

SOCIOLOGY

Paper 0495/11

Paper 11

Key Messages

- Candidates showed good understanding of the key terms in the syllabus
- Questions that required candidates to describe examples of sociological phenomenon were frequently done well
- Candidates should include more sociological language and key terms in their answers to **(c)** and **(d)** questions in **Sections B to D**
- There needs to be a greater focus on evaluation the **(d)** question in **Sections B to D**.

General Comments

Most candidates showed a pleasing knowledge of the key terms from the syllabus and were able to give clear definitions. It was therefore surprising that candidates used so little sociological language in their extended answers. Candidates often demonstrate clear knowledge of sociological ideas and need to use the correct sociological terms for them to achieve maximum marks. For example, in **Question 2(c)** many candidates wrote about children copying their parent's behaviour rather than making reference to imitation or role modelling.

Many candidates had a strong understanding of the strengths and limitations of sociological methods. Others candidates relied too heavily on generic responses that related to time and cost. These responses rarely gained any credit as they lacked adequate detail and could have been applied to any method, and as such did not answer the specific question.

Candidates could benefit from more consistently addressing the 'To what extent.' part of the question. Candidates often too readily accept the suggestion of the **(d)** questions in **Sections B to D** without challenge. A more balanced assessment of the question would help candidates to achieve better marks.

Comments on Specific Questions

Section A

Question 1

- (a) (i)** Many candidates confused reliability with validity when answering this question.
- (ii)** Generally this question was answered well although there was some confusion between Hawthorne Effect and interviewer effect.
- (iii)** On the whole candidates answered this well although a minority of candidates confused quantitative with qualitative.
- (b)** For the most part this question was well answered with most candidates identify either official statistics or personal documents.
- (c)** Many candidates understood that a key advantage of this type of sampling was that it allowed access to difficult to reach groups. Candidates were generally less certain about the disadvantages of this type of sampling. Candidates offered generic disadvantages such as costing money and taking time instead of describing the disadvantages, such as sampling being unlikely to be representative.

- (d) Most candidates answered this question well and the most frequent responses being interviews and questionnaires. Few distinguished between different types of questionnaire or interview.
- (e) On the whole this was answered well, candidates generally identifying the Hawthorne effect and covert observation being unethical. Candidates infrequently made clear why covert observation was unethical.
- (f) Most candidates were able to score some marks on this question but there was a general like of understanding that non-participant observation can be either overt or covert.

Section B

Question 2

- (a) Candidates generally answered this question well.
- (b) This was frequently answered well the most popular answers that candidates gave related to dress codes and how they varied between cultures. Often this was set in a religious context.
- (c) Most candidates were able to describe socialisation at some level. Many answers only engaged with sociological ideas in a common sense way. Answers could improve by including specific sociology language and terms like canalisation, manipulation and role modelling.
- (d) Frequently candidates discussed changing gender roles rather than cultural variations.

Question 3

- (a) This question was frequently well answered.
- (b) Most candidates were able to give the role of 'breadwinner' a few provided 'protector' and others identified traditional male roles.
- (c) Candidates found the concept of social change challenging. A few better answers identified lifestyle choices that linked to women choosing to take up employment e.g. having children later in life.
- (d) Many candidates chose to offer a one-sided response focused only on formal social control. There was little discussion of the role of various agencies of social control.

Section C

Question 4

- (a) Candidates were generally able to link disadvantaged groups with those people who have fewer life chances.
- (b) Answers frequently identified groups being women and ethnic minority groups. Some candidates gave specific examples like Black South Africans during apartheid, which was perfectly acceptable, whilst others focused on generic groups.
- (c) This question was not well answered most candidates gave common sense answers about jobs being cleaner or not working so long. Few fully engaged in issues like the decline of traditional manufacturing jobs in modern industrial society and the increase in routine clerical/service sector jobs.
- (d) Better candidates did offer some discussion of the either the embourgeoisement thesis or of proleterianisation. On the whole this was not well answered and even better candidates rarely offered a two-sided response.

Question 5

- (a) Most candidates answered this question well. Often candidates making references to equal rights and life chances.
- (b) Candidates generally answered this well, most commonly answering with reference to discrimination in the work place or employment.
- (c) Candidates found it challenging to explain how male roles were changing. Often candidates wrote about how female roles were changing instead.
- (d) There were some good answers to this question which reflected an understanding of the life chances of various groups. Many candidates talked only about the life chances of women ignoring other social groups.

Section D

Question 6

There were few responses to this question

- (a) Candidates who answered this question were usually able to give at least a partial definition of censorship most frequently referring to some form of control on the media.
- (b) Whilst candidates knew what propaganda was they struggled to give examples. The best responses gave examples in the political context related to influencing voters.
- (c) Candidates tended to discuss party political broadcasts. Better responses gave specific examples of where the support of a media group for a particular leader/party had resulted in electoral success.
- (d) On the whole candidates tended to agree that there is freedom of speech in modern industrial societies, as a result most responses were one-sided. Few candidates considered the legal restrictions e.g. libel laws that exist even within a democratic system.

Question 7

There were few responses to this question

- (a) Few candidates were able to give a full definition of an opinion poll often mistakenly believing that these are only used to discover voting intentions.
- (b) **Strong** candidates were able to identify factors like the image of the leader or party policies. Better answers looked at factors like age, gender or social class.
- (c) Better knowledge of social movements could improve responses here. Some candidates were able to identify the use of the media and publicity stunts as means of making the public aware of an issue.
- (d) There were some good answers to this question where candidates accurately outlined why opinions polls may be unrepresentative or lack validity. Better candidates clearly drew on their understanding of the weaknesses of this type of survey to help them answer the question. Some responses could have been improved by going beyond general statements about people not responding truthfully.

SOCIOLOGY

Paper 0495/12

Paper 12

Key Messages

- Candidates should avoid using time and cost as generic strengths and limitations of research methods.
- Candidates need to take care to read the questions in full and not focus on a small part of the question.
- Candidates need to clearly state sociological terms rather than make vague non-sociological references.

General Comments

Candidates showed good knowledge and understanding of key terms and few experienced difficulties in explaining what key terms meant. Many candidates would have done better not to define terms in **Section B Questions C and D**, there was no need for them to do this. Candidates would do well to clearly number their answers.

Candidates frequently relied on generic responses to questions in **Section A** which asked them to identify strengths and limitations. Candidates often made comments like “it costs money” or “it takes time”. Such generic comments rarely gain candidates any credit, as such, comments are so broad they could be applied to any research method and therefore they do not address the specific question.

Comments on Specific Questions

Section A

Question 1

- (a) (i) Candidates generally answered this question well although some candidates did not clearly develop their explanation.
- (ii) Many candidates answered this well but some focused on the term interview and ignored ‘structured’.
- (iii) Many candidates struggled with this term. A lot of candidates failed to get two marks as they saw the sampling frame as being those included in the study as opposed to those who may be drawn from for the study. Many candidates only stated it was a ‘list’.
- (b) Many candidates relied on generic strengths and limitations to answer the question, especially making reference to time and cost without explanation of why this was an issue in the case of a large sample.
- (c) Many candidates clearly understood the problems with official statistics often referring to the ‘dark figure of crime’ or political manipulation of unemployment figures. The strengths of official statistics were less well understood, although many candidates did identify the fact that they are readily available.
- (d) Few candidates were able to answer this question well; some candidates were able to identify longitudinal surveys and social surveys. Many candidates confused survey with sample and talked about sampling method. Candidates appear to see the term survey as synonymous with any type of research which led to some confusion.

- (e) For the most part this was well answered with many candidates identifying the use of post/email/by hand and then explaining how this would be done.
- (f) Many candidates answered this well. However, some answers were vague because candidates failed to make clear what type of questionnaire they were referring to. i.e. ones using closed questions or open questions.

Section B

Question 2

- (a) On the whole candidates answered this question well, most candidates were able to give at least a partial definition which made reference to being made to conform. Better candidates also made reference to use of the law or various forms of social pressure that might be used to ensure social control.
- (b) Although a few candidates confused formal and informal social control most were able to give two examples. The most popular responses being the use of rewards and sanctions either by the family or by the school.
- (c) There were a lot of generic responses to this question. Better candidates were able to use their knowledge of feral children to back up their explanation for why nurture was important. Fewer candidates referred to specific processes of socialisation, like canalisation, to support their response.
- (d) Many candidates focused more on the term 'media' in this question and to a large extent ignored the terms 'agency of socialisation'. This resulted in responses which described modern media trends rather than considered the influence of media on socialisation. Better candidates compared the media's role with that of other agencies. Many concluded that the family was still more important than the media.

Question 3

- (a) Many candidates answered this well most commonly identifying sub-culture as a culture within a culture.
- (b) Many candidates found it difficult to differentiate between norms and values. A few better candidates managed giving responses like: helping others, caring for elders. On the whole, this question was not well answered.
- (c) Although candidates tended to appreciate why young people were attracted to sub-cultures they tended to express their ideas in a very common sense way. Some inferred ideas of rebellion but most answers lacked sociological reasons e.g. status frustration, sense of belonging etc.
- (d) There were some good answers to this question with some good use of sociological language. Many candidates referred to specific processes like manipulation. Where answers were less satisfactory it was because candidates had presented a one-sided response that agreed primary socialisation was the more influential.

Question 4

- (a) This was answered well. Most candidates were able to define absolute poverty.
- (b) Many candidates ignored the word 'trap' and instead described reasons for poverty, better candidates did describe ideas like cycle of deprivation, dependency culture, culture of poverty etc. Some candidates did infer these ideas but failed to articulate the term.

- (c) Most frequently candidates engaged in descriptions of reasons for poverty without naming a specific social group that might experience poverty. Many answers showed a lack of understanding as to what the term 'social groups' meant. Those who did understand the term scored well. Groups frequently identified were lone parents, women and ethnic minorities.
- (d) There were many one sided answers to this question, mostly focusing clearly on why poverty still exists without the balance of what was being done to tackle poverty. Surprisingly few candidates engaged with the definitions of poverty. Candidates did not appear to appreciate that how much poverty exists depends on how it is defined and measured. Candidates could have usefully engaged with a discussion about absolute and relative poverty to support their answers. Candidates often did not address the 'to what extent' part of the question.

Question 5

- (a) This question was well answered with many candidates gaining maximum marks.
- (b) Most candidates answered this question well. A minority identified other types of social stratification such as the caste system so did not gain any marks.
- (c) There were some good answers to this question, although quite a few answers made no link to social class which restricted marks.
- (d) Candidates would do better to make reference to technological advancements and to demonstrate what is meant by de-skilling. Many candidates engaged in vague discussions about education and how well qualified individuals were.

Question 6

- (a) Those that attempted this question often did not understand the term suffrage, mistakenly believing it had something to do with suffering rather than having the right to vote.
- (b) Some better candidates identified greater equality as being a consequence, some legitimately engaged in discussions of more women in work and political life as a consequence of women having the vote and this resulting in negative consequences like 'dual burden' and 'triple shift'.
- (c) Few candidates got beyond vague discussions of elected representatives never doing what they say they will. Candidates could have usefully discussed Marxist and feminist theories and concepts like 'elite self-recruitment' into the political classes.
- (d) Candidates tended to talk in common sense terms e.g. about age i.e. having to be over 18 to vote. Better answers discussed traditional patterns of voting and de-alignment but these were in the minority.

Question 7

- (a) When this question was attempted most understood the term.
- (b) Some good answers, many talked about coercion, one ruler with all the power.
- (c) Some good answers were seen for this question with a wide range of tactics discussed most focusing on new policy promises.
- (d) Better answers tended to focus on the conflict view and made many valid points; typically referring to those with power being drawn predominantly from a narrow elite.

SOCIOLOGY

Paper 0495/13

Paper 13

Key Messages

- Candidates should avoid using time and cost as generic strengths and limitations of research methods.
- Candidates need to take care to read the questions in full and not focus on a small part of the question.
- Candidates need to clearly state sociological terms rather than make vague non-sociological references.

General Comments

Candidates showed good knowledge and understanding of key terms and few experienced difficulties in explaining what key terms meant. Many candidates would have done better not to define terms in **Section B Questions C and D**, there was no need for them to do this. Candidates would do well to clearly number their answers.

Candidates frequently relied on generic responses to questions in **Section A** which asked them to identify strengths and limitations. Candidates often made comments like “it costs money” or “it takes time”. Such generic comments rarely gain candidates any credit, as such, comments are so broad they could be applied to any research method and therefore they do not address the specific question.

Comments on Specific Questions

Section A

Question 1

- (a) (i) Candidates generally answered this question well although some candidates did not clearly develop their explanation.
- (ii) Many candidates answered this well but some focused on the term interview and ignored ‘structured’.
- (iii) Many candidates struggled with this term. A lot of candidates failed to get two marks as they saw the sampling frame as being those included in the study as opposed to those who may be drawn from for the study. Many candidates only stated it was a ‘list’.
- (b) Many candidates relied on generic strengths and limitations to answer the question, especially making reference to time and cost without explanation of why this was an issue in the case of a large sample.
- (c) Many candidates clearly understood the problems with official statistics often referring to the ‘dark figure of crime’ or political manipulation of unemployment figures. The strengths of official statistics were less well understood, although many candidates did identify the fact that they are readily available.
- (d) Few candidates were able to answer this question well; some candidates were able to identify longitudinal surveys and social surveys. Many candidates confused survey with sample and talked about sampling method. Candidates appear to see the term survey as synonymous with any type of research which led to some confusion.

- (e) For the most part this was well answered with many candidates identifying the use of post/email/by hand and then explaining how this would be done.
- (f) Many candidates answered this well. However, some answers were vague because candidates failed to make clear what type of questionnaire they were referring to. i.e. ones using closed questions or open questions.

Section B

Question 2

- (a) On the whole candidates answered this question well, most candidates were able to give at least a partial definition which made reference to being made to conform. Better candidates also made reference to use of the law or various forms of social pressure that might be used to ensure social control.
- (b) Although a few candidates confused formal and informal social control most were able to give two examples. The most popular responses being the use of rewards and sanctions either by the family or by the school.
- (c) There were a lot of generic responses to this question. Better candidates were able to use their knowledge of feral children to back up their explanation for why nurture was important. Fewer candidates referred to specific processes of socialisation, like canalisation, to support their response.
- (d) Many candidates focused more on the term 'media' in this question and to a large extent ignored the terms 'agency of socialisation'. This resulted in responses which described modern media trends rather than considered the influence of media on socialisation. Better candidates compared the media's role with that of other agencies. Many concluded that the family was still more important than the media.

Question 3

- (a) Many candidates answered this well most commonly identifying sub-culture as a culture within a culture.
- (b) Many candidates found it difficult to differentiate between norms and values. A few better candidates managed giving responses like: helping others, caring for elders. On the whole, this question was not well answered.
- (c) Although candidates tended to appreciate why young people were attracted to sub-cultures they tended to express their ideas in a very common sense way. Some inferred ideas of rebellion but most answers lacked sociological reasons e.g. status frustration, sense of belonging etc.
- (d) There were some good answers to this question with some good use of sociological language. Many candidates referred to specific processes like manipulation. Where answers were less satisfactory it was because candidates had presented a one-sided response that agreed primary socialisation was the more influential.

Question 4

- (a) This was answered well. Most candidates were able to define absolute poverty.
- (b) Many candidates ignored the word 'trap' and instead described reasons for poverty, better candidates did describe ideas like cycle of deprivation, dependency culture, culture of poverty etc. Some candidates did infer these ideas but failed to articulate the term.

- (c) Most frequently candidates engaged in descriptions of reasons for poverty without naming a specific social group that might experience poverty. Many answers showed a lack of understanding as to what the term 'social groups' meant. Those who did understand the term scored well. Groups frequently identified were lone parents, women and ethnic minorities.
- (d) There were many one sided answers to this question, mostly focusing clearly on why poverty still exists without the balance of what was being done to tackle poverty. Surprisingly few candidates engaged with the definitions of poverty. Candidates did not appear to appreciate that how much poverty exists depends on how it is defined and measured. Candidates could have usefully engaged with a discussion about absolute and relative poverty to support their answers. Candidates often did not address the 'to what extent' part of the question.

Question 5

- (a) This question was well answered with many candidates gaining maximum marks.
- (b) Most candidates answered this question well. A minority identified other types of social stratification such as the caste system so did not gain any marks.
- (c) There were some good answers to this question, although quite a few answers made no link to social class which restricted marks.
- (d) Candidates would do better to make reference to technological advancements and to demonstrate what is meant by de-skilling. Many candidates engaged in vague discussions about education and how well qualified individuals were.

Question 6

- (a) Those that attempted this question often did not understand the term suffrage, mistakenly believing it had something to do with suffering rather than having the right to vote.
- (b) Some better candidates identified greater equality as being a consequence, some legitimately engaged in discussions of more women in work and political life as a consequence of women having the vote and this resulting in negative consequences like 'dual burden' and 'triple shift'.
- (c) Few candidates got beyond vague discussions of elected representatives never doing what they say they will. Candidates could have usefully discussed Marxist and feminist theories and concepts like 'elite self-recruitment' into the political classes.
- (d) Candidates tended to talk in common sense terms e.g. about age i.e. having to be over 18 to vote. Better answers discussed traditional patterns of voting and de-alignment but these were in the minority.

Question 7

- (a) When this question was attempted most understood the term.
- (b) Some good answers, many talked about coercion, one ruler with all the power.
- (c) Some good answers were seen for this question with a wide range of tactics discussed most focusing on new policy promises.
- (d) Better answers tended to focus on the conflict view and made many valid points; typically referring to those with power being drawn predominantly from a narrow elite.

SOCIOLOGY

Paper 0495/21

Paper 21

Key Messages

Reading time is built into the paper and therefore candidates would benefit from carefully reading the questions set in order to choose the option that they are able to write most successfully about – the sub questions worth more marks should particularly be focused on when making this decision. Candidates may find it useful to make bullet point notes during this reading time to help them decide which three questions they can best answer.

The number of marks available for each question should help to guide candidates in terms of the length of their responses and this could usefully be looked at also in teacher assessments and practice questions completed under timed conditions.

Each sub-question has a specific command word associated with it (*describe, explain etc.*) and these are crucial in determining what is required in the question. Candidates would benefit from training in these terms in Centres so they are clear as to what skills they need to demonstrate in their answers in order to achieve the best mark that they can do.

Candidates need to be clear that the part **(d)** questions are discursive and therefore answers should aim to consider more than one point of view and then form a judgement at the end. A one sided answer will be unable to score highly. This is also a question where extended writing is required so a range of points should be well developed and evidenced.

Candidates need to ensure that the answers they are giving are sociological in focus rather than relying on assertion and/or common-sense. Conceptual engagement, use of evidence and application of appropriate sociological theories are all to be encouraged and are rewarded in the mark scheme. Candidates would benefit from producing a glossary of the key terms in the specification to ensure that their knowledge is accurate and precise. This would be a very useful revision tool and would undoubtedly be of use when answering the part **(a)** questions.

General Comments

There was a good range of different questions answered on this paper from all of the topic areas. The Family, was probably the most popular option overall. **Questions 6** and **7** were least popular.

In order to gain high marks candidates need to have a secure understanding of the key concepts in each of their chosen areas of study. Some candidates still seem to be choosing to answer questions on topics about which they have little sociological knowledge. They are also losing marks by not evaluating in **(d)** questions, a consideration of more than one point of view is essential here – looking at points for and against the question, for example. Class discussions and debates around the often controversial issues in the topic areas will help to promote evaluation techniques and can often be an accessible way of developing this difficult skill with candidates. Writing frames may also prove useful, along with a bank of evaluative ‘signals’ that candidates can use in their writing.

Practice on past papers supported by mark schemes, and use of the Teacher Guide and other support materials online, can help candidates to develop their examination techniques and give teachers ideas on how to consolidate and improve candidates’ understanding of the areas of study. These should be integrated into class teaching as early as possible and then be set regularly as assessed pieces of work, as well as completed in timed conditions to ensure that candidates are developing both their sociological knowledge and understanding and their examination technique.

There were some very strong answers seen during the session with some candidates using the questions set to enable them to showcase their sociological understanding and ability to apply this knowledge to the specific demands of the questions. These answers were typified by a clear focus on the question, precision and accuracy in the use of sociological terms and concepts, an ability to demonstrate understanding of the command words used and effective timing. Very few rubric errors were seen but candidates should be reminded that they only need to answer three questions from the eight set and that they cannot mix and match sub questions from different questions.

Candidates should be encouraged to learn precise one sentence definitions of concepts for **(a)** questions, to write each of the two required answers in **(b)** questions in two separate paragraphs to ensure they are clearly different and distinct, to aim for three well-explained and distinct points in **(c)** questions and to remember that in **(d)** questions they should make points to agree with the claim in the question but then evaluate and present alternative points of view as well before coming to a well-focused conclusion. It is essential to ensure that a range of different arguments are discussed in the part **(d)** questions also.

Comments on Specific Questions

Section A: The Family

Question 1

- (a)** This was a generally well-answered question and most candidates were able to provide a correct definition of the term.
- (b)** Mostly the question was answered well, with a range of possible answers seen that often referred to increasing privatisation of the family, changing roles of women, role of the state etc. Some candidates failed to score marks because they did not focus on the crucial term in the question – decline – and thus their answers were not specific enough to gain credit.
- (c)** Most candidates talked about the roles of men and/or women when answering this question but a few at the top end also considered the changing roles of children. Good conceptual engagement, with ideas such as symmetry/new man etc., were seen in the better answers here.
- (d)** As long as candidates understood what was meant by ‘family functions’ this question was well answered with some useful theoretical links also made. Better candidates engaged fully in the debate but the majority tended to produce a rather one sided response, showing how family functions are disappearing but not considering the other side of this debate.

Question 2

- (a)** A wide range of answers were seen for this question and the quality typically depended on whether the term was known or not. A glossary of key terms would perhaps be a useful tool for candidates to help with these part **(a)** questions.
- (b)** This was a well answered question that candidates accessed well. Most popular traditional male roles discussed were the breadwinner, the protector and the decision maker.
- (c)** The majority of candidates that answered this question focused on the negative effect on family life. Those with more range in their answers also considered the benefits of female emancipation and increased income for the family.
- (d)** This question allowed candidates to present arguments that supported and evaluated the claim in the question. The better candidates were able to make theoretical links, particularly with Feminism, and also to use concepts effectively – conjugal roles, symmetry and patriarchy were all seen. Candidates need to ensure that all part **d** questions are treated as a discursive debate and should not write one sided answers – in this case should not just show that today’s family is equal.

Section B: Education

Question 3

- (a) To gain full marks on this question candidates must ensure that their definitions are precise and accurate.
- (b) A mixed range of answers were seen here with the most common answers focusing on things such as manners, respect and authority. The better answers engaged with sociological ideas such as the hidden curriculum and gender roles and developed these fully.
- (c) A number of candidates were not clear about what was meant by 'streaming' and thus a number of low level responses were seen for this question. When candidates did focus in on the key term, though, there was good use made of ideas such as labelling, self-fulfilling prophecy and teacher expectations. These were often well linked to stratification issues such as ethnicity and class.
- (d) A mixed range of answers were again seen for this question. Some talked in largely common sense terms in a one sided way. Better answers considered the impact of legislation alongside the role of teachers and stereotypes and evaluated the claim effectively.

Question 4

- (a) This question was not well answered on the whole with candidates too often simply repeating the term 'culture' from the question without explanation. A lot also confused it with money/income.
- (b) Most candidates were able to identify ways that home factors influenced educational achievement. The most common answers involved financial issues and parental values. Lack of space/poor diet were also frequently discussed. The question was generally well answered.
- (c) Most candidates were able to write something relevant for this answer but few excellent responses were seen. Too frequently class was used interchangeably with money and thus the main body of answers were about parental and candidate wealth and income.
- (d) Most candidates were able to discuss at some level the role of the peer group in determining educational achievement. At the lower end this was typically vague and common-sense and without range. Most answers fell somewhere in the middle recognising the importance of the peer group but also that both teachers and parents have a role to play too. It is crucial to engage sufficiently with sociological concepts to reach the top band of marks i.e. anti-school subculture, peer-pressure, conformity etc.

Section C: Crime, Deviance and Social Control

Question 5

- (a) Most candidates gained some credit in this question, although several confused formal and informal control. A lot used agents such as the police/prisons to help clarify their meaning.
- (b) If the term 'sanctions' was understood then this was a well answered question with a wide range of relevant examples being discussed, many with a local context. The better responses showed how these sanctions maintained law and order and thus gained full marks.
- (c) Some really good answers were seen to this question allowing a number of candidates to really demonstrate the excellence of their sociological understanding. Some accessed through discussion of stratification issues such as gender, age, class and ethnicity. Others approached it through ideas about status, material factors, values and socialisation.
- (d) Weaker responses failed to produce a debate to this question; instead candidates showed how informal social control helps to keep law and order. Such answers could not score within the top band. Other responses were too vaguely and just talked about control in general terms. The better answers focused in on specific agents of informal control and the techniques/processes they use to maintain law and order. This was then evaluated with formal control.

Question 6

- (a) Very few candidates opted for this question but those responses that did offered vague and partial definitions of the term 'anomie'. It is crucial that the definitions are learnt carefully and accurately by candidates in order to score full marks.
- (b) Most candidates answered this question well. Typically candidates recognised that ethnic minorities, the young and the working class were most likely to experience status frustration.
- (c) This question was not well answered on the whole as candidates typically answered in general terms rather than focusing on specific groups who, according to the OCS, commit a high proportion of crime. The better answers tapped into ideas of police targeting, deprivation, status frustration, stereotyping, labelling etc.
- (d) Most candidates were able to offer a range of reasons linked to inequality as to why crime is committed. At the bottom end these were often largely common-sense 'haven't got any money' type answers. Better candidates talked about unemployment, lack of educational opportunities, discrimination, status frustration etc. Weaker responses unsuccessfully attempted to provide evidence to show that crime is not always about inequalities and thus only produced a one sided response. It is essential that alternative points of view/ a two sided response are offered in a part (d) question in order to score highly.

Section D: Media

Question 7

- (a) This was not a popular question, but candidates were generally able to offer a clear and accurate definition of folk devils.
- (b) Weaker responses to this question described what is meant by a moral panic rather than discussing specific examples. This typically resulted in a partial answer being seen.
- (c) Candidates typically focused on ideas of exaggeration, stereotyping and sensationalism. Most candidates were able to provide an answer that focused on the issues in the question but the better responses looked at specific groups and/or individuals to add substance and evidence to their answers.
- (d) The question produced variable answers in which a lot of candidates failed to engage conceptually. Some looked at the power of the media in terms of media effects models whilst others looked at ideas about agenda setting and stereotyping. The key was to consider how far the media were responsible for creating norms and what other agents also had a role to play in this i.e. the family/education/peers etc.

Question 8

- (a) Most candidates had some knowledge of the difference between traditional and new media but typically definitions were vague and partial and relied on examples such as TV/radio rather than actually defining what is meant by the term 'traditional media'.
- (b) This was a typically well answered question that saw candidates describing such ideas as information, entertainment, knowledge, escapism etc.
- (c) This was a well answered question in which candidates seem to have engaged well. A lot used concepts to substantiate their responses and discussed ideas such as interactivity, portability, on demand, speed and ease. Specific examples of new media were similarly really well used such as Youtube, the Internet and social media.

- (d) Candidates were able to show, with varying degrees of complexity, how age influences the ways people use the media. At the bottom end this was in a quite simplistic fashion (e.g. older people watch different TV programmes to young people), moving through to more in-depth discussion of the use of, for example, new media – the digital divide. Better candidate responses recognised that age was not the only relevant factor and that other elements such as income, gender and locality were also essential and discussed these well.

SOCIOLOGY

Paper 0495/22

Paper 22

Key Messages

Reading time is built into the paper and therefore candidates would benefit from carefully reading the questions set in order to choose the option that they are able to write most successfully about – the sub-questions worth more marks should particularly be focused on when making this decision. Candidates may find it useful to make bullet point notes during this reading time to help them decide which three questions they can best answer.

The number of marks available for each question should help to guide candidates in terms of the length of their responses and this could usefully be looked at also in teacher assessments and practice questions completed under timed conditions.

Each sub-question has a specific command word associated with it (*describe, explain etc.*) and these are crucial in determining what is required in the question. Candidates would benefit from training in these terms in Centres so they are clear as to what skills they need to demonstrate in their answers in order to achieve the best mark that they can do.

Candidates need to be clear that the part **(d)** questions are discursive and therefore answers should aim to consider more than one point of view and then form a judgement at the end. A one sided answer will be unable to score highly. This is also a question where extended writing is required so a range of points should be well developed and evidenced.

Candidates need to ensure that the answers they are giving are sociological in focus rather than relying on assertion and/or common-sense. Conceptual engagement, use of evidence and application of appropriate sociological theories are all to be encouraged and are rewarded in the mark scheme.

Candidates would benefit from producing a glossary of the key terms in the specification to ensure that their knowledge is accurate and precise. This would be a very useful revision tool and would undoubtedly be of use when answering the part **(a)** questions.

General Comments

The most popular questions were **Questions 1, 2, 3 and 4** with several candidates also opting for **Questions 5** and/or **6** and the least popular questions were **Question 7 and 8** in the Media topic. The spread of questions and topics answered was therefore wide and varied which was good to see. **Question 2** was answered by the majority of candidates.

In order to gain high marks candidates need to have a secure understanding of the key concepts in each of their areas of study. Some good answers were seen for **Questions 7 and 8**. Candidates would do better to evaluate in **(d)** questions, a consideration of more than one point of view is essential here – looking at points for and against the question, for example. Class discussions and debates around the often controversial issues in the topic areas will help to promote evaluation techniques and can often be an accessible way of developing this difficult skill.

Practice on past papers supported by mark schemes, and use of the Teacher Guide and other support materials online, can help candidates to develop their examination techniques and give teachers ideas on how to consolidate and improve candidates' understanding of the areas of study. These should be integrated into class teaching as early as possible and then be set regularly as assessed pieces of work, as well as completed in timed conditions to ensure that candidates are developing both their sociological knowledge and understanding and their examination technique.

There were some excellent answers seen with some candidates using the questions set to enable them to showcase their sociological understanding and ability to apply this knowledge to the specific demands of the questions. These answers were typified by a clear focus on the question, precision and accuracy in the use of sociological terms and concepts, an ability to demonstrate understanding of the command words used and effective timing. Some candidates also used sociological theory thoughtfully and appropriately which was excellent to see. Studies/evidence were used regularly to substantiate points and ideas made by the better candidates.

Candidates should be encouraged to learn precise and accurate one sentence definitions of concepts for **(a)** questions, to write each of the two required answers in **(b)** questions in two separate paragraphs to ensure they are clearly different and distinct, to aim for three well-explained and distinct points that engage sociologically in **(c)** questions and to remember that in **(d)** questions they should make points to agree with the question but then evaluate and present alternative points of view before coming to a well-focused conclusion. They should also ensure that a range of different ideas are covered in this sub-question.

Comments on Specific Questions

Section A: The Family

Question 1

- (a)** Many candidates did not score full marks as they wrote about how families are stable, rather than society. Many also repeated the word 'stable' without an explanation of its meaning, and so could not get the marks. A glossary of key terms from the specification may help here.
- (b)** Most candidates answered this well, though some wrote more about how the role of women has changed and not all considered the 'change' aspect of the question.
- (c)** Good answers here used sociological concepts and described the process of primary and secondary socialisation, social control, imitation, peer pressure etc. Some weaker responses were more vague and discussed norms that were followed rather than engaging with reasons behind them.
- (d)** Some good responses here and a chance for better candidates to display high level knowledge and evaluation. Lots of references to symmetrical and joint conjugal roles, women's rights etc. and some noteworthy references to theory particularly feminism via Oakley etc. Some answers, however, lacked depth or were not well developed.

Question 2

- (a)** Most candidates found this accessible though some omitted either a reference to marriage or to legal procedure.
- (b)** This was generally answered well with common answers being reconstituted and lone parent families. A few candidates misread the question as being about families where divorce might take place or about reasons for divorce.
- (c)** The majority of candidates referred to the negative aspects of divorce on children, referring to the damage to Schooling or criminality as the main focus. Aspects of stress and depression were also commonly discussed. Only a minority recognised that there could be positive consequences. There was a tendency even for good answers not to use concepts and therefore not to reach full marks.
- (d)** Many candidates gave sound evidence for the changing roles of men and women and the increase in divorce. The majority knew for evaluation about the law, secularisation and social attitude changes as well as the changing roles of both men and women. Also interesting references to the decline of the extended family and privatisation of the family. However, some did misunderstand the question and explained how a person's roles would change after they got divorced.

Section B: Education

Question 3

- (a) Mixed response with some candidates defining in terms of hidden curriculum whilst others talked about what is learnt in wider society rather than the institution of the school. Many candidates scored 1 rather than 2 as definitions were sometimes vague – some candidates confused formal and informal education whilst others simply copied the term ‘informal’ from the question.
- (b) Very interesting and wide range of responses to this question - everything listed on the mark scheme and more e.g. pre-vocational, pre-primary, compensatory etc. and even some localised responses. Public Schools were defined and credited in both ways - either as a ‘posh private School’ or as ‘a government School’.
- (c) Several candidates integrated the debate on Marxist and functionalist theories of education well. The majority kept to the easier option of socialisation and qualifications gained for work. Where this was done well, candidates used concepts such as ‘the economic function’, ‘social control’, ‘role allocation’ etc. which were then discussed with some development. At the bottom end, answers relied very much on common-sense.
- (d) Some candidates presented a balanced view of the question with discussion points on both sides, especially with reference to education being free, to gender, ethnicity, labelling and teacher expectations. The majority gave one sided responses assuming that income did affect achievement, with more reference to material deprivation and how it affects a child’s education. Some assumed that income and class were the same thing.

Question 4

- (a) A number of candidates did not give a clear definition of the term ‘labelling’, too many simply used the word ‘label’. Examples are a good way for candidates to demonstrate their understanding and these were helpful for candidates when answering this question.
- (b) This was generally answered well, though some answers were not specifically related to ethnic minorities and were based on assumption that minorities were working class and therefore suffered from material deprivation etc. Most often seen responses focused on language and material factors, often going into detail about elaborated/restricted code etc. Others picked out discrimination in School by teachers or by an ethnocentric curriculum.
- (c) Most candidates referred to positive and negative teacher labelling; very few gave any other reason that may affect a candidate’s performance which meant there was often a lack of range seen. Some did write about the self-fulfilling prophecy and setting and streaming was referred to in some of the best answers alongside points regarding class and ethnicity.
- (d) Quite a few one sided answers on this question - some candidates thought they were giving a balanced answer when they gave arguments for girls doing better in some ways and boys the other, but it was all really arguing that gender remained very important. The best responses brought in teacher labelling, class/deprivation and ethnicity as counterpoints.

Section C: Crime, Deviance and Social Control

Question 5

- (a) This was generally answered well although a few candidates confused corporate crime with any crime that is not reported e.g. rape or ‘co-operative’ crime. There was also some confusion with white-collar crime resulting in a lot of partial answers.
- (b) Many candidates answered this question well, with a clear understanding of the reasons for unreported crime. The most popular choices were trivial nature of the offence, embarrassment and fear of the consequences.
- (c) Some candidates answered this well using terms such as moral panic, folk devils and scapegoating to elaborate their points. Some talked about copying/imitating. A number did not use any sociological concepts and produced more limited, descriptive answers.

- (d) This proved difficult even for more able candidates to answer in a balanced way. Many answers were strong on reasons for crime being unreported and unrecorded as ways of questioning official statistics, but avoided or were less clear on the other side of the argument. Some confusion also seen regarding the use of victim surveys and self-report studies. Candidates must remember the importance of discussing both sides of the debate in these part (d) questions.

Question 6

- (a) Candidates generally found this term hard to accurately define, only dealing with one aspect - many latched on to the word 'deprivation' and gave an answer in terms of this alone, for example. The best answers were able to suggest that not only is it a lack but a lack of things that others in that society generally had access to.
- (b) This question was answered well by the majority of the candidates with common accepted answers including opportunities provided by shops and business, more police to detect/record crimes, relative anonymity and unemployment/poverty.
- (c) Some described crimes that could be committed with the peer group rather than engaging with how peer pressure works. Others answered this well discussing acceptance in the group, fitting in, initiation and status. A lot of answers failed to engage sociologically here.
- (d) The majority of candidates gave a clear sociological understanding to the question, many with a balanced viewpoint. Popular answers mentioned unemployment, anomie and lack of opportunities compared to police targeting and white collar crimes. Some very good use of sociological theory was seen within this question. Again, however, too many candidates did not engage in a debate, presenting instead a one sided argument.

Section D: Media

Question 7

- (a) This was not answered by many candidates and of those who did answer it, many did not get both marks. Some even referred to gate keepers being security guards, illustrating a lack of sociological understanding.
- (b) There was some uncertainty about what was meant by censorship. There were few good answers seen.
- (c) Some candidates did not know what was meant by agenda setting. Better answers usually focused on moral panics.
- (d) The answers to this question were generally not well developed. Candidates seemed to find it difficult to explain how censorship can prevent challenges.

Question 8

- (a) Most answers relied on examples, which gained some credit, as candidates had difficulty providing a complete definition. Many answers repeated the word 'representation' in their answers and thus did not show a good enough understanding to get the marks.
- (b) Most candidates who answered this question were able to give some valid answers. Popular answers referred to grumpiness and declining mental or physical health.
- (c) Candidates tended to have some relevant ideas but these were often not presented in sociological terms. Better answers often referred to effects models such as the hypodermic syringe, moral panics and topics such as fashion. A lack of range tended to typify answers to this question.
- (d) Answers were often generic and usually based on common sense, lacking depth and detail. Only very few candidates wrote well balanced two sided arguments with an adequate conclusion. Some candidates listed aspects of traditional gender roles rather than challenges to them and the range of points and examples used tended to be narrow.

SOCIOLOGY

Paper 0495/23

Paper 23

Key Messages

Reading time is built into the paper and therefore candidates would benefit from carefully reading the questions set in order to choose the option that they are able to write most successfully about – the sub-questions worth more marks should particularly be focused on when making this decision. Candidates may find it useful to make bullet point notes during this reading time to help them decide which three questions they can best answer.

The number of marks available for each question should help to guide candidates in terms of the length of their responses and this could usefully be looked at also in teacher assessments and practice questions completed under timed conditions.

Each sub-question has a specific command word associated with it (*describe, explain etc.*) and these are crucial in determining what is required in the question. Candidates would benefit from training in these terms in Centres so they are clear as to what skills they need to demonstrate in their answers in order to achieve the best mark that they can do.

Candidates need to be clear that the part **(d)** questions are discursive and therefore answers should aim to consider more than one point of view and then form a judgement at the end. A one sided answer will be unable to score highly. This is also a question where extended writing is required so a range of points should be well developed and evidenced.

Candidates need to ensure that the answers they are giving are sociological in focus rather than relying on assertion and/or common-sense. Conceptual engagement, use of evidence and application of appropriate sociological theories are all to be encouraged and are rewarded in the mark scheme.

Candidates would benefit from producing a glossary of the key terms in the specification to ensure that their knowledge is accurate and precise. This would be a very useful revision tool and would undoubtedly be of use when answering the part **(a)** questions.

General Comments

The most popular questions were **Questions 1, 2, 3 and 4** with several candidates also opting for **Questions 5** and/or **6** and the least popular questions were **Question 7 and 8** in the Media topic. The spread of questions and topics answered was therefore wide and varied which was good to see. **Question 2** was answered by the majority of candidates.

In order to gain high marks candidates need to have a secure understanding of the key concepts in each of their areas of study. Some good answers were seen for **Questions 7 and 8**. Candidates would do better to evaluate in **(d)** questions, a consideration of more than one point of view is essential here – looking at points for and against the question, for example. Class discussions and debates around the often controversial issues in the topic areas will help to promote evaluation techniques and can often be an accessible way of developing this difficult skill.

Practice on past papers supported by mark schemes, and use of the Teacher Guide and other support materials online, can help candidates to develop their examination techniques and give teachers ideas on how to consolidate and improve candidates' understanding of the areas of study. These should be integrated into class teaching as early as possible and then be set regularly as assessed pieces of work, as well as completed in timed conditions to ensure that candidates are developing both their sociological knowledge and understanding and their examination technique.

There were some excellent answers seen with some candidates using the questions set to enable them to showcase their sociological understanding and ability to apply this knowledge to the specific demands of the questions. These answers were typified by a clear focus on the question, precision and accuracy in the use of sociological terms and concepts, an ability to demonstrate understanding of the command words used and effective timing. Some candidates also used sociological theory thoughtfully and appropriately which was excellent to see. Studies/evidence were used regularly to substantiate points and ideas made by the better candidates.

Candidates should be encouraged to learn precise and accurate one sentence definitions of concepts for **(a)** questions, to write each of the two required answers in **(b)** questions in two separate paragraphs to ensure they are clearly different and distinct, to aim for three well-explained and distinct points that engage sociologically in **(c)** questions and to remember that in **(d)** questions they should make points to agree with the question but then evaluate and present alternative points of view before coming to a well-focused conclusion. They should also ensure that a range of different ideas are covered in this sub-question.

Comments on Specific Questions

Section A: The Family

Question 1

- (a)** Many candidates did not score full marks as they wrote about how families are stable, rather than society. Many also repeated the word 'stable' without an explanation of its meaning, and so could not get the marks. A glossary of key terms from the specification may help here.
- (b)** Most candidates answered this well, though some wrote more about how the role of women has changed and not all considered the 'change' aspect of the question.
- (c)** Good answers here used sociological concepts and described the process of primary and secondary socialisation, social control, imitation, peer pressure etc. Some weaker responses were more vague and discussed norms that were followed rather than engaging with reasons behind them.
- (d)** Some good responses here and a chance for better candidates to display high level knowledge and evaluation. Lots of references to symmetrical and joint conjugal roles, women's rights etc. and some noteworthy references to theory particularly feminism via Oakley etc. Some answers, however, lacked depth or were not well developed.

Question 2

- (a)** Most candidates found this accessible though some omitted either a reference to marriage or to legal procedure.
- (b)** This was generally answered well with common answers being reconstituted and lone parent families. A few candidates misread the question as being about families where divorce might take place or about reasons for divorce.
- (c)** The majority of candidates referred to the negative aspects of divorce on children, referring to the damage to Schooling or criminality as the main focus. Aspects of stress and depression were also commonly discussed. Only a minority recognised that there could be positive consequences. There was a tendency even for good answers not to use concepts and therefore not to reach full marks.
- (d)** Many candidates gave sound evidence for the changing roles of men and women and the increase in divorce. The majority knew for evaluation about the law, secularisation and social attitude changes as well as the changing roles of both men and women. Also interesting references to the decline of the extended family and privatisation of the family. However, some did misunderstand the question and explained how a person's roles would change after they got divorced.

Section B: Education

Question 3

- (a) Mixed response with some candidates defining in terms of hidden curriculum whilst others talked about what is learnt in wider society rather than the institution of the school. Many candidates scored 1 rather than 2 as definitions were sometimes vague – some candidates confused formal and informal education whilst others simply copied the term ‘informal’ from the question.
- (b) Very interesting and wide range of responses to this question - everything listed on the mark scheme and more e.g. pre-vocational, pre-primary, compensatory etc. and even some localised responses. Public Schools were defined and credited in both ways - either as a ‘posh private School’ or as ‘a government School’.
- (c) Several candidates integrated the debate on Marxist and functionalist theories of education well. The majority kept to the easier option of socialisation and qualifications gained for work. Where this was done well, candidates used concepts such as ‘the economic function’, ‘social control’, ‘role allocation’ etc. which were then discussed with some development. At the bottom end, answers relied very much on common-sense.
- (d) Some candidates presented a balanced view of the question with discussion points on both sides, especially with reference to education being free, to gender, ethnicity, labelling and teacher expectations. The majority gave one sided responses assuming that income did affect achievement, with more reference to material deprivation and how it affects a child’s education. Some assumed that income and class were the same thing.

Question 4

- (a) A number of candidates did not give a clear definition of the term ‘labelling’, too many simply used the word ‘label’. Examples are a good way for candidates to demonstrate their understanding and these were helpful for candidates when answering this question.
- (b) This was generally answered well, though some answers were not specifically related to ethnic minorities and were based on assumption that minorities were working class and therefore suffered from material deprivation etc. Most often seen responses focused on language and material factors, often going into detail about elaborated/restricted code etc. Others picked out discrimination in School by teachers or by an ethnocentric curriculum.
- (c) Most candidates referred to positive and negative teacher labelling; very few gave any other reason that may affect a candidate’s performance which meant there was often a lack of range seen. Some did write about the self-fulfilling prophecy and setting and streaming was referred to in some of the best answers alongside points regarding class and ethnicity.
- (d) Quite a few one sided answers on this question - some candidates thought they were giving a balanced answer when they gave arguments for girls doing better in some ways and boys the other, but it was all really arguing that gender remained very important. The best responses brought in teacher labelling, class/deprivation and ethnicity as counterpoints.

Section C: Crime, Deviance and Social Control

Question 5

- (a) This was generally answered well although a few candidates confused corporate crime with any crime that is not reported e.g. rape or ‘co-operative’ crime. There was also some confusion with white-collar crime resulting in a lot of partial answers.
- (b) Many candidates answered this question well, with a clear understanding of the reasons for unreported crime. The most popular choices were trivial nature of the offence, embarrassment and fear of the consequences.
- (c) Some candidates answered this well using terms such as moral panic, folk devils and scapegoating to elaborate their points. Some talked about copying/imitating. A number did not use any sociological concepts and produced more limited, descriptive answers.

- (d) This proved difficult even for more able candidates to answer in a balanced way. Many answers were strong on reasons for crime being unreported and unrecorded as ways of questioning official statistics, but avoided or were less clear on the other side of the argument. Some confusion also seen regarding the use of victim surveys and self-report studies. Candidates must remember the importance of discussing both sides of the debate in these part (d) questions.

Question 6

- (a) Candidates generally found this term hard to accurately define, only dealing with one aspect - many latched on to the word 'deprivation' and gave an answer in terms of this alone, for example. The best answers were able to suggest that not only is it a lack but a lack of things that others in that society generally had access to.
- (b) This question was answered well by the majority of the candidates with common accepted answers including opportunities provided by shops and business, more police to detect/record crimes, relative anonymity and unemployment/poverty.
- (c) Some described crimes that could be committed with the peer group rather than engaging with how peer pressure works. Others answered this well discussing acceptance in the group, fitting in, initiation and status. A lot of answers failed to engage sociologically here.
- (d) The majority of candidates gave a clear sociological understanding to the question, many with a balanced viewpoint. Popular answers mentioned unemployment, anomie and lack of opportunities compared to police targeting and white collar crimes. Some very good use of sociological theory was seen within this question. Again, however, too many candidates did not engage in a debate, presenting instead a one sided argument.

Section D: Media

Question 7

- (a) This was not answered by many candidates and of those who did answer it, many did not get both marks. Some even referred to gate keepers being security guards, illustrating a lack of sociological understanding.
- (b) There was some uncertainty about what was meant by censorship. There were few good answers seen.
- (c) Some candidates did not know what was meant by agenda setting. Better answers usually focused on moral panics.
- (d) The answers to this question were generally not well developed. Candidates seemed to find it difficult to explain how censorship can prevent challenges.

Question 8

- (a) Most answers relied on examples, which gained some credit, as candidates had difficulty providing a complete definition. Many answers repeated the word 'representation' in their answers and thus did not show a good enough understanding to get the marks.
- (b) Most candidates who answered this question were able to give some valid answers. Popular answers referred to grumpiness and declining mental or physical health.
- (c) Candidates tended to have some relevant ideas but these were often not presented in sociological terms. Better answers often referred to effects models such as the hypodermic syringe, moral panics and topics such as fashion. A lack of range tended to typify answers to this question.
- (d) Answers were often generic and usually based on common sense, lacking depth and detail. Only very few candidates wrote well balanced two sided arguments with an adequate conclusion. Some candidates listed aspects of traditional gender roles rather than challenges to them and the range of points and examples used tended to be narrow.