

Example Candidate Responses – Paper 1

Cambridge IGCSE™

Sociology 0495

Cambridge O Level

Sociology 2251

For examination from 2020



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / O Level Sociology 0495 / 2251 and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet, candidate responses have been chosen from the November 2020 exam series to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub. These files are:

0495 November 2020 Question Paper 12
0495 November 2020 Paper 12 Mark Scheme

Past exam resources and other teaching and learning resources are available on the School Support Hub:

www.cambridgeinternational.org/support

How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – Question 1, High		Examiner comments
1	(a)(i) Females are regarded as side characters and not main. (ii) There are less female characters than male. 1	<p>1 Neither of the candidate's points identifies two results from the source so no marks are awarded here. Mark for (a) = 0 out of 2</p> <p>2 One correct primary</p>
b.	Participant observation and using samples. 2	
	(c)(i) This information obtained was from official statistics gotten	

Answers are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved their answer

- **(a)** The candidate needed to pick out two of the many results mentioned in the source. In this question, it may have been helpful to quote directly from the Source A, rather than to try to interpret the results.
- **(b)** The candidate confused sampling as a primary research method after initially naming a correct method (participant observation). Any other method, apart from content analysis, would have picked up the second available mark, such as interviews, questionnaire, social survey etc.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

Common mistakes candidates made in this question

- **(a)** Some candidates attempted to describe or explain results from the research rather than simply 'identifying' them as the question asked.
- **(b)** Some candidates used sampling techniques or secondary data sources incorrectly as examples of primary methods.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

Question 1

Example Candidate Response – high

Examiner comments

1	a)	31% of children's books published each year had a female main character. Female animals were the main character in children only 7.5% of children's books published each year. 1
4	b)	(interviews) and questionnaires and historical documents. 2
	(c)	Validity refers to the extent to which the findings of a research accurately reflect on the reality it's trying to capture. One problem with the validity of the data in content analysis is that it's quantitative data which tends to lack validity as it only provides numerical forms but doesn't explain the meanings behind actions. This is and so it doesn't accurately capture the reality of what it's trying to capture. This is demonstrated in source A as results of the study only give us percentages and numbers and doesn't necessarily explain meanings of this in depth. Another problem with the validity of content analysis is that the data and documents being studied in the first place, may be produced from a biased view which doesn't actually reflect on real life, hence affecting validity. 3
	d)	Quota sampling - a ^{non-probability sampling} sampling method, where the research has already decided who to include in the research and what kind of characteristics with what kind of characteristics, beforehand. One strength of quota sampling is that it is suitable for studies requiring particular groups of people with distinct characteristics. Furthermore, the researcher can choose a sample that is representative, which can allow for generalization (this is when the findings of research about a sample can be applied to the total population under study). 4

- 1 Neither of the candidate's points identifies two results from the source so no marks are awarded here. Mark for (a) = 0 out of 2
- 2 One correct primary method is identified here. 'Using samples' is not a method of research. Mark for (b) = 1 out of 2
- 3 In the first point, the candidate references official statistics which is incorrect. The second point is too vague to achieve a mark.
- 4 Neither of the two points link correctly to quota sampling and they focus on practical issues which are treated in a generic and undeveloped way. No marks are awarded here.
- 5 The first strength is given credit of 2 marks in terms of the identified point being 'no bias', which is developed by reference to the fact that emotions are unlikely to affect the data due to lack of researcher presence or involvement. Mark for (c) = 2 out of 4
- 6 The candidate does not specifically link the limitations given to non-participant observation. Mark for (d) = 0 out of 4

Example Candidate Response – high, continued

Examiner comments

(e) Non-participant observation ~~is a~~ is a method in which the sociologist observe the situation without taking part in it. So, some strengths of this method ^{are} that is less probably to have an Hawthorne effect so that the presence of the researcher, for example, influence the behaviour of the participant, because the researcher is not taking part in it. Also, this method can be very high in validity because the researcher can directly see what people do and instead of let people telling him (for example with an interview) so people can not lie to him or hide some things. ⁷ On the other hand if the researcher do not take part in the situation maybe he cannot understand well the things that happen. Furthermore the researcher have to be highly skilled in selecting information that he needs because need to notice all the details that can be useful in his research. In fact, because this type of research are difficult to repeat in the same way (in fact they can be not be reliable), ~~difficult to see~~ be not reliable). ⁸

f. Case studies can be very effective. They are a distinct research method involving in-depth ⁹ study of the single research topic. The data collected is usually very valid because it has been probed in very deeply, therefore it may even be able to understand attitudes and behaviour in detail. Interpretivists highly favour this method because it completely

- ⁷ The candidate clearly identifies and describes two strengths of non-participant observation in terms of being less likely to have a Hawthorne Effect and also because it is high in validity. Both are linked to aspects of the method itself.
- ⁸ When dealing with the limitations of non-participant observation the candidate identifies two issues, but neither are fully described. The final reference to 'repeatability' is vague. In total, the candidate provided two well-developed strengths and two limitations that are only identified but not fully developed. Mark for (e) = 6 out of 8
- ⁹ The candidate's first point links to the in-depth nature of the case study and is developed by reference to probing and validity.

Example Candidate Response – high, continued

Examiner comments

suits their research aims. They usually study ¹⁰ using qualitative methods like case study because it often helps them achieve *verstehen* or empathy of their sample so that they understand the perceptions of their samples while their aim happens to tally which is to understand an individual's perception of society from the micro-level. For example, when interpretivists study crime rates, they will not only look at the statistics but they will want to talk to all involved people like the police or even criminals themselves to extract the reasons ¹¹ behind the numbers. Case study are therefore often preferable because they can help understand the topic from different angles by making as deep as possible.

9) Interviews can enhance the validity of research in many ways. For starters, un-structured interviews (interviews without set questions) allow the respondent to answer freely in his/her own words and fully develop their answers. This can enhance ¹² validity in that it provides data that is detailed and in-depth. Furthermore, ¹³ in an unstructured interview the respondent may add any additional information to the data that they feel is important, which can help the interviewer gain ~~insight~~ insight on the opinions and ideas of the participant, therefore enhancing the quality of the data produced. Additionally, ~~an~~ an unstructured interview is similar to an informal guided ~~case~~ conversation. This type of environment ¹⁴ may make the respondent feel more comfortable ¹⁴ discussing personal or sensitive issues and may make them more open to responding truthfully, which will further enhance the validity of the information collected. Moreover, ~~the~~ ~~interviews~~ unstructured interviews are ~~more~~ flexible in that they allow the interviewer to prompt, probe and discuss attitudes and feelings, as well as decide what questions to ask, ~~and~~ in what order and add any questions to gain further information.

¹⁰ The second point is highly conceptual and references an interpretivist perspective for case studies. Links are made with *verstehen*, empathy and micro-level research and a crime-based example is discussed.

¹¹ The final point is more briefly developed and links to the ability of the case study to examine a topic from different angles. This is a Band 3 response showing good sociological knowledge and understanding of case studies. The first two points are very well developed and the third developed enough for the response as a whole to reach the top band. Concepts are used accurately throughout. Mark for (f) = 9 out of 10

¹² The first point correctly identifies an aspect of unstructured interviews – no set questions – and explains why this enhances validity.

¹³ The candidate clearly signals the second point by the use of 'furthermore' and discusses how the ability to give extra detail can enable the interviewer to gain more insight.

¹⁴ The third point links to making the respondent feel at ease as it is an informal interview and good for achieving personal information. The link to validity is explicit.

Example Candidate Response – high, continued

Examiner comments

15	<p>Moreover, in all interviews have an inherent advantage than other forms of research such as self-completion questionnaires in that the interviewer is present to clarify questions and re-explain any misunderstood questions, make sure all the questions are answered and that they are answered by the correct person. All of these factors can enhance validity.</p> <p>However, there are some aspects of interviews that may reduce validity. In interviews, especially unstructured ones, interviewer effect is likely to occur. This is when the interviewer influences the response of the participant, either through characteristics and appearance, or through verbal cues such as tone of voice or facial expressions.</p> <p>Interviewer bias may also occur, which is which is the unintentional or intentional effect of the way the interviewer asks asks questions or interprets answers. Prestige bias may also occur, where the respondents may give false, socially acceptable answers to cover up the realities in an attempt to not undermine their prestige.</p> <p>It can therefore be concluded that interviews are a very good method of achieving validity in research but that the researcher has to be aware of the different types of bias or prejudice that can occur.</p>
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15 The candidate makes two further points here about the flexibility of the unstructured format and the fact that an interviewer is present. The repercussions for validity are not as well explained as previous points but they are more than simply descriptive.

16 The interviewer effect is well explained as linked explicitly to validity at the beginning of the paragraph.

17 Both interviewer bias and the possibility of social desirability are alluded to.

18 As a whole, the answer contains at least six developed points with sociological terms featuring throughout. The conclusion is brief but makes a judgement and achieves marks in the top band.
Mark for (g) = 14 out of 15

**Total mark awarded =
32 out of 45**

How the candidate could have improved their answer

- (a) Whilst this answer had enough to achieve full marks, the candidate should have clearly flagged the results, i.e. 'Firstly.... Secondly ...'.
- (b) The candidate could have used any number of primary methods instead of historical documents. Examples included social surveys, interviews or observations.
- (c) The second validity problem identified was biased documents. The candidate could have discussed the possibility that the children's books were selected to create a gender imbalance, hence lowering the validity of the data.
- (d) In the first point, the candidate could have briefly given an example such as to find 'x' number of people who smoke cigarettes. In the second point, they could have made a link to the idea that in quota sampling the subjects chosen must reflect the characteristics of the research population.
- (e) The candidate could have developed the point that the researcher was unable to understand events fully. They could have done this by pointing out the drawback of non-participation and then made a link to the negative impact on the validity of the data.
- (f) At least three well-developed points were necessary in order to score in Band 3. The candidate did enough to score within the band, however, in the final point they could have developed the explanation in more detail. The candidate could have referred to the ability to triangulate data from different methods or given examples of the kinds of methods appropriate to the case study approach.
- (g) The candidate could have linked some of their points outlining problems with interviews more explicitly to validity. In addition, they could have formed a conclusion that referred directly to arguments made in the answer.

Example Candidate Response – middle

Examiner comments

1	a(i)	Gender inequality ^{mostly} among the women. 1
	a(ii)	Under-representation of females in the society
1 1/2	b(i)	Structured interviews (questionnaires) 2
	b(ii)	Non-participant observation.
	(c)	The data that McCabe et al collected was entirely statistical, hence quantitative and does not ascertain in depth information from the books so although reliable the meaning of the books could not be further analyzed. 3
1 1/2	d	Quota sampling is when the researcher is sent out with instruction to the people with certain characteristics. Strengths
1	d(i)	It saves time and energy as the researcher already knows beforehand the kind of respondent he/she will be meeting up with. 4
1	d(ii)	The interviewer or researcher will always come prepared and they will be able to get a good response, as they will find easy to relate with the respondent. 5
1	(e)	Strength of non-participant observation.
	→	It allows the respondent to relax without having the feeling that someone is watching their every move, furthermore leading to their acting in their natural setting, providing the researcher with accurate or valid information. 6
	→	It save energy as the researcher can generalise his findings on people with the same characteristics. 7

- 1 Neither point is listed as a result in Source A. Mark for (a) = 0 out of 2
- 2 The candidate identifies two correct methods suitable for studying gender inequality: namely structured interviews and non-participant observation. The function of 'questionnaires' in brackets is unclear. Mark for (b) = 2 out of 2
- 3 The candidate identifies a clear validity issue in terms of the statistical nature of the data in Source A. It describes the issue – the inability to gain in depth information – but only one point is made. Mark for (c) = 2 out of 4
- 4 It is clear that the candidate knows what quota sampling is from the first sentence. The first point then identifies a clear strength of quota sampling (saving time and energy) and develops it by reference to an aspect of the method.
- 5 There is no correctly identified strength in the second point so the candidate is awarded 2 of the 4 marks. Mark for (d) = 2 out of 4
- 6 The first strength of non-participant observation is well developed, linking to the idea that no researcher is there allowing for greater ease for the subject.
- 7 The point regarding generalisability is not a known strength of non-participant observation and is not creditworthy.

Example Candidate Response – middle, continued

Examiner comments

1	e(i)	Limitations → It is time consuming as the researcher to notice the behaviour/ changes of the group being observed or respondent/ interviewee being observed. 8
		→ It affects intrudes into the individual's privacy as there are some things that they may not want the interviewer to see. In conclusion there is a maximum rate of privacy invasion. 9
	f(i)	It gives an in-depth findings! Case study is the detailed in-depth finding. The data produced has been intensely researched upon. 10
	(ii)	It is high in validity! as the research is in-depth and intensely looked upon, it tends to reflect on reality it is intended to capture. 10
1	f(iii)	It is representative! The samples that are involved are used to collect detailed information that can now be applied to the larger society. 11
	(iv)	It saves resources! As only a segment of the population is in-depthly studied which reduces the cost that would be spent on the research and also the time used. 12
	(v)	It tends to capture social changes! As the study is in-depth, the researcher makes sure to collect every valuable piece of information and study it in-depthly producing a very detailed result. 12
1	g	Interviews are list of questions used to probe deeper, feelings, emotions, thoughts of the interviewee or respondent. For
1	g(i)	Interviewers like unstructured interviews allow the researcher or interviewer probe feelings of the interviewee getting all more information from the research, increasing validity of the research. 13
1	g(ii)	During interviews, the interviewer is there to explain questions not understood therefore leading to better response rate than for the topic being researched, furthermore leading to achieving validity in research.

- 8** The first limitation of time-consuming is just developed enough to be awarded both marks available.
- 9** The candidate makes an unclear reference to an interviewer here. Mark for (e) = 4 out of 8
- 10** The candidate makes some accurate general points about the usefulness of case studies. More detail is needed about how case studies may be conducted.
- 11** The point about the representativeness is vague; in general, case studies tend to use small samples so the point is too unclear to credit.
- 12** The final two points are creditworthy, but both are underdeveloped. A few key terms are used accurately, but the lack of real engagement with the case study method means that it scores at the lower end of Band 2. Mark for (f) = 5 out of 10
- 13** The candidate writes five points in favour of the view that interviews are the best method for achieving validity in research. Some points are well developed, for example, points (i and v). Others are only partially developed (ii and iii). Point (iv) links to validity in a marginal way by contrast with self-completion questionnaires.

Example Candidate Response – middle, continued

Examiner comments

1	g(v)	Interview are mostly ^{done} in conducive environment, preventing the amount of tension that can be substit in an individual and also a relationship can be formed between the respondent and interviewer, winning the trust of respondent and creating a free flow of information between the two parties. This also can be a reason for ^{for} achieving validity of research using interviews.
1	g(vi)	Against.
-	g(i)	Interviewer effect can prevent the interviewee from responding confidently. They may feel that the interviewer will judge them and which will leading to shortage in response. 14
	g(ii)	Due to social characteristics e.g. gender, age, class etc the respondent/interviewee may feel inferior to share information with the researcher/interviewer, leading to invalid responses.
	g(v)	Unstructured interviews which are interviews without set questions can lead the researcher/interviewer to wonder off from the main topic being researched, leading to causing the research to be invalid.
	g(iv)	There may be some topics or questions that the researcher may bring up that can be sensitive to the ^{interviewee} researcher or respondent, bringing the research to dead end especially if that ^{those} questions were the question to conclude the research. 15

14 Points (i, ii and iii) are creditworthy but could link better to validity.

15 Overall, this answer is in Band 3. Good knowledge of the debate is shown and the answer features several methodological terms. It is placed towards the middle of the band due to having a narrow range of fully developed points. Mark for (g) = 10 out of 15

Total mark awarded = 25 out of 45

How the candidate could have improved their answer

- **(a)** The candidate could have cited results directly from the source instead of giving broad summary statements about inequality and representation. The results were listed as bullet points in Source A. For example, that males were the main characters in 57 % of children's books published each year or that 31 % of books had female characters in them.
- **(b)** The candidate scored full marks but should have avoided listing two discrete methods in their first point.
- **(c)** The candidate needed to describe a second problem with the validity of the data in Source A.
- **(d)** The candidate described one strength successfully. For a second strength, the candidate could have referred to the fact that quota sampling was more likely to be representative due to targeting of specific groups or the ease of making comparisons if the quotas were of different social groups.
- **(e)** The candidate only advanced one clear strength and weakness of non-participant observation. Additional strengths included that it was a useful method for observing hard to reach groups, such as gangs, who may have been difficult to infiltrate or that if the researcher did not participate then findings were easier to record in real time rather than relying on memory. An additional limitation could have been that the researcher's ability to explore the group's meanings and motivations could have been negatively affected if they did not participate.
- **(f)** In terms of content, the candidate's answer would have benefited from more specific information about case studies, such as exploring different primary methods that could have been used and how using several methods was useful in research. Reference to a famous case study such as Goldthorpe's *Affluent Worker* would have been a useful reference point. The candidate talked about depth and detail being an advantage of case studies and a link could have been made to the interpretivist approach or research that was conducted in a naturalistic environment. Each point needed to be developed in more detail. The candidate needed to make a minimum of three well-developed and conceptual points to achieve a mark in Band 3.
- **(g)** Numbering points or arguments could give the impression of a list-like answer. This candidate managed to avoid this, but many points could have been developed in more detail. For example, in the third point 'for' the view the candidate could have made reference to open questions and the fact that rapport boosted the respondent's confidence in expressing their views. Similarly, in point (ii) on the 'against' side of the argument, an example would have assisted in unpacking how the social characteristics of the researcher may have negatively affected the accuracy or validity of the data achieved. The candidate would have needed to include a conclusion to achieve a mark in Band 4.

Example Candidate Response – low

Examiner comments

1	(a)(i) Females are regarded as side characters and not main	
	(ii) There are less female characters than male.	1
	b. Participant observation and using samples	2
	(c)(i) These information obtained was from official statistics gotten from different sources.	3
	(ii) Some of the information collected was not in line with the original purpose of the research.	
	(d)(i) It is relatively cheap to both produce and share	4
	(ii) It saves time and energy, due to the fact that it is easy to distribute and answer.	
	e. Strengths	5
	- There is no bias judgement in the research	
	- Emotions Emotions do not have to get involved	
	Limitation	
	- There will be difficult access to primary data or information	
	- They are not able to get information faster because they might not know the right approach	6

- 1 Neither of the candidate's points identifies two results from the source so no marks are awarded here.
Mark for (a) = 0 out of 2
- 2 One correct primary method is identified here. 'Using samples' is not a method of research.
Mark for (b) = 1 out of 2
- 3 In the first point, the candidate references official statistics which is incorrect. The second point is too vague to achieve a mark.
Mark for (c) = 0 out of 4
- 4 Neither of the two points link correctly to quota sampling and they focus on practical issues which are treated in a generic and undeveloped way. No marks are awarded here.
Mark for (d) = 0 out of 4
- 5 The first strength is given credit for 2 marks in terms of the identified point being 'no bias', which is developed by reference to the fact that emotions are unlikely to affect the data due to lack of researcher presence or involvement.
- 6 The candidate does not specifically link the limitations given to non-participant observation.
Mark for (e) = 2 out of 8

Example Candidate Response – low, continued

Examiner comments

<p>f(i)</p>	<p>Case studies are a way to outline the basic and fundamental reasons for conducting that specific research. It contains every detail about the topic, idea, person, group or ideology that is to be researched on. Case studies are useful in sociological research in order to prevent any form of invalidity. It helps the researcher to focus on the more important objectives and not to divert into an unnecessary case. Case studies give an open discretion about what the researcher is about to face. It is the first hand information before the actual research is carried out. 7</p>
<p>1x u(i)</p>	<p>FOR Interviews are the type of information that is carried out by face-to-face communication. Basically, a list of questions are formulated in order to be asked by the interviewer to the respondent to get their reply. There are two main types of interviews which are structured interview and unstructured. Structured interview means all the questions that were formulated are asked precisely and directly. Structured interviews are planned and arranged. Unstructured interview is the opposite of structured where most of the questions are formulated are not asked and 8 questions asked are based on the response of interviewee. Interviews are the method for achieving validity in research in the sense that, interviews give a chance for people to express their honest opinion in a more detailed way. It allows for continuity of responses given due to 9 fact that any unclear questions can be further explained.</p>
<p>(ii)</p>	<p>Against Due to the fact the people might not want other to know much about them, the 10 interviewed might not answer the questions truthfully. Interview takes a lot of time to both set up and conduct, due to the fact that each respondent 11 given a specific amount of time to be questioned for. In most cases it takes a lot of energy because most of the interviewers are human beings that ask the same questions over and over again but to different people. 12</p>

7 This answer shows a very limited grasp of the case study method. The only creditworthy point connects to the idea that case studies 'prevent any form of invalidity' but this is undeveloped. Other comments are generalised and do not connect to case studies.
Mark for (f) = 1 out of 10

8 The answer begins with an extended description of interviews but does not engage with a strength or with the idea of validity.

9 A point is made about the capacity of interviews to bring about honest and detailed opinions but the candidate does not develop this.

10 There is a point here about respondents potentially not telling the truth, but it needs further development to be fully effective.

11 The issue of interviews being time-consuming is mentioned here but the link to validity is not made clear. Similarly, the final point cannot be credited as it doesn't link to the question.

12 The answer as a whole is a lower end Band 2 response. Some basic knowledge about the strengths and weaknesses of interviews is shown but it lacks range and is underdeveloped.
Mark for (g) = 5 out of 15

Total mark awarded = 9 out of 45

How the candidate could have improved their answer

- **(a)** The candidate needed to pick out two of the many results mentioned in the source. In this question, it may have been helpful to quote directly from the Source A, rather than to try to interpret the results.
- **(b)** The candidate confused sampling as a primary research method after initially naming a correct method (participant observation). Any other method, apart from content analysis, would have picked up the second available mark, such as interviews, questionnaire, social survey etc.
- **(c)** The candidate could have made a point about the fact that the content analysis produced statistical data on gender representation in children's books (although not official statistics). This could have posed a validity issue as it only measured the extent of the gender imbalance and could not give information about why this inequality occurred between the years stated in the Source A.
- **(c)** A second point could have been that the source was 'adapted', hence it was unclear whether, and to what extent, the data had been modified or elements missed out, which may have led to an inaccurate picture of gender representation in children's books.
- **(d)** It was unclear whether the candidate had any knowledge of quota sampling. The candidate briefly mentioned the practical issue of time, but to score marks should have focused on the fact that no sampling frame was required and hence it would have been quicker and easier to carry out than other types such as stratified random sampling.
- **(d)** Alternatively, another point was that because a certain number of participants with specific characteristics were identified by researchers, this type of sampling may have given a good representation of social groups without over-representing them.
- **(e)** The candidate could have described the limitations of no researcher being directly involved. This included an inability to explore the meanings people attached to their behaviour and the inability to develop a rapport. Both these factors lowered the validity of any data.
- **(e)** A clear understanding of the fact that a researcher was looking and listening (observing) or a clear reference to the non-participant aspect of the observation was needed in order to achieve credit.
- **(f)** The candidate could have focused on a real-life case study, such as Goldthorpe or Ventakesh, and used it to make points about what the case study approach involved and what its advantages were to researchers. Ideally, the candidate should have aimed to write three or more developed conceptual points.
- **(f)** The candidate could have talked about a case study as focusing on a single group, such as a gang, with the aim of studying it in-depth and detail to achieve maximum validity.
- **(f)** Candidates could also have discussed the usefulness of having several methods such as observation, interviews and secondary data to build up an accurate picture of the group or event under study.
- **(f)** A third point could have linked to the fact that case studies invariably take place in a naturalistic environment, for example, a school or factory study, which aims to maximise the opportunity to achieve a realistic understanding of the subjects in their normal environment.
- **(g)** The candidate should have separated their points instead of mixing them up together into large 'for' and 'against' paragraphs. The latter approach meant that the candidate made several points but either did not develop them or only partially developed them. A good approach would have been to take specific types of interview such as structured and unstructured, and then delineate the advantages and disadvantages of each in terms of validity.
- **(g)** Alternatively, the candidate could have focused on the interviewer and discussed the ability to gain rapport or, negatively, the likelihood of the interviewer effect and bias affecting the validity of the data. Either way, the candidate could have identified a strength or weakness, explained it as a feature of interviews and then explained the impact on validity.

Common mistakes candidates made in this question

- **(a)** Some candidates attempted to describe or explain results from the research rather than simply 'identifying' them as the question asked.
- **(b)** Some candidates used sampling techniques or secondary data sources incorrectly as examples of primary methods.
- **(c)** Some candidates did not make a direct link to Source A when they considered problems with the validity of content analysis. In addition, few candidates considered the origins and the date of the research summary in source A and both points could have easily posed validity issues.
- **(d)** Some candidates did not know what quota sample was and gave generic and frequently incorrect answers. Others were able to identify two strengths of quota sampling but then did not develop their points through description.
- **(e)** Candidates were asked to describe two strengths and two weaknesses of non-participant observation. A common misconception amongst many candidates was that non-participant meant that the researcher was always covert or not present. Whilst this was sometimes the case, candidates who used these points needed to contextualise their remarks.
- **(f)** Some candidates confused case study with secondary data and relatively few candidates were in a position to develop points about the case study in terms of constituent methods such as interviews and observations.
- **(g)** Some candidates chose to use the strengths of positivist methods to evaluate the validity of interviews, but then wrote a critique of positivist methods. This was unnecessary and not creditworthy in terms of the question. Another common error was to evaluate the strengths and weaknesses of interviews without reference to the issue of validity.

Question 2

Example Candidate Response – high

Examiner comments

2	a	<p>Role is the part we play in society based on street norms and values shared norms and values. 1</p>
2	b)	<p>feral children are children that haven't undergone socialisation socialisation and are considered to be "wild". examples include Genie from the united states and Oxana from Europe, both of them are feral children that have not been able to undergo socialisation. 2</p>
	c)	<p>Ethnicity → refers to cultural differences such as place of origin or language. The family has a major role in socialising the children into an ethnic identity. For starters, families teach children how to speak in their native language. They also teach them the kinds of food associated with their ethnicities and how to prepare them. They may also dress children in the traditional garments associated with their ethnicity. School also has a role in socialising students into their ethnic identity. 3 A school can do this through teaching its students the national anthem and having them recite it daily, or through subjects such as history and geography which enhances students knowledge about their reast country and ethnicity and helps them develop an ethnic identity. 4 Furthermore, widespread customs (norms that are widely accepted and carry on over time) related to ethnicity as well as holidays and traditions can help individuals develop their ethnic identity. 5</p>

1 One mark is awarded here for linking a role to a part we play in society.
 Mark for (a) = 1 out of 2

2 The first point regarding 'wild' children may be considered an example for one mark. A further 2 marks are the given for the point citing Genie and Oxana with a description of them as lacking in socialisation.
 Mark for (b) = 3 out of 4

3 The first point on the family is developed via several examples linked to ethnic identity.

4 The point about schools is very well developed using concepts and examples of how students are socialised into their ethnicity.

5 The final point about customs is not as well developed as the earlier points. There are some sociological concepts included in the answer overall, however, and the explanation is clear and accurate so the candidate is awarded marks in the middle of Band 2.
 Mark for (c) = 5 out of 6

Example Candidate Response – high, continued

Examiner comments

d) Social construction - an event or situation that is created by society and does not exist naturally as an independent thing. ⁶ Old age may be considered a social construction for a number of reasons. For starters, the retirement age tends to differ between society to society, which indicates that different societies interpret old age differently. Furthermore, in some societies old people may be seen as a burden, or as weak and helpless. This can create somewhat of a fulfilling prophecy in which old people ~~see themselves~~ become more weak and incapable due to society's negative perceptions of them. ⁸

In contrast, societies in which old people are considered wise and capable may help boost their sufficiency as these positive perceptions may motivate old people to overcome the difficulties of old age. ~~Further~~ Lastly, in some cases there are old people who ~~quite~~ decide to get an education or continue working despite their old age, which is an example of how someone can break their social constructions. ⁹ and ~~go~~ differ from the stereotype. These examples show that old age is socially constructed and that one can achieve their desires regardless of age. ¹⁰

e) Education is a very effective agent of social control for many reasons. Schools are considered to be an ~~agent~~ ¹¹ formal social control, which are ways of controlling behaviour that are imposed by people or organizations that have the authority to determine rules or laws. This means that schools have strict guidelines that students must follow and that any deterrence from these guidelines will result in severe punishment. Schools use sanctions to control student behaviour. Positive sanctions are rewards or praise given to those students who conform, ~~to~~ while negative sanctions are punishments given to those who fail to follow school rules. These can include detention or exclusion from school activities. Furthermore, ¹² schools teach their students the norms and values of the society they are a part of which prepares them for the role they will play as adults and deters them from behaviour that is considered socially unacceptable. In addition, the hidden curriculum (things students are taught at school apart from the content of lessons) can also act as a form of social control.

- ⁶ Giving a definition of 'social construction' is useful in terms of illustrating a grasp of the core concept in the question.
- ⁷ The first point is valid although only partially developed.
- ⁸ The point about how old people are perceived differently is very well developed by contrasting 'burden' and 'wise and capable'.
- ⁹ The final example links to the idea expressed at the top that social constructions do not exist naturally. This is explored through examples of the power of older people to break social stereotypes.
- ¹⁰ Overall, three points are made; two are fully developed and one partially developed. A minimum of three developed points is required to show good sociological understanding. This answer scores at the top end of Band 2. Mark for (d) = 6 out of 8

- ¹¹ The first argument is clearly identified as the fact that schools formally control students. The candidate uses examples such as sanctions.
- ¹² The use of 'furthermore' is used well to signal the next discrete point on socialisation into norms and values. This is well linked to social control through reference to deterrence from unacceptable behaviours.

Example Candidate Response – high, continued

Examiner comments

However, there are also ~~may~~ many agencies that ~~effe~~ exercise social control other than education, for example, the family. ¹³ The family is the primary agency of socialization and therefore also the primary agency of social control. The family may be considered a more ~~in an~~ important agency of social control than education for a number of reasons. For starters, parents may exercise social control through canalisation, which is channelling their children towards certain activities that are considered appropriate for them. Furthermore, children are more likely to imitate ¹⁴ behaviour of their parents rather than that of their teachers, making parents a more important role model for children.

In addition, religion can also act as an ~~ag~~ agency of social control as it provides strict guidelines for its members and any deterence from these guidelines will result in negative sanctions (heaven and hell) ¹⁵

Lastly, the government and police force may be considered the most effective agent of social control of all. Governments place strict laws for their citizens that must be followed. ¹⁶ ~~the~~ Breaking the laws can result in severe punishments such as fining or imprisonment. ~~Representation~~ Criminal ^{punishments} and media ~~representation~~ ^{focus} of criminals may act as a warning for citizens in that it ~~states~~ makes them fear the punishment of breaking the law, so they conform.

In conclusion, education is a very important agent of ~~soce~~ social control but there are also many other agencies such as the family that can control individuals' behaviour. ¹⁷

¹³ Once again, there is good signalling, this time of evaluation with the use of 'however'. The first point on the family is well developed and conceptual.

¹⁴ The second point on the family is based on imitation and role-modelling, which makes an explicit contrast between parent and teacher.

¹⁵ A third evaluation point is linked to the power of religion – explained sufficiently and with the examples of hell and heaven linking to social control.

¹⁶ The final point on the law is again well focused on the question, i.e., social control, and explains how citizens are kept in check via punishments, including media attention on these.

¹⁷ The candidate's answer is wide ranging, and all points are well linked to the question. Concepts and examples are present throughout showing an excellent knowledge of the debate. A Band 4 mark is justified. Mark for (e) = 14 out of 15

Total mark awarded = 29 out of 35

How the candidate could have improved their answer

- **(a)** An example of a role would have secured the second mark here; alternatively, an expanded definition linked to patterns of behaviour or status.
- **(b)** The easiest way to achieve full marks was to separate the two examples and give a slightly differing description of each, perhaps describing the impact of Genie suffering parental neglect and of Oxana being socialised by dogs.
- **(c)** The candidate made three points in their answer. The final point was only partially developed and more exploration of 'customs', perhaps via some examples, would have sufficed to score full marks. A good alternative strategy in answering 'how' questions linked to socialisation was to focus on techniques such as role-modelling, manipulation, representations and so on, giving examples to illustrate.
- **(d)** The second point, based on perceptions of older people in different societies, was a model example of good knowledge that incorporated concepts and examples. The candidate could have developed the first point by linking retirement age to the relativity of social ideas of physical and mental fitness and the different capacities of countries to provide pensions. Concepts such as norms, values, achieved status could have easily featured in an answer on this topic.
- **(e)** This essay showed high level and wide-ranging knowledge and understanding and hence a mark within Band 4 was given. To be awarded maximum marks, the conclusion could have expressed more of a judgement made with reference to arguments in the essay. In addition, some points were developed in more detail than others and could have been more consistent.

Example Candidate Response – middle

Examiner comments

2	a)	Role is the part that is played by an individual. 1
	b)	^{In 1800,} A child who was found in a forest in South France so he was taken to the orphanage and examined under a doctor. He appeared not to have talk but in fact he used to make strange sounds and howl in dark. He didn't wasn't toilet trained and he used to play in the snow without clothes, he was enjoying. In the end he learned to use the toilet, learned some words, dress himself up but he never developed fully. All of this at the age of 40. 2
2	(c)	Socialisation is an integral part of an individual's life, family plays a crucial role in the socialization of ethnic identity. Children are taught to internalize basic norms and values of their own culture. This can be done by communicating in their native language, such as individuals for India prefer to talk to their children in hindi. 3
		In addition individuals are socialised by watching content that relates to their own ethnicity, such as (Urdu or hindi cartoons). Celebrations are a great aspect of socialization, children learn the important festives of their own culture such as (Eid, holy, Diwale, and christ mas etc). 4

- 1 One mark is awarded for the idea of playing a role. Mark for (a) = 1 out of 2
- 2 Only one example is given so this answer can only score 2 of the 4 available marks. Mark for (b) = 2 out of 4
- 3 Language is the first way of socialising children and linked to the transmission of norms and values.
- 4 'How' children are socialised is identified via 'watching content' (media) and examples are given from celebrations and festivals in different religions.

Example Candidate Response – middle, continued

Examiner comments

Religion also plays a role in individuals being socialised into their own ethnicity, this is done by placing sanctions. Negative sanctions to those who rebel against their ethnic identity this includes Costracism and expulsion from the group! **5**

~~symbols~~ symbols and flags are also used in the socialization into one's ethnic identity.

5 Religious sanctions are given here as an example of socialisation into ethnic identity. In total, three valid points are made with brief development and examples. The answer shows a clear understanding of how children can be socialised into their ethnic identity and is placed in Band 2.

Mark for (c) = 5 out of 6

6 A good contrast is given here between the treatment of the elderly in traditional African tribes and in modern society. The candidate's initial definition of social construction shows that there is a sound understanding of the term.

2 (d) Old age refers to the individuals in advanced years. It can be highlighted that old age is a social construction as it varies according to (time/period or culture).

African tribes give great importance to the elderly as they are said to be the keeper of knowledge, this results in the integration of elderly **6** to the extended families, however in modern society, elderly are seen as less up to date or unaware of the surroundings in addition most elders are taken to the nursing home rather than being integrated into the family.

7 Several points are made, some with partial development and another – on the different level of political and economic power given to old people – that is undeveloped.

8 The final point makes an implicit link to the idea that roles vary over time but it is undeveloped. This is a Band 2 answer illustrating basic knowledge and understanding of the issue. The first point was excellent but this is then followed by a series of points that need further detail.

Mark for (d) = 5 out of 8

Furthermore the age of retirement varies in different cultures thus explaining that 'age' is seen as different in various societies, in addition in recent years there is more ~~poie~~ political and economical power by old age individuals. In many countries due to the diet and habits the age of life expectancy varies thereby highlighting that old age is a social construct. **7**

As time advances elderly individuals have ~~bec~~ become caretakers as the parents work. **8**

Example Candidate Response – middle, continued

Examiner comments

2 (e) Education is highlighted as the most effective social control due to the informal and formal sanctions that include positive sanctions such as, rewards, whereas negative sanctions, such as expulsion/detention. This ensures social conformity. Marxist Louis Althusser argues that schools use ideological state apparatus to ensure conformity within the pupils, schools use informal sanctions such as (disagreeing rods from teacher) thus ensuring the conformity of the students.

On the other hand sociologists argue that peer group is the most effective as it uses the power of manipulation. All humans have the need to fit in and thus conform due to fear of ostracism. Some argue that Religion is the most important agent as it ensures conformity by leaving the individuals of conformity.

On the other hand apart from the content of the lesson, schools use hidden curriculum to further conform the pupils and remind them of the consequences. Feminists like Margaret Robbie argued that education/schools ensure 'gendered behaviour' which results in individuals conforming to society's norms and values. In addition students spend the most time in schools thus education has the greater effect of social control.

- 9 The candidate makes a well-developed first argument about sanctions which contains examples.
- 10 The candidate gives a developed point focusing on the influence of the peer group including concepts. This is quickly followed by a point about religion which is less developed.
- 11 The candidate makes a well-developed point about the use of the hidden curriculum and its use in ensuring conformity. This is well illustrated by a reference to feminist ideas about gender identity. This is followed by the point that a lot of young people's time is spent in school, but this is not developed.

Example Candidate Response – middle, continued

Examiner comments

In conclusion although education system uses hidden curriculum and sanctions to prevent anomie and ensure social control, there are still other agencies such as (peer group / Religion) that play an equally greater role in ensuring conformity. ¹²

¹² Overall, this is a Band 3 answer. Good sociological knowledge and understanding is shown and there is some use of concepts. There are two interesting references to sociological theory. A range of points is presented, some of which are developed and some which are partially developed. Mark for (e) = 11 out of 15

**Total mark awarded =
24 out of 35**

How the candidate could have improved their answer

- **(a)** In addition to referring to individuals 'playing a part', the candidate could have added the idea that roles often link to status and bring with them certain expectations in terms of behaviours or norms.
- **(b)** The answer given only featured one example and scored 2 out of 4 marks. A second example, such as Genie Wiley or Oxana Malaya would have earned the additional marks.
- **(c)** The candidate explained three points, but some could have been developed in more detail. For example, the link between native language and norms and values could have been made more explicit. Alternatively, the candidate could have given more explanation for how watching media coverage of festivals enabled children to be socialised into their ethnic identity.
- **(d)** The first point was excellent. The candidate needed to develop two of the later points to score within Band 3. For example, the growing economic power of the elderly could have been explained by better pensions and benefits that only came about since the welfare state. The final point could have given more detail on changing family roles of grandparents who took on some of the socialisation work of parents. Three conceptual and developed paragraphs linking to the question would have been enough to be awarded full marks.
- **(e)** Whilst the candidate made a range of points, these needed to be organised in separate paragraphs and fully developed. Two arguments 'for' the view and one 'against' (peers) were fully developed and these were models for how the other points could have been unpacked in more detail. For example, the point about religion could have discussed the importance of role models and positive and negative sanctions such as expulsion or the ideas of heaven and hell in controlling behaviour. In total, a minimum of six developed points in a balanced argument was needed to be awarded in Band 4. The conclusion given also needed to make a judgement rather than simply indicate opposing views.

Example Candidate Response – low

Examiner comments

2	(a)	Role is something you play or do in your life or meant to do, something that you do that affects your identity such as your gender, ethnicity and age. These are all a role to you. 1
	(b)	Feral children are children that are responsible from a very young age and know all their norms and values there ethnicity and how they supposed to act at their age and which they think is the right thing to do and what others do differently from them means there just wrong there are not sup sup supposed to act like that so feral children are usually just like adults and there very strict about what they do and how they 2 act and what they supposed to do and not supposed to do.
	(c)	Individuals are socialised into an ethnic identity because it's their role that defines them and affects their norms and values. which is the 3 the institution of the family and socialisation and social control, without your ethnic identity usually you don't have that big role to play. and usually by your age they tell you to that you have to act up your age so if you are an adult you have to act as an adult and be more responsible but if your a teenager you have to be like a teenager 4 and be more reasonable and wise and do not act childish but if your a child your supposed to live your life and not care about anything just act up your age they will say. And each culture has a different norms and values so they will think that each individual has to behave the way his/her ethnic identity is.

- 1** The candidate shows a partial understanding of 'role' as something 'you play or do'. Mark for (a) = 1 out of 2
- 2** The candidate describes no examples of feral children here; understanding of the term 'feral' is confused. Mark for (b) = 0 out of 4
- 3** There is a brief allusion to factors which are involved in socialisation into ethnic identity.
- 4** The point here links to age rather than ethnic identity so does not address the question. Overall, only 1 mark is given for the initial link to socialisation within the family. Mark for (c) = 1 out of 6

Example Candidate Response – low, continued

Examiner comments

(d) Old age is a social construction because not all grown up do the things that people our age do and usually people with different ages feel like there supposed to act the way there age is and they feel like if they don't the society is gonna judge them by not acting as there supposed to and have an effect in there daily life but it's more better if people were not told what do based on there age. **5** And usually if somebody who is in an old age acts up like young person or still feels like they have that youth society is gonna shame them and judge them for being who they are and tell them that there grown ups and are supposed to be more mature and wise and responsible at this age and not being like the younger ones there supposed to teach the younger ones how to be more like them this is how more societies in the world think old age should act like and be more like and people focus more on you and you really can't just live your life peacefully. **6**

(e) education is the most effective agent of social control because in modern industrial societies education is the most thing needed nowadays without it usually people say you won't have a career or a degree in something which you will not get a job. **7** I won't have and money or the social life that you wanted and people will always look down on you but if you are well educated people think you own a lot of things and you have the life that you always wanted usually when your educated you know what's wrong or right but if your not you won't know the difference. **8** and you will always think the things that are wrong are right and the right things are wrong but education is not always the key to success like now in our modern life people think that education is everything sometimes yes sometimes no like now youtubers **9** are successful which they don't even need a education degree or career it's just that there a lot of things nowadays people go to most because of modern society and think it's great instead of education like for ex. actors, social media models, youtubers, gamers and etc. so nowadays I don't think that education is the most effective agent of social control in our modern society but still without education you will be clueless in many things which is bad thing, you need to know more about ~~social~~ education and learn more so that there is way more things to do in life. **10**

5 Some understanding is shown here of the idea that society dictates norms and values surrounding age groups. This is followed by a comment about elderly people who are sanctioned for not conforming to their age stereotype.

6 The candidate shows a limited awareness of how individuals are socialised into an ethnic identity. Mark for (d) = 2 out of 8

7 The beginning of the answer focuses on the general usefulness of an education rather than how education is effective in social control. It hints at the idea that people are effectively forced or pressured into education in order to improve life chances.

8 There is a brief reference here to needing an education to know the difference between right and wrong and the importance of this.

9 The evaluation point about the impact of the media and internet does not link well to the question, i.e., social control.

10 This is a Band 1 answer which shows limited awareness of the debate regarding the effectiveness of education as an agent of social control. Three points are made and the candidate tries to show different sides of a debate so scores in the top half of the band. Mark for (e) = 4 out of 15

**Total mark awarded =
8 out of 35**

How the candidate could have improved their answer

- **(a)** The candidate could have added an example to the idea of a role as something 'you play or do' such as housewife. Alternatively, they could have explored the idea of expected behaviours and status linked to one of the identities mentioned.
- **(b)** The candidate showed no understanding of feral children as un-socialised and 'wild'. Examples that could have been used include Rochom P'ngieng who received primary socialisation but was then lost for 20 years and, when found, could not talk and could not adapt to human society. Another example was Genie Wiley who was neglected from birth and who subsequently failed to learn language or live independently.
- **(c)** The candidate needed to address the issue of ethnic identity. There was some hint of understanding at the beginning and the end of the answer; however, most of the material was linked to a discussion of age. A good approach would have been to explain techniques of socialisation such as imitation, hidden curriculum, role-modelling, peer pressure, representation and so on via examples that illustrated an impact on ethnic identity. Other possible points included imitating parents in terms of native language, ethnic norms such as clothing and foods or schools promoting an ethnocentric curriculum that socialised children into pride in their country's art, literature and history.
- **(d)** The candidate could have focused on specific examples of how different societies perceived old age and/or how views of old age had changed historically. For example, behavioural norms expected of the elderly varied widely with some cultures expecting old people to work and maintain active roles in society whilst others put pressure on older people to withdraw from these roles and pass them on to a younger generation.
- **(d)** Another example could have focused on how, in more traditional societies, old age may have been seen as positive and a time of wisdom and high status, whilst in more modern societies, it was often seen as negative and a time of frailty, dependency and low status.
- **(e)** The candidate did not properly explain the basics of what social control was and how education functioned as an agent. The candidate also presented their points in one long paragraph. They should have separated points into distinct paragraphs. On the 'for' side of the debate, the candidate could have discussed the use of positive and negative sanctions, socialisation into norms and values via the hidden curriculum. There was plenty of scope to introduce some theory here, for example, the feminist view that schools transmitted patriarchal norms or the Marxist view that schools reproduced social-class relationships. On the 'against' side, they could have approached evaluation by arguing that other agents of social control were more effective. This could have included formal agents such as the police and courts, or informal such as the family or the media.
- **(e)** Another approach would have been to attack the notion that education was effective in socially controlling individuals. For example, in some cultures, many children did not attend school, in others there were rebellious anti-school subcultures that disrupted education and lay the foundations for further deviance in later life.
- **(e)** The candidate should have finished the essay with a brief conclusion in which they expressed a judgement based on the arguments presented.

Common mistakes candidates made in this question

- **(a)** Many candidates were awarded full marks on this question. A few candidates only gave a partial definition, e.g. 'a part you play' without supplementing with an example such as 'housewife' or 'teacher'.
- **(b)** A few candidates did not know the meaning of 'feral child', confusing it with inadequate socialisation and children who were out of parental control. Others wrote more than was necessary for a 'describe' question. For this question, two sentences per example would have been sufficient. Many candidates were keen to show off their knowledge of examples from real life and from fictional books such 'The Jungle Book'. This meant they might have wasted time by writing too much.
- **(c)** This question asked candidates to explain how individuals were socialised into an ethnic identity. Some candidates focussed on socialisation in general and made creditworthy points such as imitation or role-modelling, but often failed to apply this properly to ethnic identity. Examples of aspects of ethnic identity learned through socialisation could have included dietary guidelines, clothing, norms around relationships and marriage.
- **(d)** This question tested understanding of the idea of social construction and the ability to apply it to old age. Some candidates bunched together different points instead of separating them into paragraphs. Some candidates tended to simply describe aspects of being old with no link to the idea that old age varied across time and culture. A minority of candidates misunderstood the question and focussed on children and youths.
- **(e)** This question was about the extent to which education was the most effective agent of social control. Most candidates knew what social control was and were able to give examples from school life. Some candidates focused on socialisation more broadly (hidden curriculum) rather than social control (sanctions). Whilst a discussion of aspects of socialisation in both education and other agents was acceptable, answers that made no mention of informal or formal social control could not achieve top band. To score in the top band, candidates needed to put forward at least six good quality sociological points with a conclusion. Candidates who scored less well tended to write fewer points and these were often only partially developed.

Question 3

Example Candidate Response – high

Examiner comments

3	<p>(a) Relative poverty is when someone is poor compared to others in that same society. Relative poverty, here, the person has basic needs of life but in comparison to others in that society, he/she is poor. 1</p>
	<p>(b) Status can be achieved through birth whereby you are born into a family that has been labelled in a particular manner e.g. elite and you are now under the same status by association and relation. 2</p> <p>Level of education allows achievement of status as the more educated for an individual is the more likely they can escape the poverty trap or increase wealth of their family or signify they come from wealth whereas coming from a 'poor' family means the individual most likely will continue in a cycle of poverty, & the level of education gives allows you certain life choices that depend on your education level e.g. higher education level equals higher job. 3</p>
3	<p>c In modern industrial society, males are now more involved in domestic chores and emotional care. 4</p> <p>In modern industrial society, males perform other functions in the family apart from their functions as breadwinners.</p> <p>In modern industrial society, family roles are changing as there are more symmetrical families which joint conjugal roles in the family. 5</p>

- 1 A clear enough understanding for 2 marks. The candidate is a little vague in their reference to 'others in that society' but they clearly know that a person suffering relative poverty has 'the basic needs' and is not in absolute poverty.
Mark for (a) = 2 out of 2
- 2 The first point cannot be credited as it refers to ascribed rather than achieved status.
- 3 The second point describes how status can be achieved through education enabling people to escape the poverty trap and achieve better life chances. In total, the candidate scores 2 out of 4 for one developed and accurate point.
Mark for (b) = 2 out of 4
- 4 The candidate identifies two changes in male roles as men are now more involved in domestic chores and emotional care.
- 5 In this paragraph, the point about domestic chores is explained with links to the decline of the breadwinner role and the rise of joint conjugal roles.

Example Candidate Response – high, continued

Examiner comments

		Males or men are no longer involved in domestic violence and are are now more compassionate. 6
		Males who perform risky jobs have reduced due to increase in the rate of men who die young from high blood pressure and other diseases. 7
3	d	Poverty is difficult to define because it is a very broad concept which contains many other components/aspects some of which are: 8
		Absolute poverty, this is a situation where by an individual does not have the basic necessities of life such as food, clothing, etc. Poverty could also be seen from the point of relative poverty, where an individual has the basic needs of life but is poor in comparison to others in that society. #
		There is also a poverty line, which refers to the level below which people are considered poor.
		Poverty trap is a situation whereby people who are trying to get out of poverty are unable to due to some factors. One main factor is the culture of poverty, this refers to behaviours that poor people have that tend to keep them in poverty. Example of culture of poverty include, immediate gratification, a fatalistic attitude, feeling socially marginalised and app excluded dependency culture. There is also a cycle of poverty and this is when people have ^{been} poor for at least three generations and it instead of their conditions to get better, it continues to perpetuate. Poverty is difficult to define because there are many views or ways in which poverty can be seen. 9

6 The point about men being more emotionally caring is briefly developed in terms of the idea of compassion and a decline in domestic violence. This is not as well developed as the first point.

7 A vague point is given at the end but needs more development to be clear and creditworthy. In summary, two points with uneven development are made, but a clear understanding of some sociological concepts. The answer just reaches into the bottom of Band 2.

Mark for (c) = 4 out of 6

8 The first point correctly identifies the fact that the definition of poverty is composed of different 'aspects' which makes it unclear, namely, absolute and relative poverty.

9 Several other 'views or ways in which poverty can be seen' are given, ranging from the poverty line to the poverty trap and the culture of poverty. These are accurately described and use sociological concepts. Whilst there is a lot of knowledge here it isn't always used well to answer the question i.e. to explain 'why poverty is difficult to define'. Hence it is a mid-Band 2 answer. Mark for (d) = 5 out of 8

Example Candidate Response – high, continued

Examiner comments

e) Governments tried to reduce inequality by helping people in poverty or encouraging solidarity between people. The Welfare state ¹⁰ tries to reduce inequality by helping people in necessity. The Government provides to those in necessity - especially in campaign time. This can benefit them by providing votes ~~to~~ from the ones they went to help. It is also seen ~~as~~ in a society as ethical to help those who are in need of help, those who have more than enough are expected to help those who don't. The Government will ¹¹ to help by providing more jobs and providing food. However ¹² some sociologists argue that as the government is helping people, and try to save them from poverty, some people will not work hard, and won't try to ~~no~~ work hard to take themselves out of poverty. Weber Max argued that that people in underclass will revolt because of the inequalities that happened in societies ¹³. Governments feared that this could happen and tried as much as possible to reduce inequality. However, Functionalists argue that poverty is needed. They say that, the working class must take the unpleasant and paid jobs, if it wasn't for them, who were the ones that were going to lose the job. The working class didn't have any choice unless to do the job. They argue that poverty is to be seen as an example for other people, to work harder for better living. ¹⁴ The Government ~~may~~ may try to

- ¹⁰ A clear and developed point on the welfare state starts the answer.
- ¹¹ Here, there is an undeveloped point about help that the government may give in terms of jobs and food.
- ¹² A clear signal is given here of an evaluation point which makes an implicit link to the culture of poverty but doesn't link back to the question.
- ¹³ A simple and underdeveloped point regarding the possibility of revolt due to inequalities is given here.
- ¹⁴ The functionalist view of the necessity of stratification and inequality features here but needs a more explicit link back to the question.

Example Candidate Response – high, continued

help people in poverty, but some people believe that there are in that position because it was meant to be like that. Although, Marxists argue that the bourgeoisie try to make them believe that their positions society cannot be changed and that they see the proletariat as their belongings. People in poverty might have fallen into a poverty trap. It's hard for them to be poor. It's hard for them to maintain the way they are living, and is expensive to provide better ways of living, for example, they don't buy in bulk which is less expensive, because they stay far from the shops and they often don't have money for transport. Feminists argue that and see that women are the ones who are often in poverty. They see inequality in the opportunities that are given to men and women; they argue that women are in poverty because of gender discrimination at workplaces. This is giving opportunities to more men than to women.

Examiner comments

- 15 The Marxist point about the proletariat being made to believe in the status quo is relevant but needs to be linked to the question more effectively.
- 16 Another appropriate evaluation point links to the reality of the poverty trap but there is no explicit link to the question.
- 17 A final evaluation point centred on the feminist argument that inequality remains present due to 'gender discrimination'. No conclusion is given. However, there is a good range of points – some developed and some partially developed – and the candidate makes good use of sociological theories which should be rewarded. This is a clear Band 3 answer, and the range of points and effective use of sociological concepts mean that it can access the top end of the band.
Mark for (e) = 12 out of 15

**Total mark awarded =
25 out of 35**

How the candidate could have improved their answer

- **(a)** Ideally, the candidate should have referred to a person in relative poverty not being able to afford what the majority in that society (rather than just 'others') view as an acceptable lifestyle.
- **(b)** The candidate needed to describe another way status was achieved in addition to education. Possible answers could have included gaining promotion through the workplace, through marriage or through showing and nurturing a talent such as an Olympic athlete through training.
- **(c)** The second point about 'emotional care' could have been linked better to males spending more 'hands on' time with their children than to domestic violence. A third point would have been needed to achieve the top of Band 2 and the candidate could have focused on the advent of males as sex objects in media representations and the popularity of male-grooming products linked with personal care and a preoccupation with appearance. Another possible point could have focused on the 'crisis of masculinity' (Mac an Ghail) which meant that traditional working-class males have lost their roles as hegemonic protectors and providers for the family.
- **(d)** The candidate started the answer well. However, then the answer lapsed into a series of descriptions of different concepts linked to the idea of poverty with a link back to the question only at the end. The candidate should have been clearer about 'why' poverty was so hard to define. For example, some argued that living standards were higher in some countries than in others and yet there were poor people in both societies, so achieving a standard definition was difficult. Alternatively, taking up the idea of the poverty line mentioned by the candidate, some set this as less than 60% of median income but this figure seems arbitrary and societies may differ in terms of where they draw the line. Three or more well-developed paragraphs with a focus on the question of 'why' would be needed to achieve full marks on this question.
- **(e)** Simply organising the arguments into separate paragraphs would have helped this candidate to see where they needed to develop points with more evidence. In addition, they should have made explicit links back to the question. The answer would have benefited from more examples of measures taken by the government to reduce inequality. These could have come from many areas such as legislation aimed at ending gender inequality (Equal Pay Act) or measures intended to tackle racism or ageism in society. There was plenty of material offered in terms of evaluation, but some points could have been developed in more detail. For example, the feminist point would have been more effective with examples of gender discrimination that persist despite government measures.

Example Candidate Response – middle, continued

Examiner comments

	d	<p>Poverty is difficult to define because,</p> <p><u>Relative Poverty</u>:- People in increases than to others in the society as poor in comparison to the others around them.</p> <p>An individual who has all the basic necessities of life may be seen as poor if that individual does not have attainment as compared to others living in his or her society. 5</p> <p><u>Poverty lines</u>:- The income based line that an individual is referred to as poor. People earn differently and not everyone's income can truly be stated which is below the line. 6</p> <p>It is not easy to ascertain the level of income each individual has.</p> <p><u>Different cultures of poverty</u>:- The various ways people living in poverty describes the levels of their poverty, and poor people have different ways of life which can not really be assessed to definitely say some one or an individual is poor. 7</p> <p><u>Absolute poverty</u>:- The lack of basic essential things of life which an individual needs for survival. It is not really easy to pinpoint those who fall in this category as not almost poor people fall in the category. 8</p>
3	e)	<p>Government measures failed to reduce social inequality because government didn't equalize between class.</p> <p>The Marxist thought view that the ruling class are the one who are controlling the society and the working class only work for them.</p> <p>Although the government is trying to make equality they couldn't.</p> <p>For the feminist they also argue that women are treated differently in the society for example being harassed at workplace by men.</p> <p>People from ethnic minorities face bullies and discrimination because they are of their ethnicity. 10</p> <p>The government introducing welfare benefits many people quit jobs and started only on depending on them which caused poverty. 11</p> <p>However Government didn't fail to reduce inequality because they introduced taxation in which they take high amount from wealthy people and give it to poor. For example in UK the government charge high amounts of taxes for people in order to improve the country and give it to poor people. 12</p> <p>The establishment of public schools by which all children have equal opportunity to learn and get high qualification.</p>

- 5** Relative poverty is described well although the point needs to be linked to the problems with defining poverty.
- 6** A better explanation is given in the second point about why poverty lines make defining poverty difficult.
- 7** The point on the cultures of poverty is weak although the candidate does attempt to link it to the question.
- 8** A partially developed point is made here about the difficulties of identifying those in absolute poverty. While several points are made as to why poverty is difficult to define, most are only partially developed. Some concepts are used accurately. It is, therefore, a middle Band 2 answer. Mark for (d) = 5 out of 8
- 9** The first two points giving a Marxist then a feminist view that inequality remains are both valid but only partially developed.
- 10** The point regarding ethnic inequality is undeveloped.
- 11** A final point 'for' the view in the question is given making reference to a culture of poverty.
- 12** Arguments against the view are sociological in focus but lack concepts and full development.

Example Candidate Response – middle, continued

Examiner comments

Women are given higher positions at work for example you can find women as a CEO making no difference between genders.
The introduction of welfare benefits to poor people have two points on negativity and positivity for the ethnic minorities the government allow the immigrants to have rights same as the majority of people ~~but not~~ for example a person from majority can marry from minority.

3 e) To some extent the government fail to reduce inequality because of the Marxist view poor people from ethnic minorities are facing discrimination and women no being equals. However in modern societies the government are willing to achieve equality for example making women ~~an~~ independent especially for being single ~~no~~ mother. Ethnic minorities are having some rights. As well as disabled people are being able to work as well.
A part from the negativity of the government positive actions made the government being able to reduce inequality. 13

13 A lengthy conclusion that repeats some of the points made. Overall, there is a clear debate which shows basic knowledge. There are a few terms used such as discrimination and some theoretical references. None of the points are well developed, however, and this means that it is awarded marks in Band 2. The range of points and theory references raise the answer to the top of the band. Mark for (e) = 8 out of 15

Total mark awarded =
18 out of 35

How the candidate could have improved their answer

- (a) This answer hinted at a cause of poverty rather than describing what relative poverty was. The candidate needed a clear statement of the inability to afford or access what the majority in that society saw as an acceptable lifestyle.
- (b) The easiest way to expand on both points mentioned would have been to give examples. In the first case, the candidate could have discussed gaining promotion through being good at a particular job. In the second point, they could have cited gaining a degree in Higher Education, which would have opened up opportunities for higher status careers.
- (c) The candidate should have maintained their focus on changes to the male role. Points that the candidate could have explored included: the new male preoccupation with appearance accompanied by the popularity of male-grooming products, the representation of males as sex objects in the media or the 'crisis of masculinity' as an explanation for the decline in hegemonic masculinity.
- (d) The first point needed to link more explicitly to the 'why' in the question. The candidate could have argued that relative poverty differed by social context and hence a universal definition was impossible. Other points that could have been explored link to the difficulty of identifying 'poverty lines' across different countries or the difficulties of attempts to identify basic necessities such as in Townsend's study or Mack and Lansley's 'Breadline Britain' study.
- (e) In order to achieve a mark in a higher band, the answer would have needed to develop points more effectively using detailed discussion and included more sociological evidence (concepts, examples, studies or theory). For example, on the 'for' side of the argument, the candidate could have expanded the Marxist point to include the use of the hidden curriculum to reinforce and reproduce social class divisions. The candidate could have improved the feminist point about gender inequality by referring to concepts such as the glass ceiling or vertical segregation. On the 'against' side of the argument, the point about the government providing free education could have been linked to the idea of meritocracy and social mobility. The conclusion could have been more concise and aimed to make a judgement linked to the question referring more briefly to the key pieces of evidence that justify that view.

Example Candidate Response – low

Examiner comments

3	a)	Relative poverty can be defined as a situation whereby the people of a particular nation are, on the same social class or slightly above it. In the sense that there are upper class and working class but not lower class and is mostly associated with developed countries. 1
	b)	Through Competition - By participating in competition events.
	c)	Through qualification - By obtaining a certain level of qualification. 2
	c)	In the traditional societies, The main role of the male gender is to provide food, money, security and other necessities for the family. The male gender was regarded as the head of the family in which they control all affairs of the family without being assisted. 3 But the relative reverse is the case of modern industrial societies. Due to the effective activities of feminists in the society, the male gender are starting to lose power, wealth and authority. In most homes, it is the wife that does most of the modern role of the society.
	d)	Poverty is inevitable. Poverty is known as a situation whereby an individual is unable to fund for the basic necessities of living (Food, Clothing and Shelter). There are two types of poverty, they are: Absolute and relative poverty. Absolute poverty can be defined as a situation whereby the citizen of a country belong to the upper class while some belong to the lower class in which the extent of resources shared widely differ. Poverty is difficult to define due to the fact there are some people that are able 4 fund for only food and not other like shelter or clothing.

- 1 No relevant knowledge is shown of relative poverty. Mark for (a) = 0 out of 2
- 2 Two correct ways of achieving status are identified but both points need development. Mark for (b) = 2 out of 4
- 3 The candidate begins by describing male roles in the past before contrasting with the loss of male power and authority in the present. One point is simply developed and is awarded in Band 1. Mark for (c) = 2 out of 6
- 4 Lots of description of poverty is given here but only one simple point at the end links to the difficulty of defining it. Mark for (d) = 1 out of 8

Example Candidate Response – low, continued

Examiner comments

3 (e) Government has failed to reduce social inequality by not making men and women have the same jobs with same amount of pay especially when it comes to women, most women are not allowed to have certain jobs and do certain things, women are restricted to many things in life, where on the other hand men can do almost anything and get away with it. The Government in today's system try their best to battle the issues that men and mostly women face today, most of the things women are restricted to are being lifted little by little.

5 This is a very brief response. One simple point is made 'for' the view in the question. It is based on gender discrimination, mainly linked to the workplace. There is a hint of the opposite view with the government trying its best to tackle the issues and restrictions being lifted slowly. It is a clear Band 1 answer based on common sense and showing limited knowledge.
Mark for (e) = 3 out of 15

**Total mark awarded =
8 out of 35**

How the candidate could have improved their answer

- (a) The candidate needed a clearer understanding of relative poverty. Creating a glossary of key terms during revision could have been helpful in learning the definitions. To achieve marks here, the candidate needed to show that they understood that this type of poverty was being poor in comparison to the majority in society and not being able to afford a 'normal' lifestyle.
- (b) Using examples would have been a good way of improving both points. In the first point, the candidate could have cited some kind of high-status competition, such as winning a gold medal at an Olympic Games. In the second point, the candidate could have cited gaining a higher degree or a higher vocational qualification whilst in a job.
- (c) The candidate should have aimed to make three distinct points about how male roles had changed in industrial society. The decline of the breadwinner role linked to the 'crisis in masculinity' would have provided a clear conceptual point. The candidate could have discussed the change in the representation of males in the media, with males viewed as sex objects and encouraged by advertising to make the most of their physique and appearance. Finally, the candidate could have given more evidence for the first point made in the answer, for example, linking to the New Man role in the family.
- (d) Greater focus on the question was needed to improve this answer. There was much description of what poverty was but very little on why it was difficult to define. To achieve in the top band, the candidate needed to make at least three well-developed and conceptual points. One example could have focused on the difficulty of drawing a 'standard' poverty line at the same level across different societies. Another point could have discussed the difficulty of deciding which was correct from different types of poverty such as absolute and relative poverty. Finally, there was the idea that what was deemed essential varied from society to society and thus an approach based on 'necessities', such as adopted by Mack and Lansley or Townsend, was not viable.
- (e) In order to improve the answer, the candidate needed to make a greater range of points on both sides of the debate and develop them with some evidence. Gender discrimination was the focus of their answer on the 'for' side of the debate and the candidate could have referred to concepts such as the glass ceiling or vertical/horizontal segregation. Other arguments could have linked to continued racism in society and social-class inequalities. On the 'against' side of the argument, the candidate could have focused on laws that aimed to tackle discrimination, measures introduced in the welfare state and the possibility of social mobility in a meritocratic society. A brief conclusion was also needed in which the candidate should have expressed a judgement based on key points in their arguments.

Common mistakes candidates made in this question

- **(a)** A few candidates mistakenly described 'absolute' instead of 'relative poverty' or took the word 'relative' to mean 'family member'. There needed to be a clear sense of the fact that relative poverty was about how some people cannot access the lifestyle that was regarded as standard or 'normal' in that society.
- **(b)** Most candidates scored well and were able to describe two ways in which status could have been achieved. A small number of responses focused on ascribed rather than achieved status as an answer. A very small number identified correct points but then did not describe them, thus limiting themselves to half marks.
- **(c)** This question asked how traditional male roles changed in modern societies. The best responses developed three or more discrete points and included concepts in each point. Some candidates did not achieve a mark in the top band, as they did not address the 'change' element in the question. A proportion of candidates focussed on feminism and changes to women's roles rather than male roles. Other candidates wrote a long description of traditional male roles, which had only limited relevance. Answers that scored less well also tended to be more common sense rather than sociological.
- **(d)** This question asked candidates to consider why poverty was difficult to define. Some responses were vague and not well linked to the question, for example, discussing the difference between absolute and relative poverty but then not saying why this made definition difficult. Others focussed on the causes of poverty, with discussion of the culture of poverty, the poverty trap and the poverty cycle, without a focus on the definition of poverty as such.
- **(e)** The essay question on this section was about the extent to which government measures failed to reduce social inequality. A range of inequalities could have been discussed, such as those based on gender, age, ethnic and social class. Some candidates only made a narrow range of points that focused on basic ideas of poverty and inequality. Major errors were few, but some candidates needed more sociological evidence both of inequalities and also of government measures such as laws, elements of the welfare state.

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