

SOCIOLOGY

Paper 9699/11

Essay 11

Key Messages

- Sound knowledge of concepts and theories demonstrated by the majority of candidates
- Scope for improvement in providing the analysis and assessment required to achieve high marks
- Questions need to be interpreted more accurately in some cases
- Opportunity to use more empirical evidence in answering the **Section C** questions
- More use of references to relevant studies would be one way of gaining further marks

General Comments

The overall standard of the scripts was similar to the corresponding session last time. Many answers offered detailed descriptive accounts of relevant sociological concepts and theories, but lacked the analysis and assessment that is also required in order to gain high marks. Some responses failed to address the specific wording of the question and contained too much material that was tangential. In order to achieve higher marks, it is recommended that more attention is given to practising exam skills, including the ability to interpret questions accurately and to construct answers that dissect and probe the relevant analytical issues. More use of references to relevant studies as a way of illustrating key arguments, would be another way in which candidates could gain further marks. There is also more scope to use empirical evidence in answers to the **Section C** questions.

There were no common misinterpretations of the questions. Questions two and four attracted the most answers. There were comparatively few answers to questions three and five. Most candidates appeared able to write two answers fully in the time available. There were no common rubric errors.

Questions

Question 1

Some candidates saw this question as an opportunity to write extensively about the process of socialisation. While some of the material covered was relevant to the question, the lack of focus on the subject of gender and social identity meant that these answers merited marks no higher than the middle of the range. Better answers provided an accurate account of feminist theories of how gender identity is constructed. These responses were limited only by lack of reference to other factors, apart from gender, that might influence social identity. Good answers included an assessment of the view that gender is the most important factor influencing social identity. Appropriate references to post-modernist theory also featured in many high-quality answers.

Question 2

Answers that offered a few basic observations about the nature of natural science fitted the lower part of the mark range. Better answers discussed what is meant by laws of society and included an accurate account of the positivist perspective. Further marks were gained by candidates who were able to contrast the positivist position with the interpretivist perspective. Good answers included an assessment of the idea that human behaviour is governed by laws of society. At the top of the mark range, answers often referred to debates about determinism, free will, the post-modernist critique of traditional sociology, and different ways of interpreting the idea of social laws. Good use of the realist perspective was also a feature of some high scoring answers.

Question 3

Candidates who offered a few points about secondary data in general gained marks at the lower end of the range. Better answers discussed the strengths and limitations of qualitative secondary data specifically. Some responses were limited to an account of the practical strengths and limitations; higher marks were gained by candidates who were also able to consider relevant theoretical issues and make links to the positivist and interpretivist perspectives. Some candidates made good use of examples illustrating the use of qualitative secondary data in sociological research. High-quality answers explained well the thinking behind the use of sources such as diaries and historical documents in sociological research. These answers also drew clear comparisons between the respective merits of qualitative and quantitative secondary data.

Question 4

A few candidates confused unstructured and structured interviews. Answers that gained low marks were mostly confined to a discussion of interviews in general, with no distinction drawn between unstructured and structured methods. Better answers considered the strengths and limitations of the unstructured approach specifically. Credit was awarded for references to appropriate studies illustrating the use of unstructured interviews in sociological research. Good answers considered practical, ethical and theoretical strengths and limitations of unstructured interviews. To reach the higher part of the mark range, it was also necessary to provide an assessment of the overall value of using unstructured interviews. High scoring answers also made appropriate links between the different types of interview and the main theoretical perspectives, positivism and interpretivism.

Question 5

There were some answers to this question that demonstrated little awareness of the relevant sociological debates about meritocracy and social mobility. Answers that offered a simple outline of Marx's theory of class with no further development in relation to the question, gained a few marks. Better answers considered a range of social changes affecting the nature of class relations since the nineteenth century. The meritocracy thesis was outlined in many answers. Good responses provided an assessment of the idea that modern industrial societies are meritocratic. Candidates gained credit for distinguishing between different forms of social inequality (gender, ethnicity, class) and for using empirical evidence about life chances and social mobility to support their answers.

Question 6

At the lower end of the mark range, answers were often confined to a few simple observations about the forms of inequality experienced by women in modern industrial societies. Better answers focused on the relationship between male power and gender inequality. Some answers concentrated too much on describing feminist theories in general. Good answers linked the discussion of theory directly to the issues of male power raised by the question. The best answers included an assessment of different factors, including patriarchy, which might explain the existence of gender inequality in modern industrial societies. The analysis in these answers was often supported with references to relevant sociological studies. Some candidates also made very good use of references to post-modernist theory.

SOCIOLOGY

Paper 9699/12

Essay 12

Key Messages

- Some answers lacked focus on the wording of the question
- High-quality answers demonstrated strong analysis and assessment skills
- A few candidates appeared to have no knowledge of appropriate sociological evidence and arguments
- Many answers made good use of relevant sociological theory
- More candidates are using appropriate references to post-modernist theory

General Comments

The overall level of performance was of a similar standard to that achieved for this paper in other recent exam sessions. Some of the candidates demonstrated good knowledge and understanding of the question topics and were able to offer a sound analysis and assessment of the appropriate issues. Other candidates gained high marks for knowledge and understanding, but lost the opportunity to gain further marks through failing to provide appropriate analysis and assessment. There were some scripts where the answers contained material that was tangential to the question. In general, the candidates would benefit from developing further the skills of interpreting the questions accurately and selecting appropriate material on which to base their responses. Some of the responses could also have gained more marks had better use been made of recent contributions to sociological theory, particularly the post-modernist perspective.

There were no common misinterpretations of the questions. Questions one and four attracted the most answers. There were comparatively few answers to questions five and six. Most candidates appeared able to write two answers fully in the time available. There were no common rubric errors.

Questions

Question 1

Some candidates saw this question as an opportunity to write extensively about the process of socialisation. While some of the material covered was relevant to the question, the lack of focus on the issue of consensus meant that these answers merited marks no higher than the middle of the range. Good answers provided an accurate account of the functionalist theory of social order, with particular reference to the notions of value-consensus and system integration. High quality responses also included an assessment of the functionalist theory. The assessment was often based on a comparison of functionalist and Marxist ideas, though some candidates also referred to other relevant theories of social order, such as the feminist and interpretivist perspectives. Good use was made of post-modernist ideas in some of the answers.

Question 2

There were some low scoring answers that offered only a few observations about the nature of scientific enquiry, with no direct links to the question. Better answers demonstrated a basic understanding of scientific method and the position advanced by the positivists in the debate about whether sociology can be a science. Good answers also showed awareness of the anti-positivist position and included references to thinkers who have written about the nature of science, such as Kuhn, Popper and Lynch. High-quality responses included links to the realist perspective, with references to the ideas of Keat and Urry often widely used. The post-modernist contribution to the debate was also mentioned in some good answers.

Question 3

Candidates who offered a few points about secondary data in general gained marks at the lower end of the range. Better answers discussed the strengths and limitations of official statistics specifically. Some responses were limited to an account of the practical strengths and limitations; higher marks were gained by candidates who were also able to consider relevant theoretical issues and make links to the positivist and interpretivist perspectives. Some candidates made good use of examples illustrating the use of official statistics in sociological research. High-quality answers explained well the thinking behind the claim that official statistics provide a distorted picture of social reality. These answers also included a detailed assessment of the value of using official statistics in sociological research.

Question 4

A few candidates confused covert and overt participant observation. Answers that gained low marks were mostly confined to a discussion of participant observation in general, with no distinction drawn between covert and overt methods. Better answers considered the strengths and limitations of the covert approach.

Credit was awarded for references to appropriate studies illustrating the use of covert participant observation. Good answers considered practical, ethical and theoretical strengths and limitations of covert participant observation. To reach the higher part of the mark range, it was also necessary to provide an assessment of the overall value of using the covert approach in sociological research. Good assessments considered both the risks and the rewards involved in using the approach.

Question 5

A few marks were awarded to answers that were limited to some basic assertions about the nature of social class in general. A slightly higher mark was gained by answers that demonstrated some basic knowledge of classical sociological theories of social class, with no direct links to the question. Better answers provided an accurate account of one or more classical theory of social class and made some simple comparisons with post-modernist ideas. Good answers focused directly on the post-modernist contribution to the debate about social class and demonstrated a sound understanding of the ideas of thinkers such as Paluski and Waters. Answers that merited very high marks also included a detailed assessment of the strengths and limitations of the post-modernist contribution.

Question 6

At the lower end of the mark range, answers were often confined to a few observations about definitions of poverty. Answers that offered an outline of Marx's theory of class with no further development in relation to the question were too tangential to the question to gain more than just a few marks. Better answers discussed the forms of inequality experienced by the poor and illustrated what is meant by a 'poverty trap'. Good answers included an explanation of the possible links between the payment of welfare benefits and the existence of poverty. References to appropriate sociological theories was another feature of answers that gained marks higher in the range. The distinction between cultural and structural explanations of poverty was used to good effect in some high-quality answers. Responses that fitted the top mark band also included a detailed assessment of the view that the poor are trapped in poverty by their dependence on welfare benefits.

SOCIOLOGY

Paper 9699/13

Essay 13

Key Messages

- Some answers were too descriptive to gain high marks
- High-quality answers demonstrated strong analysis and assessment skills
- A few candidates appeared to have no knowledge of appropriate sociological evidence and arguments
- Many of the **Section B** answers made good links between theoretical perspectives and research methods
- More candidates are using appropriate references to post-modernist theory

General Comments

The standard of response was similar to recent sessions. There were some outstanding answers that demonstrated a wide ranging knowledge of the appropriate subject and included excellent assessment of the issues raised by the questions. There were also many creditable responses that were suitably detailed in the range of knowledge applied, but needed to achieve more in terms of analysis and assessment in order to gain high marks. A few candidates appeared poorly prepared for the examination. Their answers were often short and based on assertion rather than the use of relevant sociological evidence and arguments.

There were fewer examples this session of responses that demonstrate knowledge without providing any analysis or assessment. Many candidates made good use of relevant examples from sociological studies to illustrate their answers, and this approach is to be recommended. Some of the responses could have gained more marks had better use been made of recent contributions to sociological theory, particularly the post-modernist perspective. For the **Section B** questions, the links between theoretical perspectives and methods might have been explored more fully in order to gain higher marks.

There were no common misinterpretations of the questions. Questions one and three attracted the most answers. There were comparatively few answers to questions two and four. Most candidates appeared able to write two answers fully in the time available. There were no common rubric errors.

Questions

Question 1

Answers at the lower end of the mark range often addressed the question by discussing the nature versus nurture debate. These answers were too tangential to the question to merit more than a few marks. Better answers were based on a sound descriptive account of one or more theories of how social order is achieved. Answers that were confined to an outline of the Marxist theory, with appropriate references to the role of ideology in maintaining social order, were awarded marks in the middle of the range. To gain further marks, it was necessary to assess the role of ideology relative to other factors that might play a part in creating social order. There were some good answers that contrasted the Marxist perspective with the functionalist approach. Some candidates also made good use of references to post-modernist theory.

Question 2

There were comparatively few answers to this question. At the lower end of the mark range, the responses were often confined to a few basic observations about the treatment of older age groups. Answers that demonstrated an understanding of sociological accounts of youth culture gained some marks, though this type of response was limited in the extent to which it addressed the issues raised by the question. Better answers discussed a range of factors that might influence the social identities of young people and older age groups respectively. There were some good responses that considered the relative importance of factors such as the media, peer group, generational influences, and economic changes, in shaping the identities of different age groups. High-quality answers often contained references to post-modernist theory.

Question 3

A few candidates wrote about qualitative rather than quantitative methods, presumably because they confused the two types of approach. Lower in the mark range, the answers were often limited to a few observations about questionnaires or official statistics. Better answers demonstrated a sound understanding of the different research methods that may be used to collect quantitative data. Good answers described accurately the different characteristics of quantitative research and drew appropriate links with the positivist perspective. To gain high marks, it was also necessary to assess the strengths and limitations of quantitative research. In most cases, this was achieved by contrasting quantitative with qualitative research methods. Good use was made of the interpretivist critique of positivism in some of the high-quality answers.

Question 4

A few candidates confused non-participant observation with the use of questionnaires in sociological research. Answers at the lower end of the mark range were often limited to a few comments about what is involved in carrying out non-participant observation. Better answers compared non-participant observation with participant observation. Some of the responses were too heavily focused on discussing the strengths and limitations of participant observation. Good answers demonstrated a sound understanding of the strengths and limitations of non-participant observation. Some candidates made well-chosen references to studies that illustrate the use of non-participant observation. Credit was also awarded for candidates who were able to make appropriate links between the different types of observation and the positivist and interpretivist perspectives. High-quality answers drew balanced and well-reasoned conclusions about the usefulness of non-participant observation as a research method in sociology.

Question 5

At the lower end of the mark range, answers were often confined to a few simple observations about the forms of inequality experienced by women in modern industrial societies. Better answers focused on the relationship between gender socialisation and inequality in earnings between men and women. Some answers concentrated too much on discussing feminist theory in general. Good answers concentrated directly on the issues of inequality in earnings raised by the question. The best answers included an assessment of different factors, including gender socialisation, which might explain the inequality in earnings experienced by many women. Some high-quality answers included references to relevant sociological studies of gender inequality in employment. Some candidates also made very good use of references to feminist and post-modernist theories.

Question 6

There were some short answers to this question that offered just a few simple points about Marx's theory of class. Candidates who were able to provide a more detailed summary of Marx's ideas gained marks in the middle of the range. Better answers focused directly on the issues raised by the claim that the working class that Marx wrote about no longer exists. Good responses examined possible changes affecting the working class since Marx's time. This included references to embourgeoisement theory and the growth of the middle class. The concept of proletarianisation was also discussed in some answers. High-quality responses often included a discussion of post-modernist contributions to the debate about social class today.

SOCIOLOGY

<p>Paper 9699/21 Data Response 21</p>

Key Messages

- High-quality answers demonstrated strong analysis and assessment skills
- Some answers lacked focus on the wording of the question
- A few candidates appeared to have no knowledge of appropriate sociological concepts and theories
- Answers to the **Section C** questions often lacked references to appropriate empirical evidence
- For the **Section B** questions, there was scope to write more about the links between research methods and theoretical perspectives

General Comments

The standard of response from some of the candidates was very good. Other candidates demonstrated adequate knowledge in some areas, but struggled to apply the relevant skills of analysis and assessment. High marks can be gained in the examination only by demonstrating appropriate skills in analysis and assessment, alongside other skills such as interpretation, application, knowledge and understanding. Some candidates also appeared to find difficulty in dealing with theoretical issues and debates about concepts and ideas in sociology. Some answers were constructed almost entirely in terms of general knowledge and/or personal opinion. Such answers lack reference to appropriate sociological sources and so merit only low marks.

There were no common misinterpretations of the questions. **Question one** attracted the most answers, with **Question two** being the least popular. Most candidates appeared able to write two answers fully in the time available. There were no common rubric errors.

Questions

Question 1

- (a) A lot of the answers provided only a partial definition of the term and so gained just one mark. Good answers noted that social order refers to the acceptance of authority and to the control of behaviour that would disrupt the cohesiveness of society. A few candidates confused social order with social stratification.
- (b) Most of the candidates were able to identify two examples of deviance, but many were unable to describe what makes each act 'deviant' and so they gained only two marks.
- (c) Lower in the mark range, answers were limited to a few simple points about the nature of deviant behaviour. Better answers gave examples of how deviant behaviour may be controlled. This often included references to formal and informal social control. Good answers discussed a range of processes through which deviance is contained.
- (d) There were some basic answers to this question that were confined to a summary of the functionalist theory of social order. Better answers focused on the use of force specifically as a means of achieving social order. These answers were often linked to a discussion of Marxist theory. Some candidates made good use of Althusser's distinction between the Ideological State Apparatus and the Repressive State Apparatus. Good answers attempted to assess the importance of force as a means of maintaining social order. References to Foucault appeared in

some of the best answers. Gramsci's ideas were also used to good effect by some of the candidates.

Question 2

- (a) Most candidates demonstrated some understanding of the term 'researcher effect', but not all were able to offer a sufficiently accurate definition to gain two marks.
- (b) Candidates were often able to identify two reasons why people may feel more comfortable putting their views forward in a group setting, but they often struggled to develop the points sufficiently to gain more than two marks.
- (c) Lower in the mark range, answers were confined to a few observations about the different types of interview. Better answers considered the strengths and limitations of different types of interview. To reach the top of the mark range, it was also necessary to draw conclusions about the benefits of combining different types of interview in the same research study.
- (d) Some answers gained low marks because they were limited to discussing interviews in general. Better answers focused on analysing the strengths and limitations of group interviews specifically. Candidates who were able to discuss both theoretical and practical issues, achieved high marks. Good answers often included references to relevant studies. Some answers made effective links to the theoretical perspectives of positivism and interpretivism.

Question 3

- (a) Some candidates confused the term 'social stratification' with 'social mobility'. Good answers recognised that social stratification refers to the division of society into inferior and superior positions according to how much prestige and power is associated with each position.
- (b) This question was answered very well by the majority of candidates. Relevant distinctions to which the candidates referred included: agricultural versus industrial system of production; power based on ownership of land versus power based on ownership of capital; bonded labour versus free labour; ascribed status versus achieved status.
- (c) Answers at the lower end of the mark range were often limited to a few general points about social mobility with little direct relevance to the question. Better answers examined a range of factors that might limit the scope for upward social mobility. The factors widely discussed included education, family background, gender inequality, racism, and employment opportunities. Good answers often included references to relevant theories and/or empirical evidence.
- (d) Lower in the mark range, answers were often based on a few observations about Marx's theory of class. Better answers explained what is meant by 'exploitation' and included an accurate summary of the Marxist perspective on the exploitation of the working class under capitalism. Good answers included an assessment of the extent to which the working class is exploited today. This often included references to other theoretical perspectives, including the Functionalist and Weberian contributions. Some candidates made good use of the post-modernist contribution to debates about class inequality.

SOCIOLOGY

Paper 9699/22
Data Response 22

Key Messages

- High-quality answers to the part **(d)** questions demonstrated strong analysis and assessment skills
- Some answers to the part **(d)** questions were too descriptive to gain high marks
- A few candidates appeared to have no knowledge of appropriate sociological evidence and arguments
- Many of the answers to the part **(b)** questions lacked sufficient development to gain full marks
- Knowledge of youth culture and age stratification was limited in the case of many candidates
- More candidates are using appropriate references to post-modernist theory

General Comments

The overall level of performance was of a similar standard to that achieved for this paper in other recent exam sessions. Some of the candidates demonstrated considerable in-depth knowledge and understanding of the relevant topic areas and were able to offer analysis and evaluation of appropriate sociological explanations and theory. Other candidates gained high marks for knowledge and understanding, but lost the opportunity to gain further marks through failing to offer appropriate analysis and assessment in relation to the part **(d)** questions. There were some weak scripts where the answers contained material that was irrelevant to the question set. In general, the candidates would benefit from developing further the skills of interpreting the questions accurately and selecting appropriate material on which to base their responses.

There were no rubric errors and candidates generally seemed to make good use of their time in the examination.

Questions

Question 1

- (a)** Some candidates responded to this question by linking age set to the idea of an age grouping. One mark was awarded for that partial definition. Better answers noted that different age groups are distinguished by having their own roles and statuses.
- (b)** Full marks were gained by candidates who were able to list two rites of passage and to describe in each case the transition that the rite of passage marks. Some candidates identified two rites of passage but failed to describe the transitions involved. These answers gained two marks. No marks were awarded for identifying birthdays as a rite of passage. Birthdays in general are not a rite of passage, though specific birthdays may form the basis for particular rites of passage.
- (c)** A few marks were awarded for answers that offered some general observations about age stratification or the problems that elderly people may face in society. Better answers demonstrated sound sociological understanding of the ways in which elderly people may be treated differently to other age groups in modern industrial societies. The differences covered included references to issues of status, access to health care, the structure of welfare benefits, issues of social inclusion, and the treatment of the elderly by the media.

- (d) There were some tangential answers that discussed sociological theories of social order in general. Better answers focused on youth cultures specifically. Descriptive accounts of different theories of youth culture gained marks in the middle of the range. To gain higher marks, it was necessary to assess the extent to which youth cultures represent a threat to the dominant values of society. References to specific youth cultures were often a feature of high-quality answers. Some candidates also made good use of links to post-modernist theory.

Question 2

- (a) Some candidates wrongly assumed that 'social survey' is another term for a questionnaire. Many of the answers rightly noted that a social survey is a general term for any large-scale study. Some also noted that surveys normally collect data in a quantitative form.
- (b) No marks were awarded for listing time and cost as problems when carrying out experiments. Some candidates confused experiments with questionnaires. A lot of answers gained two marks for identifying two problems with carrying out experiments in sociological research. To achieve further marks though it was necessary to describe adequately the problems.
- (c) Most of the answers demonstrated a sound understanding of the nature of longitudinal studies. Some candidates confused longitudinal studies with participant observation. Good answers considered what is meant by representativeness and why it might be difficult to achieve using longitudinal studies.
- (d) A few candidates confused qualitative data with quantitative data. Lower in the mark range, answers were limited to a few points about the practical strengths and limitations of using qualitative data. Slightly higher marks were gained by candidates who discussed the pros and cons of particular qualitative research methods. However, good answers focused on assessing the value of qualitative data in general. These responses often included appropriate links to the theoretical perspectives of positivism and interpretivism. Good use of relevant concepts, such as validity and reliability, was also evident in high-quality answers.

Question 3

- (a) Good answers noted that social deprivation refers to the loss or absence of things that are judged either desirable or essential in society, such as a living wage, minimum standard of education or access to health care. Some candidates simply stated that social deprivation means social inequality; one mark only was awarded for that type of truncated response, which constituted only a partial definition of the term.
- (b) Some answers identified achieved and ascribed status as forms of stratification. No marks were awarded for that response. To score marks, it was necessary to list specific examples of stratification, such as gender, class, and age.
- (c) Lower in the mark range, answers were limited to a few general points about racism, with only vague references to the issue of legal sanctions. Better answers provided a sound account of several reasons why laws to ban racism may have failed to stop racial discrimination occurring.
- (d) A few marks were awarded for answers that described different forms of ethnic inequality, without linking the material directly to the question. Better answers offered an account of appropriate sociological explanations for the existence of ethnic inequality. Good answers often distinguished between cultural and structural explanations. To reach the top of the mark range, it was necessary to assess the strengths and limitations of the different explanations of ethnic inequality.

SOCIOLOGY

Paper 9699/23
Data Response 23

Key Messages

- Some answers lacked focus on the wording of the question
- High-quality answers demonstrated strong analysis and assessment skills
- More candidates demonstrating sound knowledge of relevant concepts and theories
- Good use of references to recent sociological studies and theories in some answers
- Scope to write more about the links between research methods and theoretical perspectives for the **Section B** questions
- Answers to the **Section C** questions often lacked references to appropriate empirical evidence

General Comments

The answers this session showed improvement in demonstrating the skills required to achieve high marks in the examination. In many cases, the responses were well-constructed and included references to appropriate sociological concepts, theories, evidence and debates. Good answers demonstrated both a sound understanding of the relevant subject matter and a high standard of analysis and assessment. It was also noted that candidates are making more use of references to appropriate sociological studies. Some candidates would have achieved higher marks had they been able to demonstrate a better understanding of the differences between the main theoretical perspectives in sociology.

There were no common misinterpretations of the questions. Question two attracted the most answers, with question three being the least popular. Most candidates appeared able to write two answers fully in the time available. There were no common rubric errors.

Questions

Question 1

- (a) Good answers noted that globalisation is a social process through which the constraints of geography on social and cultural arrangements recede and there is growing similarity in social and cultural life across the world. Some candidates wrongly associated globalisation with industrialisation and/or modernisation.
- (b) Most of the candidates were able to identify two examples of national culture, but many were unable to describe the examples adequately to gain full marks.
- (c) Lower in the mark range, answers were limited to a few comments about urban life, with no attempt to address the specific wording of the question. Better answers discussed a range of factors that connect individual freedom with an urban way of life.
- (d) Good answers to this question recognised that it was appropriate to discuss the post-modernist view that globalisation is eroding cultural differences between societies. However, there were many answers that lacked an appropriate theoretical framework for addressing the issues raised by the question. Some answers focused too narrowly on changes in the family, while others relied on theoretical material that was tangential to the question. High-quality answers included an assessment of the post-modernist contribution to the debate about the impact of globalisation.

Question 2

- (a) Some candidates confused the term 'objectivity' with 'objective' or 'aim'. Good answers recognised that objectivity refers to detached, unprejudiced, value-free research.
- (b) Some candidates wrongly answered this question by considering the difficulties in carrying out participant observation in general. Good answers focused specifically on the reasons why the participant observer may find it difficult to gain acceptance by the study group.
- (c) Some answers focused rather too much on explaining the difficulties in achieving objectivity using participant observation. Better answers also considered why it might be easier to achieve objectivity using non-participant observation. References to appropriate studies was often a feature of good answers.
- (d) Lower in the mark range, answers were limited to a few points about participant observation in general. Better answers discussed a range of strengths and limitations of covert participant observation specifically. Good answers also demonstrated a sound understanding of the ethical issues that arise in using the covert approach. To gain high marks, it was necessary to assess the claim that ethical issues are the major limitation in using covert participant observation.

Question 3

- (a) The term 'economic determinism' was poorly understood overall. Candidates often confused the term with the idea of social class or inequality in the distribution of wealth. Good answers noted that economic determinism is the idea that the economic structure has a controlling influence over some or all of the other parts of society.
- (b) Most of the candidates were able to identify two examples of status divisions. However, not all of the answers included sufficient descriptions of the status divisions identified to gain full marks.
- (c) Answers that discussed the working class in general, without direct relevance to the question, gained one or two marks. Better answers identified some divisions within the working class based on, for example, skill differentials, political consciousness, employment sector, and ethnicity/gender. Good answers considered some of the relevant theoretical debates, such as those about the new working class, proletarianisation and embourgeoisement.
- (d) At the lower end of the mark range, answers were often limited to a few assertions about property ownership as a source of power. Better answers addressed the relevant theoretical debates in sociology about property and power, including the 'end of ideology' and 'managerial revolution' theories. Good answers often contrasted Marxist ideas about property ownership with the Weberian and/or Functionalist perspectives. Some candidates also made good use of post-modernist contributions to the debates about power in modern industrial societies.

SOCIOLOGY

Paper 9699/31

Essay 31

Key Messages

1. Questions in part **(a)** that require straight forward application and understanding of knowledge were generally well answered. Some candidates need to have a better understanding of relevant concepts.
2. To score full marks in part **(a)** it is only necessary to provide a definition, some candidates also provide examples which are outside of the question requirements.
3. Questions in part **(b)** requiring more detailed answers would benefit from the inclusion of more sociological concepts and studies to gain marks in band three.
4. Discussions in part **(b)** would benefit from an inclusion of the strengths and limitations of approaches and studies used as well as conclusions that demonstrate the skill of evaluation to access the higher mark bands.

General comments

Most candidates answered questions on the family and education, knowledge of these topics was generally sound. A number also answered questions on religion, crime and deviance with less on the mass media. There were very few answers to questions on work and leisure.

Most candidates answered the required number of questions but there were a very small number who answered one question from each section. The best candidates answered three questions to a similar standard but some struggled to offer a sociological response to their third question. Some candidates only attempted one question overall.

Many candidates were able to gain marks in part **(a)** by showing a clear understanding of the meaning of the terms and illustrating this with appropriate examples in the second part of the answer. Other answers showed a lack of understanding of both theory and method and these answers failed to do well.

The best answers to part **(b)** provided sound evaluative responses supported by a good range of sociological evidence. Other answers provided list-like accounts of information on the topic rather than tailoring their answer to the question that was set. These would have benefitted by including sociological research as well as the use of sociological concepts. Well planned shorter essays are usually more successful than longer essays which ramble through many points.

Candidates need to be aware that Marxism and functionalism predate such perspectives as feminism.

Candidates need to be sure that Examiners can read their answers if their work is to gain the credit it deserves; this proved difficult in some cases this year.

Comments on specific questions

Section A

Question 1

- (a) (i)** Most answers displayed a clear understanding of the meaning of reconstituted family.
- (ii)** There were some excellent answers outlining other types of families apart from reconstituted ones. A common error was to describe the members to be found in families rather than identify and describe a different family type.

- (b) More sophisticated answers offered a detailed debate, juxtaposing theory and offering evaluative comment. These displayed evidence of relevant and up-to-date theory and research. A common error was to describe pre-industrial family types or give excessively long descriptions of the work of Murdock. Other answers described change over time rather than diversity or what they saw as the 'problem with families today'.

Question 2

- (a) (i) Many candidates had a sound grasp of the meaning of the domestic division of labour. A common error in a small number of responses was to define it as the labour of the working class.
- (ii) Many candidates outlined two features of the instrumental role; most concentrated on providing economic support and decision making in the family. A limited number described features of the expressive role.
- (b) Many candidates offered a good debate which contrasted the functionalist theories about the way family structures adapt in society to other theories and supported their arguments with evidence. A common error was to offer assertive answers which highlighted supposed problems with families today with little or no reference to family structures. These answers were characterised by limited understanding of functionalism and misconceptions as to the meaning of the question by describing such processes as the family's role in socialisation rather than how family structures may change as society changes.

Section B

Question 3

- (a) (i) This term was not well understood by some candidates who had some idea that it was connected to education but it was not always well expressed.
- (ii) There were some appropriate and interesting responses explaining how teachers may discriminate which included both positive and negative forms of discrimination and these clearly different examples work better than ones that describe a similar process. A number of candidates offered their own experience which was in some cases appropriate, but more often expressed as an assertion.
- (b) Some able candidates argued effectively. A common error was a failure to show an understanding of New Right theories and many candidates did not mention them at all and instead offered general descriptions of reasons why education is, or is not, meritocratic.

Question 4

- (a) (i) Most candidates had some understanding of the meaning of the term elaborated code but some definitions were very limited.
- (ii) The majority of candidates gave one sound example of the way in which language can influence educational achievement but many struggled to give a second. In some answers the second was very similar to the first and in order to gain full marks it is better to give two distinct examples that avoid the problem of overlap.
- (b) Many candidates correctly identified factors which shape the curriculum and gave an analysis of the theoretical work. Weaker responses relied on the candidate's own experiences and these were characterised by assertion. A common error was to overlook what other influences impact on educational success other than those who have the power to determine what is in the curriculum.

Section C

Question 5

- (a) (i) Many candidates provided accurate definitions of this term. A few weaker responses defined it as religious belief.
- (ii) The majority of candidates answering this question were able to identify and describe two ways in which religious beliefs can be seen to support patriarchy, usually through the position of men in religious organisations and the limitations placed on women by religious practices.
- (b) The majority of candidates had a clear understanding of feminist theory. These answers saw religion as oppressing women and many compared this to Marxist theories of oppressing the working class. A common mistake made by many was not to see the link between class and gender and point out the position of working class women but to see these social positions as independent of each other. The best answers described how feminist theory had developed a sociological understanding of religion and then evaluated this against other theories.

Question 6

- (a) (i) There was much misunderstanding as to the meaning of this term and a common error was to see it as one religion being different from another.
- (ii) Most candidates described two social functions of religion. There were some very good answers which described both the functionalist and the Marxist view of the role of religion in society.
- (b) The standard of answer to this question was very varied. A number of stronger candidates offered comprehensive responses using relevant information and argument in terms of their own experiences, or knowledge of differing societies and religious organisations. A common error was to misunderstand the concept of 'patterns of worship' and to either completely ignore it or to describe types of faith instead. A less common error was to interpret class purely in terms of wealth and then to discuss ruling class control in society through religion with mention of how different social groups in society may or may not worship.

Section D

Question 7

- (a) (i) The majority of candidates defined self-fulfilling prophecy well but a few responses failed to describe the term.
- (ii) Many candidates struggled to find two ways in which social agencies can define deviance.
- (b) There were a number of strong debates from candidates who clearly understood the distinction between deviance and crime, and were secure in their knowledge of both left realism and alternative theories. A number made useful reference to the square of crime. A common error was to omit reference to left realism or to show a confused understanding of the theory.

Question 8

- (a) (i) Many candidates were able to offer a definition of deviance but a common error was to overlook the *primary* in the question.
- (ii) Most candidates who understood the meaning of interactionist studies were able to give two relevant examples. Others did not refer to interactionist studies but instead were quoting from the work of key thinkers such as Lombroso.
- (b) A number of responses offered convincing arguments covering a range of differing sociological perspectives which interrogated the factors that influence an individual becoming labelled a criminal. A common error was to offer no alternative theory to interactionist studies. A number of candidates who had failed to identify interactionist studies in part (a) (ii) went on to describe them in their essay.

Section E

Question 9

- (a) (i) Non-manual occupation was not always clearly explained.
- (ii) In contrast to the first question gender divisions in employment was well understood and the majority of candidates gave two appropriate examples.
- (b) Many candidates clearly had some understanding of the history of Fordism in their own country and a common error was to include aspects of Fordism and/or Post-Fordism whether it was relevant to the question or not. These responses failed to address the question as set. A less common error was to show an understanding of the meaning of feminisation of the workplace.

Question 10

A very small number of candidates answered this question and responses were mostly weak. Those who did attempt it gave a partial definition of mechanisation and made some common sense comments on changing technology with no theory. There were a few good responses that included some debate around issues concerning the effects of technological changes in the workplace.

Section F

Question 11

- (a) (i) Candidates either had a firm grasp of gate-keeping and defined it well or offered confused and inaccurate answers.
- (ii) Most candidates identified two groups who influence the content of the mass media but a limited number of candidates only described one.
- (b) There were some detailed arguments offered by a few able candidates which utilised both Marxist and other theories and which sometimes made use of knowledge and experience gained from their own societies. A common error was to make assertive comments unsupported by relevant theory and text which made no attempt to construct an argument.

Question 12

- (a) (i) There were a limited number of answers to this question and candidates struggled to define the two step flow model effectively.
- (ii) Many candidates were able to describe at least one appropriate representation but a number did not give a second example.
- (b) Many candidates offered thoughtful responses demonstrating appropriate knowledge and understanding of related theory and argument. A common error was to emphasise very strongly the perceived harmful effects on young people and children of media exposure of products such as violent films and video games. These answers were seldom supported with any relevant theory.

SOCIOLOGY

Paper 9699/32

Essay 32

Key Messages

1. Questions in part **(a)** that require straight forward application and understanding of knowledge were generally well answered. Some candidates need a better understanding of relevant concepts so as not to confuse basic ideas such as role and function.
2. To score full marks in part **(a)** it is only necessary to provide a definition, some candidates also provide examples which are outside of the question requirements.
3. Questions in part **(b)** requiring more detailed answers would benefit from the inclusion of more sociological concepts and studies to gain band three or above.
4. Both in describe questions and essays candidates would be more successful if they avoided over lengthy descriptions of studies such as Young and Willmott and Bowles and Gintis.
5. Discussions in part **(b)** would benefit from an inclusion of the strengths and weaknesses of approaches and studies used as well as conclusions that demonstrate the skill of evaluation to access the higher mark bands.

General comments

Most candidates answered questions on the family and education, knowledge of these topics was generally sound. A number also answered questions on religion, crime and deviance with less on the media. It was noted that the standard of answers to questions on the media is generally high and improving. There were very few answers to questions on work and leisure and these were mostly weak.

Most candidates answered the required number of questions and there were few rubric errors. The best candidates answered three questions to a similar standard but some struggled to offer a sociological response to the third question.

Many candidates were able to gain marks in part **(a)** by showing clear understanding of the meaning of the terms and applying that knowledge in the second part of the answer. Other answers showed a lack of understanding of both theory and method and these answers failed to do well. In definition questions it is not necessary to offer any explanation of the term but to focus on its meaning. Some candidates seem to assume that the examples will always be about the definition and this can lead them to make errors.

The best answers to part **(b)** provided sound evaluative responses supported by a good range of sociological evidence. The most successful answers directly addressed the issues raised in the question. Other answers provided list-like accounts of information on the topic rather than tailoring their answer to the question that was set. These would have benefitted by including sociological research as well as the use of sociological concepts. Well planned shorter essays are usually more successful than longer essays which ramble through many points.

Candidates need to be aware that women are not the same as ethnic minorities.

Comments on specific questions

Section A

Question 1

- (a) (i) Most answers displayed a clear understanding of the meaning of domestic violence. The clearest examples identified all weaker members of the family as potential victims and included psychological as well as physical aspects of violence in their answer.
- (ii) There were some excellent answers outlining the reasons why divorce rates may have increased. A common error was to identify factors in society which have always been present, such as adultery, and not to focus on changes which have allowed divorce to happen.
- (b) More sophisticated answers offered a detailed debate exploring evidence both for and against the proposition that divorce is weakening families. Some evaluative answers highlighted the problematic nature of defining the 'family' without reference to Murdock but by including up-to-date theory and argument. A common error was to focus on other factors that may weaken family life and to make little or no reference to divorce. A less common error was to focus on family functions.

Question 2

- (a) (i) Many candidates had a sound grasp of the meaning of conjugal roles but a significant number of candidates were unable to offer a convincing definition. A common error was to describe the different tasks undertaken in the home.
- (ii) Many candidates outlined two changes that have taken place in family roles. A common error was to confuse family role with function of the family. A less common error was to explain why roles have changed which was not required by the question.
- (b) Many candidates offered a good debate which contrasted theories such as functionalist and Marxist views about the ways in which family structures adapt in society to other theories and supported their arguments with evidence. A common error was to offer assertive answers which highlighted supposed problems with families today with little or no reference to kinship patterns or class family structures. These answers were characterised by limited understanding of functionalism and misconceptions as to the meaning of the question by describing such processes as the family's role in socialisation rather than how family structures may change as society changes linked to any influences that class may have or pointing out other factors which maybe more significant.

Section B

Question 3

- (a) (i) This term was not well understood by some candidates who confused it with compulsory or comprehensive education. A number of excellent responses defined the term accurately.
- (ii) There were some appropriate responses describing examples of compensatory education schemes such as Head Start. Candidates who struggled to define the term accurately also found it challenging in this question to give an example of such a scheme.
- (b) Able candidates appeared to enjoy the challenge of this question and to debate functionalist and alternative theories exploring equality and inequality of opportunity in education and education systems and the impact of this on social mobility. Some opportunities for mobility and factors which prevent it were explored well and thoughtful conclusions given. A common error was to fail to offer any balance in sociological arguments or to look beyond social class and achievement issues. A less common error was to produce lists of different unrelated facts about education in general. Another error was to provide excessively long descriptions of the work of such key thinkers as Bowles and Gintis.

Question 4

- (a) (i) Most candidates had a sound understanding of the meaning of counter school culture.
- (ii) The majority of candidates were able to give both positive and negative examples of how the self-fulfilling prophecy works. Many of these were done by reversing the process outlined in the first example and candidates would have accessed higher marks more easily if they had selected different examples.
- (b) The most successful answers to this question clearly outlined different candidate sub-cultures and how these sub-cultures relate to candidate achievement. Many did this by reference to the work of such key thinkers as Fuller and Willis and his lads and ear'oles. Less focused answers interpreted sub-culture to mean class. A common error was to outline factors that account for differential educational achievement while making no reference to class.

Section C

Question 5

- (a) (i) Religious consumerism is not a term that was well understood by the majority of candidates though a small number of candidates were able to give a good definition.
- (ii) The best responses to this question focused on the way in which the individual may receive benefit from religion rather than society which was a common error made by many candidates. A less common error was to write excessively long descriptions of the rituals of such groups as the Trobriand Islanders.
- (b) A few candidates answered this question well and included a debate about the relative importance of ethnicity in influencing religious worship juxtaposed against a number of other factors such as age or social position. A number of candidates had difficulty explaining influences on patterns of worship, or concentrated solely on ethnicity and no other relevant influence. A common error was to ignore patterns of worship completely and describe religious belief instead. A less common error was describing females as an ethnic group.

Question 6

- (a) (i) Most candidates defined the terms well this was especially true of sacred. A common error was to define profane as something evil or to be feared, other candidates did not define it at all.
- (ii) This question was well answered by most candidates and some interesting examples were given such as the trend showing the growth of Jediism as a religion in the British census. Most candidates described two social functions of religion. There were some very good answers which described both the functionalist and the Marxist view of the role of religion in society.
- (b) The standard of answer to this question was very varied. A number of stronger candidates offered comprehensive responses using relevant information and argument both in terms of their own societies, as well as an analysis of evidence of change and the barriers to change in a variety of societies. These responses included interesting historical and cultural comparisons as well as reference to the major theories. Common errors were limiting answers to descriptions of new religious movements and limiting references to change to fundamentalism.

Section D

Question 7

- (a) (i) The majority of candidates gave partial definitions of non-utilitarian crime.
- (ii) Most candidates identified two examples successfully but a common error was to give a very partial description of the crime identified.
- (b) There were a small number of really excellent answers where candidates understood the differences between a range of theoretical perspectives, especially the New Right and left realism. A common error was to list, theories with little or no reference to the New Right.

Question 8

- (a) (i) Many candidates offered weak definitions based on crime being planned or confused organised crime with white collar crime.
- (ii) In contrast to the first question this section was answered very well with most candidates describing two appropriate examples. One uncommon error was to describe murder as an example of white collar crime.
- (b) Candidates who understood the nature of self-report studies, victim surveys and crime statistics were able to answer this question well. There were many detailed answers on the advantages and disadvantages of official statistics which questioned both the production of the data and its accuracy and therefore its usefulness. Many handled the specialist terms well. A common error was to concentrate on the role of the police and law makers in labelling crime and deviance and creating official crime statistics to the neglect of other factors.

Section E

Question 9

- (a) (i) A small number of candidates answered this question but those that did answer it defined the term well.
- (ii) Unlike the first part of this question answers to this section were weak.
- (b) Most answers to this question were weak and made the common error of limiting themselves to descriptions of how the lives of working class males are difficult.

Question 10

- (a) (i) A very small number of candidates answered this question and those that did struggled to define work.
- (ii) As with the first part of the question candidates struggled to suggest two ways in which white collar workers can be classified.
- (b) Most answers to this question were weak and based on common sense.

Section F

Question 11

- (a) (i) Candidates defined the term mass media well and there were some very full and meaningful explanations offered.
- (ii) There were some very reasonable responses to this question and stronger candidates were able to identify two good examples giving clear descriptions of the way in which the audience is influenced including theoretical references. A few candidates only gave one example.
- (b) There were many good and thoughtful debates and arguments offered by candidates, sometimes making use of their own comprehensive knowledge and experience in respect of their own societies. Some very detailed answers used Pluralism and Marxism to good effect. A common error was to offer only assertive comments demonstrating limited knowledge and understanding of relevant theory and text.

Question 12

- (a) (i) There were a limited number of answers to this question but candidates defined the term well.
- (ii) Many candidates were able to describe at least one example, the best answers focused on specific studies rather than giving generic descriptions of sensationalism.
- (b) There were many excellent answers to this question demonstrating appropriate knowledge and understanding of related theory and argument. Some responses presented a detailed debate which was well referenced by such theorists as Althusser, Gramsci, Philo, McQuail, Marcuse and Whale.

SOCIOLOGY

Paper 9699/33

Essay 33

Key Messages

1. Questions in part **(a)** that require straight forward application and understanding of knowledge were generally well answered. Some candidates need a better understanding of the relevant concepts.
2. To score full marks in part **(a) (ii)**, examples can be short; lengthy descriptions are not necessary but the answers of a few candidates approached the size of a mini essay.
3. Questions in part **(b)** requiring more detailed answers would benefit from planned structure leading to a conclusion linked to the arguments outlined in the essay.
4. Discussions in part **(b)** would benefit from an inclusion of the strengths and limitations of empirical evidence and theories in order to gain marks in the higher bands.

General comments

Most candidates answered questions on the family and education, knowledge of these topics was generally sound. A number also answered questions on religion, crime and deviance and the media, in the latter most candidates answered **Question 12**. There were virtually no responses on work and leisure.

Most candidates answered the required number of questions. The best candidates answered three questions to a similar standard but some struggled to offer a sociological response in their third answer.

Many candidates were able to gain marks in part **(a)** by showing a clear understanding of the meaning of the terms and illustrating this with appropriate examples in the second part of the answer. However many answers to part **a (ii)** were too long and resembled an essay.

The best answers to part **(b)** provided sound evaluation supported by a good range of sociological evidence. Other answers provided list-like accounts of information on the topic rather than tailoring their answer to the question that was set. These would have benefitted by including sociological research as well as the use of sociological concepts. Some essays were very lengthy and full of sociological knowledge but there was little or no evaluation. Well planned shorter essays which culminate in a conclusion are usually more successful than longer essays which ramble through many points.

Candidates need to be aware that the Nayar are extinct and cannot be offered as an example of family life in modern industrial societies.

Comments on specific questions

Section A

Question 1

- (a) (i)** Most answers displayed a clear understanding of the meaning of privatised family. A common error was to define it as a nuclear family a less common error was to name landlords.
- (ii)** Most candidates identified and described suitable benefits based on emotional and financial benefits.

- (b) Most candidates referenced the Marxist implication in the question and good use was made of such key thinkers as Zaretsky and Somerville in contrast to theorists such as Fletcher. A common error was to focus the answer around the basic functions of the family with some use of Parsons and Murdoch. Such answers frequently side-stepped the proposition of the family in relation to labour power. A less common error was to omit the role of the state and other institutions in taking over some family functions.

Question 2

- (a) (i) Many candidates had a sound grasp of the meaning of empty-shell marriages. A common error in a small number of responses was to define divorce.
- (ii) Many candidates outlined two types of living arrangements primarily of different families but also including a range of other households.
- (b) There were some excellent responses to this question. The best of these candidates utilised the work of Gonzales and Anderson and worked in examples from Willmott and Young. Some excellent answers used the New Right and their criticism of lone parent families which they generally linked to females. A common error was to ignore the main issue of matriarchal structures and describe different family types.

Section B

Question 3

- (a) (i) This term was not well understood by the few candidates who answered this question and they linked it to social class but did not define it fully. Some candidates left this part of the question unanswered.
- (ii) This part of the question was generally well answered, most candidates using cultural and material class based advantages or disadvantages as examples, with descriptions of positive and/or negative influences. There was good use made of the work of both Bhatti and Pryce.
- (b) Candidates did not have a sound understanding of the meaning of 'adapt' and this limited their responses. Some candidates gave detailed answers to this. Many applied their knowledge and understanding of the work of such key thinkers as Becker, Rosenthal, Jacobsen and Fuller and others to reflect the interpretive approach and the labelling of candidates. Many candidates used a good range of in school factors and many referred to the work of Douglas, Hargreaves, Willis, Davis and Moore as well as Bowles and Gintis.

Question 4

- (a) (i) Most candidates had some understanding of the meaning of correspondence principle but some definitions were very limited and confused with the self-fulfilling prophecy.
- (ii) Some responses to this question were really excellent quoting both cultural and material deprivation with very detailed and contrasting examples. Particularly good use was made of the middle classes' ability to exploit marketisation. A common error was to produce two very similar examples such as parents cannot afford books and cannot afford computers.
- (b) Many excellent answers to this question compared the situation of middle class children to that of working class children and supported their answer with reference to both cultural and material deprivation which included the influence of family and peers and referenced work such as that of Bowles and Gintis, Bernstein, Boudon, Willis and others. Other answers looked at a range of factors that included gender and ethnicity. A common error was to ignore the 'cultural' in the question and make limited or no reference to cultural factors in their answer.

Section C

Question 5

- (a) (i) Few candidates provided accurate definitions of this term. A few weaker responses described what happens in rituals.
- (ii) A few developed responses used the work of Durkheim to advantage. Other answers relied on Malinowski, sometimes recycling much of what they had put in their first response.
- (b) There were many excellent responses to this question which thoroughly explored the question. Marxism was explained and evaluated well particularly in relation to the functions of religion and its role in suppressing social change and its role in ideological control. This was compared with the approach of Durkheim and other functionalists with the very best answers drawing out the similarities between them as well as the differences. Some answers were also excellent in the range of contemporary material that they included, with excellent use of feminism and feminist theories. Some candidates would have improved their performance if they had spent less time explaining information and more time evaluating it.

Question 6

- (a) (i) Few candidates answered this question and few were able to define cultural defence, a common error was to define it as a new tradition in a culture.
- (ii) Few candidates could identify a group unless they were familiar with the work of Bruce. A number of candidates left this answer blank.
- (b) This was a question that few candidates understood. Those that did used the work of Weber and Bruce with success. A common error was to make no reference to identity.

Section D

Question 7

- (a) (i) The majority of candidates defined social stigma as a label.
- (ii) Many candidates struggled to find two examples of groups where stigmatisation has occurred. The best answers used examples from studies such as Cohen, Young, Hall and Becker.
- (b) There were some very good responses to this question that referenced the work of Hall and Young, amongst others, to show how exposure of activities in the media can influence the level of criminal behaviour. The best of these also looked at other factors that can influence the level of criminality. Some responses presented this as a Marxist versus pluralist debate using Althusser and Marcuse as evidence. It was noted that some of the descriptions of studies in these answers were extremely long and they would have benefitted from being shorter on descriptive detail but more evaluative.

Question 8

- (a) (i) Many candidates were able to offer a definition of official crime statistics.
- (ii) Most candidates were able to identify both victim surveys and self-report studies as alternative sources of information about criminal behaviour. A common error was to confuse them with each other.
- (b) Some very good responses discussed the advantages of official statistics and illustrated limitations and assumptions behind them. Most did this by exploring the 'dark figures' of crime. The reasons for crimes being hidden were explored in some depth by some candidates with reference to the work of theorists such as Sutherland. Other good answers also looked at the advantages of both victim surveys and self-report studies. A limitation of some answers which displayed excellent knowledge was the volume of information which described in detail different studies at the expense of evaluation. A common error in some responses was to be more concerned to explain causes of crime and so drift away from the issue of the measurement of crime.

Section E

Question 9

No candidate attempted this question.

Question 10

Too few candidates answered this question to be able to comment.

Section F

Question 11

Too few candidates answered this question to be able to comment.

Question 12

- (a) (i) Most candidates defined audience reception in a partial way lacking the interpretation made by the audience of the message.
- (ii) Most candidates were able to give two clear examples that reflected education, information, catharsis and surveillance. A common error was to confuse the media with the new media.
- (b) This question was answered to a very high standard. Almost all candidates compared and contrasted competing sociological models, with some attempt at evaluation. Most offered a wide range of material and included some interesting material such as the effects of the media on girls' eating habits as well as the arguments that link the media to violent behaviour. One error in some responses was to spend too long in giving extensive detail of theories or studies when evaluation of that evidence would have gained the highest mark band.