candidates identified agencies that have coercive power but a common error was to fail to develop how that power can be coercive, such as in schools when students are given detention or in peer groups forcing conformity on members by the fear of ostracism.

(c) This was a well answered question in which candidates outlined a variety of ways in which people learn by imitation and sanction how to follow the rules of society. There was some very good reference to formal and informal means and a variety of agencies were referred to. An uncommon error was to evaluate these processes which did not result in a direct loss of marks but are not a requirement of a question **(c)** and thus time could be used to better advantage.

(d) The majority of candidates agreed that society is based on shared values and supported their answer with examples of how these values are learnt, the most successful of these quoted functionalist theories as evidence. More developed answers also considered the imposition of values, some also quoting Marxist theory, or gave subcultures as examples of groups who do not share the values of the rest of society. A number of candidates accepted the idea of social order being based on shared values uncritically and therefore limited themselves to the 4–6 band.

Section C

Question 4

(a) Most candidates recognised that blue collar workers are manual workers. Common errors were to state that they are clerical or middle class workers and even in a few cases that they run firms.

(b) There were some interesting examples of deskilling such as cashiers being replaced by automatic checkouts but many candidates struggled to give examples of deskilling. Common errors were to quote education causing everyone to be able to do most jobs, being promoted to a new job so you no longer used your old skills or unemployment as examples of deskilling.

(c) Candidates who understood the nature of deskilling answered this question well but the majority who answered this question struggled to present a convincing answer.

(d) The key to this answer was to understand the nature of proletarianisation, the majority of candidates who answered it did not. A few very successful answers outlined the concept well and then compared it to the theory of embourgoisement or showed ways in which those workers who may have descended from the middle class can still have advantages over more traditional working class individuals.

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Question 5

(a) Nearly all candidates understood that the aristocracy is related to the class system but a common error was not to identify them as being members of a titled group.

(b) Social inequality was well understood and the majority of candidates gave two appropriate examples such as gender, ethnicity and class. A common error was to use an example such as gender twice.

(c) Answers to this question were detailed and wide ranging, outlining a number of ways in which social position can be changed. A common error was to define it as moving up the social scale and just showed ways in which that can be achieved with no reference to or examples of downward social mobility. A less common error was to assume that marriage only influences the social mobility of women.

(d) Most answers to this question understood what was meant by reduction of inequality. Many answers outlined the ways in which inequality may have been reduced but an uncommon error was to limit it to one aspect of social life, such as gender. More sophisticated answers not only looked at a range of inequalities but then questioned how much they had or had not been reduced.

Section D

Question 6

(a) The state was a misunderstood term by some candidates.

(b) Most candidates correctly identified two systems, usually democratic and totalitarian. A common error was to name political parties.

(c) Many candidates struggled to find ways that the state uses power, limiting their answers to the police and courts. A small number of candidates made the distinction between the use of power in democratic and totalitarian regimes.

(d) Those candidates who understood the nature of elite groups offered detailed and sophisticated answers frequently referring to Marxism, pluralism and elite theory. Common errors were to not understand the nature of an elite or to assert that they do dominate.

Question 7

(a) Of the few candidates who selected this question they either gave an accurate definition of class de-alignment or they were unable to explain what it means.

(b) Most candidates gave two appropriate examples of the influences on voting behaviour, such as age, ethnic group or family. Common errors were to give social class as an influence which was barred by the question or to state that it was being able to vote.

(c) Some candidates were able to outline the role of the family in teaching young people about politics. Few answers developed other influences such as the media in their answers.

(d) Candidates who did not understand the nature of class de-alignment struggled to give a convincing answer to this question. Candidates who did understand its meaning offered detailed and accurate explanations which considered the 'to what extent' in the question, many of which made reference to such concepts as tactical or pragmatic voting.

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SOCIOLOGY

Paper 2251/13

Paper 13

Key Messages

- Candidates need a sound grasp of sociological concepts and terminology.
- Candidates need to support longer answers clearly with sociological theory and examples.
- Candidates need to read questions carefully and answer the question as set.
- In answering definition questions it is not enough just to rework the words in the question. Candidates need to show that they have a clear understanding of terminology.

General comments

Candidates responded to all questions on the paper and all levels were achieved. The majority of candidates answered the correct number of questions and there were few rushed or weak final answers.

When answering **Question 1(f)**, candidates who number their responses or who leave a gap between them are more successful in outlining four different points and not running many weak points together.

Answers to part **(a)** questions that require definitions can be short and many candidates gave examples in their definitions which are not needed.

Answers to part **(b)** questions requiring two examples are more successful when candidates select two different examples than if they rely on one theme such as gender.

Part **(c)** questions ask candidates to 'explain'. Some excellent candidates evaluated these questions which is not a requirement of these answers.

Answers to part **(d)** questions showed successful evaluation with the best candidates outlining two sides of a debate and supporting their argument with reference to sociological theories and studies. Some answers relied on the work of psychology rather than sociology and candidates would be well advised to keep this to a minimum.

Candidates should pay particular attention to the wording in the questions particularly in relation to the concepts. Some candidates ignored concepts that they were being asked to consider in their answers.

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Comments on specific questions

Section A

Question 1

(a) (i) The nature of trends was understood by many candidates. A common error was to describe the characteristics of individuals with no reference to tracking change or behaviour staying the same.

(ii) Most candidates were clear about the nature of quantitative data and its ability to be represented numerically. A common error was to describe its advantages and disadvantages which was not needed to answer the question.

(iii) Some candidates gave accurate definitions of survey population. Common errors were to define it as either individuals to be questioned or questionnaires.

(b) Most candidates were able to identify two reasons why positivists prefer large scale surveys but then struggled to develop why positivists prefer these methods of data collection. Common errors were to explain why they prefer other types of data gathering and overlook what it is that positivists are looking for in their research.

(c) Generally a well answered question with candidates clearly identifying two ways in which surveys could be carried out. Common errors were to name a type of survey but not describe how it is carried out or to describe a survey that was not named.

(d) This question was misunderstood by a number of candidates who either described two strengths or two limitations; a number of candidates did not answer this question. A common error was to confuse reliability with validity.

(e) Many candidates successfully identified both one strength and one limitation of small scale studies. A common error was to assume that this type of study has to be in the form of participant observation and this limited the range of reasons available for the answer.

(f) Most candidates identified two limitations of participant observation and explained clearly why they are limitations. Answers relating to strengths were less clear and there was a tendency for candidates to run their answers into each other making it difficult to see where one ended and the next began. Candidates would be advised either to number their answers to this question or to leave a blank line between each point. A common error was to identify one strength but not then explain why it was a strength.

Section B

Question 2

(a) Customs were correctly defined by the majority of candidates and there were some very concise and impressive answers to this question. A common error was to just refer to tradition or belief.

(b) This was a well answered question with the majority of candidates taking their examples from the family and education. Some candidates used gender socialisation in both the family and education and, although these examples can work well, candidates are better advised to select examples that are clearly different if they want to gain full marks.

(c) Most answers identified culture as the main contributory factor and explained how this contributed to different behaviours in different societies. Many candidates supported this by examples from different cultures and this worked well either by making generic references to modern and traditional societies or by making specific references to childhood in specific countries in relation to education, work and the length of childhood. Some answers would have benefitted from the inclusion of more examples from different cultures.

(d) Many candidates were able to describe the experience of childhood but a limited number addressed the social construction as outlined in the question. Common errors were to rely solely on the work of psychology or to just describe socialisation in answers.

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Question 3

(a) Social change was defined well by most candidates. A common error was to define it as 'change' which showed an insufficient understanding of the concept.

(b) Many candidates described the role of norms in creating social order and these relate to value consensus. The best answers took their examples from the area of social control and sanctions. An uncommon error was to only offer one example.

(c) Candidates who understood the concept of value consensus wrote knowledgeable and detailed answers to this question.

(d) The most successful answers to this question referred both to functionalist and Marxist theory in their answers. A common error in answers was to outline how values are taught and not address the 'to what extent 'in the question.

Section C

Question 4

(a) This question was well answered by candidates who understood the meaning of gender, but a number of candidates did not.

(b) Most candidates identified successfully two benefits of patriarchy for men. A common error was not to explain why an identified factor was a benefit for men.

(c) The best answers to this question considered the experience of women in employment in contemporary societies. Concepts such as the glass ceiling were used with credit as well as differentials in pay rates and types of employment. Some candidates supported their answer by pointing out how the situation has improved, or not, for females in employment but this was not needed in this question as part **(c)** questions do not require evaluation of material.

(d) This answer was generally done well by most candidates. There were some excellent answers which not only outlined how the position of women had improved in comparison to men in both the home and wider society, but also identified ways in which these improvements may be partial or non-existent. Some sophisticated answers also looked at the situation with men and there was good use of the ideology of masculinity. An uncommon error was to show confusion about the meaning of gender divisions.

Question 5

(a) Nearly all candidates understood that the underclass referred to the poor but few developed a detailed definition of the term.

(b) Most candidates identified two reasons why the underclass may find it difficult to gain employment such as lack of education. A common error was to state that low pay was due to lack of employment.

(c) Answers that focused on ethnic groups produced credit worthy responses, especially those that gave specific examples. Others confined their response to looking at the problems faced by certain ethnic individuals. Excellent answers noted that some ethnic minorities can have advantageous positions over majorities. Some candidates interpreted gender as a form of ethnicity. Other candidates noted that there are differences between ethnic groups but much of their evidence was unsubstantiated assertion. Successful answers to this question displayed a clear meaning of the nature of 'market situation'. A common error was to focus only on those who have a poor market situation and ignore those who are privileged.

(d) There were a small number of candidates who showed appropriate understanding and sociological insight into the position of the underclass. A common error was to limit the answer just to the supposed deviant activities of the underclass.

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Section D

Question 6

(a) Both *political* and *protest* needed to be addressed in this question to gain two marks. A common error was to define protest with no reference to political.

(b) Many candidates identified having censorship or setting the political agenda as examples of political propaganda but a number of candidates failed to give a second example or showed confusion about the *meaning of propaganda*.

(c) Some candidates offered detailed descriptions of the ways that authoritarian regimes use violence and the threat of violence to maintain their power. Others used the suppression of ideas and the way in which brainwashing can take place. A common error was to overlook the 'apart from though the use of propaganda' in the question and to describe different types of propaganda.

(d) Most successful answers used examples from a specific society or societies. Common errors were to describe the ways in which people who are outside of authoritarian regimes can aid political protest or the ways in which such regimes stop protest which was not what the question was asking.

Question 7

(a) Most candidates offered very good definitions of promotional pressure groups. An uncommon error was to define defensive pressure groups.

(b) Most candidates gave two appropriate examples of defensive pressure groups. The best answers described two specific pressure groups as those who tried to give generic examples struggled to find a second example.

(c) Some candidates chose to interpret this question as why defensive pressure groups continue to exist. Although most pressure groups do have elements of both the question was specifically about promotional pressure groups.

(d) Most candidates who answered this question struggled to show sound understanding. Common errors were to describe the role, influence and campaigns of pressure groups in a general way but not link them to the political process. Few candidates related their answers to different types of political systems such as democratic and authoritarian.

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SOCIOLOGY

2251/22

Paper 22

Key Messages

- Candidates need to know clear definitions of key concepts.
- Candidates should relate answers to evidence based on sociological knowledge – not anecdotal or personal experience.
- Candidates need to organise their answers into clear points and paragraphs.
- *To what extent...*? or *Assess...* questions need both sides of the argument – points for and against in order to gain high marks. Candidates need to put forward points supporting the premise of the question and then present some alternative points.
- Candidates should read through the questions and choose those for which they can answer the **(c)** and **(d)** parts.
- Candidates should be aware of the main sociological perspectives on all topics, in particular the Marxist, Feminist, Functionalist and Pluralist views. Some topics such as the media have perspectives which are particular to them.

General Comments

The most popular topics were Family, Education and Crime in that order. Many candidates only produced two really good answers; better knowledge of a third topic would have increased their marks. Few candidates attempted the questions on the Mass Media. The main criticism is the use of general material and anecdotal examples not based on sociological concepts or evidence. Candidates should read the questions carefully, make a point and then explain using sociological evidence e.g. reasons for increase in co-habitation:
1. Secularisation – loss of authority of the church means that attitudes have changed and living together does not have the stigma it had in the past.
2. Fear of divorce – many marriages end in divorce which is often an expensive and difficult experience whereas co-habiting couples can separate without going through this process.
3. Cost of weddings – couples prefer to spend their money on other things or they may delay marrying until they can afford to get married. This answer would gain full marks in a **(c)** question as it has made three good points with explanation.

A small minority of candidates attempted **Question 7** and **Question 8**.

Comments on Specific Questions

Section A: Family

Question 1

(a) Many answers did not clearly indicate the relationship meaning of co-habitation. Some candidates spoke of friends living together which was not the intended answer. *Adults whose partnership is not legitimised by marriage/legal contract of civil partnership living together.*

(b) The most common answer alluded to *nuclear family* and *extended family*, although there are several other family types which would have been accepted, e.g. reconstituted family and single parent family. As nuclear families can be co-habitees, candidates needed to say *nuclear family headed by a married couple* for two marks. *Modified extended family* is incorrect.

(c) The main reasons are secularisation, changing attitudes, fear of divorce and high cost of weddings. Most candidates knew at least two valid reasons.

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(d) In order to attain top marks candidates needed to present some positives of co-habitation. The strongest candidates referred to the fact that most co-habiting parents are both on the birth certificate and that many eventually marry, that they live together as a family and perform the expected functions of the family. Some mentioned the negatives of married life e.g. the *dark side* of the family and the problems caused by divorce. This question was often interpreted as *cohabitation being a threat to marriage* rather than a threat to family and society. There was occasionally a view of the shame caused which is not representative of modern industrial societies.

Question 2

(a) In order to get two marks candidates had to make a clear point that the family life revolved around the needs and wants of the child. There was some misunderstanding by a few candidates that it is a place to which children are sent.

(b) The main mistake in this question was to go too far back into the past. The question asked for two ways the roles of the children had changed in *recent* years. Few candidates achieved two different points.

(c) This was generally well-answered. Candidates showed awareness of smaller families, less working hours, children's rights, state intervention to protect child and greater affluence.

(d) This question proved more difficult. Some answers concentrated on children working in the past and the cost of education in the present. A few interpreted the question as requiring the answer that children were very demanding for material goods. The mark scheme did allow a reference to traditional societies but more details of the present were required. Few candidates reached the top level in this question and found it difficult to expand on children being an economic cost except that they would get a good job and help their parents financially.

Section B: Education

Question 3

(a) There was some misunderstanding of this term which means continuing education after the age of compulsory schooling.

(b) Most candidates indicated university as one type but only a few knew another type e.g. doing A Levels at college.

(c) Candidates were aware of the necessity to get further qualifications to get a professional job. They also indicated parental pressure to continue but showed no awareness of the lack of benefits for this age group and the large number of graduates competing for work. There was no mention of NEETs (not in education, employment or training), their marginalisation and poor outlook for employment.

(d) There was a tendency for candidates to talk about the middle class and education in general terms rather than the middle class benefitting most from the availability of post-compulsory education. A few candidates confused the middle class and working class positions. Most candidates missed the opportunity to present a Marxist view

Question 4

(a) This question was generally well understood and candidates indicated movement up the social class system.

(b) Candidates had difficulty finding two clear ways. The main reason given was gaining qualifications in order to get a good job. There was frequent repetition of this as a second point. Some mistakenly gave marriage as a way.

(c) Some good answers. The best answers showed awareness of *labelling* and *self-fulfilling prophecy.*

(d) This question required candidates to justify why promoting social mobility may be the main function of education and then to attain top marks to refer to other functions which are part of education, e.g. *socialisation, social control, selection etc.*

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Section C: Crime, Deviance and Social Control

Question 5

(a) Answers showed a good understanding of sub-culture as a group of people holding different norms and values from the main culture.

(b) There was some misunderstanding of this question which required identification of specific groups and description e.g. punks, goths, with some description of their appearance/musical tastes etc.

(c) Most candidates answered this question in general terms and only a few were able to give relevant examples related to peer groups, norms of sub-culture etc. Candidates could have referred to the influence of the media, e.g. *deviancy amplification, folk-devils, moral panics.*

(d) There was some repetition of the material used in the previous answer. Candidates' answers would have benefited from acknowledgement of the process of evolution by which values and norms changed over time. A few candidates were aware that the main culture may absorb some of the values of the youth culture over time.

Question 6

(a) Candidates found it difficult to achieve full marks in this question. The answer required *number of recorded crimes by government or police in a year.* Candidates often referred to crimes *committed.*

(b) There was frequent misunderstanding of this question as *crimes committed on women*. The answer required examples such as prostitution and shoplifting.

(c) There were some good answers explaining the socialisation of women, their position in society and some of the crimes such as rape and domestic violence which are committed to women. There was some misunderstanding of *victim*.

(d) Candidates found this question quite difficult to answer. They were aware of the changing position of women in society, giving them more opportunity for being out in society. Several candidates then made some unsubstantiated associations such as *they became robbers and murdered their partners*. Some good answers showed awareness of decline of 'chivalrous' attitudes of the past. A few really good answers showed awareness of the fact that men still commit more crime.

Section D: The Mass Media

Question 7

(a) Some candidates found it difficult to attain two marks for cultural products and experiences designed to appeal to mass audiences.

(b) Most candidates could not give two clear examples.

(c) Candidates' answers were usually limited to the propaganda of the previous question.

(d) Most candidates missed the opportunity to present the Pluralist v Marxist debate. In order to get high marks candidates needed to present good reasons for censorship in democracies.

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Question 8

(a) Most candidates were aware of this model, *the idea that the mass media works like a drug injected into the body*.

(b) This question was widely misunderstood and only a few candidates presented two other models e.g. uses and gratifications/cultural effects.

(c) There were only a few good answers showing media influence on lifestyle.

(d) This question required some detailed knowledge of sociological perspectives on media e.g. hypodermic syringe model, cultural effects etc. Candidates could discuss the effect of watching violence and also the fact that people often choose to watch/read material that matches their own values.

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SOCIOLOGY

2251/23

Paper 23

Key Messages

- Candidates need to know clear definitions of key concepts.
- Candidates should relate answers to evidence based on sociological knowledge.
- Candidates need to organise their answers into clear points and paragraphs.
- *To what extent...*? or *Assess...* questions need both sides of the argument – points for and against in order to gain high marks. Candidates need to put forward points supporting the premise of the question and then present some alternative points.
- Candidates should read through the questions and choose those for which they can answer the **(c)** and **(d)** parts.
- Candidates should be aware of the main sociological perspectives on all topics, in particular the Marxist, feminist, functionalist and pluralist views. Some topics such as the media have perspectives which are particular to them.

General Comments

The first three questions seemed the most popular ones. **Question 5** caused the most difficulty and the questions on the Mass Media were the least popular. In order to gain higher marks candidates need to have specific knowledge of the particular topic. Candidates seemed well-informed in answering the Family and Education questions but more detail was generally required in the Crime and Mass Media options. Candidates should be advised not to answer questions which they have not studied in class. In order to gain a high mark overall candidates should have detailed knowledge of three topics.

Comments on Specific Questions

Section A: Family

Question 1

(a) Candidates were required to explain that *marriage is a socially acknowledged legal union between two adults.* Most candidates were able to do this.

(b) This question was well-answered by candidates. *The high cost of weddings, changing attitudes* and *secularisation* were three valid reasons.

(c) There was some repetition of the previous answer to this question. Candidates could also cite *changing social position of women and the legal changes in the divorce laws.*

(d) Most candidates spoke of the effect on children and an increase in lone parents. They could also have discussed the cost of social security and the effect on housing.

Question 2

(a) This question was well-answered. Most candidates were able to explain that this is the *early learning of norms and values within the family.*

(b) There is a wide range of functions which the candidates could have listed. Perhaps the phrase 'contribute to the well-being of their members' misled some candidates who listed particular examples such as paying for private schools. Possible answers are *economic provision* and *emotional support*.

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(c) Some misunderstanding of *alternatives to school*. A few candidates interpreted it as other ways that families could contribute to the well-being of their family e.g. employing a teacher. Alternatives such as *communes, kibbutzim, children's homes, homes for the elderly* are valid responses.

(d) Most candidates were able to identify the functions taken over by the state such as education. However, they had more difficulty in explaining why the family still performs important functions such as *emotional support* and *identity.*

Section B: Education

Question 3

(a) It proved difficult for candidates to give a clear definition in this question. A connection with educational achievement was required, e.g. *circumstances at home that may affect educational achievement.*

(b) This question was usually well-answered and there is a range of possible answers such as *labelling, streaming, teacher expectations etc.*

(c) Candidates who were unclear in **Question 3(a)** also had difficulties in this question. They could have discussed *parental attitudes, material deprivation, and cultural deprivation, no place to study etc.*

(d) Again this question was really an extension of the previous questions on home and school factors influencing educational achievement. Besides the factors already raised candidates could also discuss issues of *gender, social class* and *ethnicity.*

Question 4

(a) *Public* was accepted, as well as *government funded schools*, as a correct definition.

(b) Some candidates lacked knowledge of the range of possible advantages of independent schools. Candidates showed awareness of *smaller classes* and *high standards of education*.

(c) Most candidates took the pragmatic approach of state schools being free. Other explanations such as belief that independent schools are elitist and unfair were not so prevalent. Other reasons could have been the locality of the school and the fact that many state schools are high achieving.

(d) This question could have assisted candidates in answering the previous one. However, most candidates did not have sufficient detailed information about the entry to the country's elite through education in these schools.

Section C: Crime, Deviance and Social Control

Question 5

Candidates who chose this question found it extremely difficult.

(a) Candidates did not usually achieve full marks in this question.

(b) This question required knowledge of psychological explanations of crime. Some candidates were aware of Bowlby's theory of maternal deprivation. Eysenck's theories of extrovert and introvert personalities could have been used. **(c)** Candidates needed to know the differences between psychological and sociological explanations of crime. Some candidates managed this and achieved full marks, quoting psychological explanations and sociological explanations such as relative deprivation.

(d) This question provided a clue for the previous question. Candidates who understood that were able to answer this question. However, they also needed to provide other explanations for criminal behaviour such as *status frustration* and *anomie*, besides psychological explanations.

Question 6

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This question was less popular than the previous one. Candidates needed detailed knowledge of official crime statistics, self-report studies and victim surveys in order to get good marks in this question.

(a) Most candidates understood that this meant people reported the crimes they had committed.

(b) Most candidates indicated that people may not be telling the truth or may be embarrassed.

(c) Candidates needed to be aware of the *dark figure of crime* to get good marks in this question, i.e. that some crimes are not reported or recorded. For further explanation, candidates could have said that some white-collar crime is dealt with by the company involved, and police have some discretion in what crime they record.

(d) Candidates were required to expand on their knowledge of these as expressed in questions **(b)** and **(c)**. Possible answers were: people may not co-operate, people may not tell the truth, may fear reprisals and conclude that, although smaller samples than the official crime statistics, they give an insight into the *dark figure of crime*.

Section D: The Mass Media

Question 7

(a) Candidates found this a difficult definition to explain clearly. As well as *the framework within which the political system works*, answers referring to the election and voting process were also accepted.

(b) This tended to be answered in a general way. Specific examples which could have been used are *opinion polls, biased reports, being more favourable to one party than another.*

(c) A range of ways, such as newsworthiness, decisions of owners and editors, particular events and public interest could have been discussed. There were some good answers showing awareness of bias in agenda setting.

(d) Candidates found it difficult to give specific examples of influence of the media and easier to outline other influences such as *family, social class, age* etc.

Question 8

(a) Candidates had difficulty defining *social and cultural expectations of male and female behaviour* – so most achieved a partial definition.

(b) This was an easier question and most candidates succeeded in providing at least one example and explanation **–** usually *hero* and *breadwinner.*

(c) Candidates usually discussed housewife/mother roles and being subordinate to men.

(d) There was some repetition of the previous answer with examples of *gender stereotyping in advertisements* and *news reading*. To gain high marks candidates needed to outline alternative points of *number of women in responsible positions* and *inequalities reported by the media.*

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