

## Example Candidate Responses – Paper 2

**Cambridge IGCSE™**

**Sociology 0495**

**Cambridge O Level**

**Sociology 2251**

For examination from 2020



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## Introduction

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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:

**2251 November 2020 Question Paper 22**  
**2251 November 2020 Paper 22 Mark Scheme**

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

[www.cambridgeinternational.org/support](http://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
	Section A Family	
Q1 (a)	Reconstituted family means an already married person starts a new family with a different partner. <span style="color: red; border: 1px solid red; border-radius: 50%; padding: 2px;">1</span>	<p><span style="color: red;">1</span> The phrase 'already married person' is inaccurate and cannot be credited. This would not be a reconstituted family as a break-up of the previous family would be necessary.</p> <p><span style="color: red;">2</span> The idea of starting a new family can be credited, however, and demonstrates partial knowledge of the term</p>
(b)	Segregated conjugal roles, Empty-shell marriages. <span style="color: red; border: 1px solid red; border-radius: 50%; padding: 2px;">2</span>	

**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)** It was not clear what the candidate meant when they said '...an already married person...' therefore this was not credited. However, some partial understanding of the term in the question was shown when the candidate said '...starts a new family with a different partner'. This was enough to award 1 mark.
- **(b)** The candidate did not show understanding of what was meant by a demographic trend and how this can affect family life therefore this response could not be credited.

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)** Candidates needed to include two separate elements in their definition. Examples were a really useful way of adding a second element to an answer and should be encouraged. Some responses didn't make clear any links to the formation of a new family form and presented only partial definitions, meaning reduced marks.
- **(b)** This part of the question needed two distinctly different points – candidates should separate these and label them clearly. Some answers were insufficiently developed, so the candidate was unable to achieve full marks even although it was evident that they possessed some relevant knowledge. A number of candidates did not seem to understand the term 'demographic trends'. Several candidates did mention birth/death rates but either did not then give a specific trend or link to how it affected family life.

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: Family

## Example Candidate Response – high

## Examiner comments

1	(a)	When one or both partners in a marriage were previously married and had children, <sup>1</sup> and then got divorced or widowed and remarried, forming a 'reconstituted' or 'step' family, with the making of new relations, like <sup>2</sup> <del>step</del> brothers, step-parents, step siblings etc.
1	(b)	One demographic trend that affects family life is an ageing population. <sup>3</sup> This is one when the average population's highest age starts to increase. This may affect family life in many ways, for example the presence of grandparents who care for children and look after them in the absence of their parents, or dependent old people who have to be looked after by their children, forming a 'sandwich generation'. Secondly, there has been a decrease in the rate <sup>5</sup> of infant mortality, due to which people have less children and <del>is</del> therefore also conceive less, voluntarily. This may lead to smaller family sizes. <sup>6</sup>
1	(c)	In modern industrial societies, the nuclear family is much common than it was in the past when extended families were the bigger norm. In this family, family of modern industrial societies, <del>there</del> the fathers have begun to play an instrumental and caring role besides <del>the</del> only the breadwinner role that used to be. They have started to spend more of time with children. <sup>7</sup> Previously, the family was the main institution that was responsible for primary socialisation.

<sup>1</sup> The candidate provides a very clear and accurate definition of the reconstituted family.

<sup>2</sup> Here, the candidate provides an excellent second element to the definition through the idea of creating a new family, 'making new relations'.  
Mark for (a) = 2 out of 2

<sup>3</sup> The demographic trend is clearly identified as 'ageing population'.

<sup>4</sup> The candidate carefully links the demographic trend to the family and how it affects family life.

<sup>5</sup> Good use of signal words makes this easy to mark, e.g. 'Secondly...'.  
<sup>6</sup> The candidate specifically identifies, describes and links the second trend to family life with the clear point made about smaller family sizes.  
Mark for (b) = 4 out of 4

<sup>7</sup> The beginning section of this answer is not well focused on the question as it talks about changing roles rather than changing functions.

Example Candidate Response – high, continued

Examiner comments

socialisation. Now, there are other institutions in the society like schools and nurseries etc that teach children about the important things in society. In the past, the mothers were mainly the only ones who stayed back home to look after the child, but with increasing feminism, mothers have started doing paid work too, and other institutions like nannies or childcare centres take over that function. ~~Lastly~~, there has been an increase in the amount of agencies of formal social control, that somewhat take over part of the responsibility of families of making children conform to social norms. ~~Lastly~~, institutions like old homes, and the welfare state care more for the old people now, so the entire burden of them is not on the family.

(d) Traditionally, there used to be clearly segregated conjugal roles for husband and wife, that is, the male as the breadwinner, and the female as the home-maker, who was responsible for domestic work, childcare, emotional work, etc. This thing, in modern industrial societies, has changed, as families have started to become more symmetrical, that is, joint conjugal roles have arisen. Here, the female can be expected to work in paid employment, and the male can be expected to look after the children and participate in domestic work.

Due to the rise in feminism, there has been an increasing demand for gender equality, which means many women have started to

- 8 The candidate correctly picks out 'socialisation' as a function that has changed in society as this can now be performed by schools and nurseries rather than the family.
- 9 The candidate makes a good link to feminism.
- 10 Another relevant point is well made here about the function of childcare once performed by housewives now being taken over by nannies and childcare centres.
- 11 Whilst 'social control' could clearly have been a relevant point when discussing changing family functions, the candidate's explanation here is very vague.
- 12 Good use of the signal word 'lastly' leads into another creditable point about the welfare state and old age homes removing the burden of elderly care from the family.
- 13 As well as making three different points within the answer, the candidate also engages sociologically through conceptual terms such as feminism, socialisation, burden, welfare state, etc.  
Mark for (c) = 6 out of 6
- 14 The candidate clearly identifies the change to joint conjugal roles and explains it through the idea of changing gender expectations and working women.
- 15 The candidate makes a link to 'feminism'.

Example Candidate Response – high, continued

Examiner comments

16 doing paid jobs. In such dual-worker families where the breadwinner role is shared by the man and the woman, other roles are also shared to an extent.

17 Formerly, in extended family systems, there used to be a lot of pressure from the ~~to~~ extended kin to keep up with the traditional gender roles, and men were expected and encouraged to be assertive ~~and~~ rather than caring for children, so that caring aspect was seen largely as a feminine characteristic, disgraceful for men. Now, with a decline in the extended family, and with the privatisation of the nuclear family, there ~~is~~ has been an increase in symmetry in the family. This is also more socially acceptable now. Hence, joint traditional segregated conjugal roles are less prevalent than before.

18

1 (e) Many people have argued that family life has several dark aspects to it, ranging from domestic violence, to child abuse, and so on. For example, feminists usually believe the family is dysfunctional for an equal society. On the contrary, many people, like functionalists, argue that the family has a very significant place in the society's maintenance and only a few exceptional cases of families are dysfunctional.

19

20 The undesirable, dark side of the family, refers to anything toxic about the family. For example, violence against the spouse, physical or mental, is quite common. Usually, women are the victims.

16 Whilst very well written and explained conceptually (e.g. breadwinner role, dual-worker families), this second paragraph discusses very similar ideas to the first. It is, therefore, credited as one very well-developed point.

17 This is a distinctly different point about the decline of the extended family leading to less pressure on individuals when it comes to the roles that they perform. This is all well explained in terms of why there are now fewer traditionally segregated conjugal roles.

18 The candidate uses some really good sociological terms and concepts throughout the answer, e.g. symmetry, socially acceptable, etc. These are all duly rewarded and are the reason why the answer scores at the top of Band 2.  
Mark for (d) = 6 out of 8

19 This introduction does a good job in terms of 'setting the scene' for the essay and engaging with relevant theory.

20 The candidate clearly identifies domestic abuse as the first negative aspect of family life to be discussed.



## Example Candidate Response – high, continued

## Examiner comments

of domestic violence, where the husbands vent out all their frustrations and anger on the wife who may not be well-equipped to retaliate. Marital rape, that is, sexual behaviour with the spouse against consent, is also a ~~as~~ problem that exists. Feminists claim the family is patriarchal, as in most cases the male is someone who coerces his wife into being obedient whatsoever, and that women lack freedom of choice in families.

Child abuse makes the families in which it happens extremely dysfunctional. Child abuse can be emotional, physical, or sexual. ~~Or~~ Here the child is excited with some sort of torture that may hinder the development of the child and ~~can~~ scar her or him for life. Often close relatives are the offenders in sexual abuse, rather than some other woman stranger pedophile ~~is~~. Neglect is also a form of child abuse. The parents, in some cases, may be very ignorant about their children, least concerned about their <sup>effective</sup> upbringing, and busy with their own careers or other activities, making that impacts the social standing of ~~their~~ the children.

Sometimes, <sup>as</sup> the New Right Theorists argue, in, for example, lone-parent families, there may be no father figure for the sons to look up to as the breadwinner and in other roles, so that may lead to inadequate socialisation and cause the child indulging in ~~substantive~~ criminal activities, ruining his/her future. Or, as Marxists suggest, poor children may be socialised into believing poverty is their fate.

21 The abuse paragraph is clearly and accurately explained and links well to theory (feminism). Conceptual engagement is similarly good, e.g. patriarchy.

22 Child abuse is successfully marked out as a different point to the first and is well evidenced and discussed throughout the paragraph.

23 Different discrete examples of child abuse being used to demonstrate the negativity of family life. There is a real sense of depth to this point.

24 The candidate makes well-chosen use of New Right theory here to make the third 'for' point.

25 This paragraph is packed full of relevant sociological concepts and theory which all really add to the quality of the debate, e.g. breadwinner, Marxism, inadequate socialisation, etc.

Example Candidate Response – high, continued

Examiner comments

26 However, the family may have a lot of positive aspects as well. In functional families, for example, there is effective upbringing of children, in a comfortable environment, with parents who get along well with each other. Children are taught primary socialisation and basic norms and values of the society that they have to abide by in order to maintain a harmonious society.

27

In addition, Moreover, in difficult times / situations of crisis, family members may provide emotional support, or material support, for example, by lending or giving money to the needy kin. Also, the family looks after sick people, and dependent children or old people too, creating a <sup>healthy</sup> and ideal family atmosphere for the members. The family also provides status for the children, regulates their sexual behaviour, and uses positive and negative sanctions to keep the children on track.

28

In context to all the information mentioned above, I feel, that, the family may have downsides, and the families that have child abuse and domestic violence are only detrimental for the members, but otherwise, there are a few positive aspects to family life as well, that can be valued.

29

(next page).

- 26 The use of 'however' here clearly marks out that the evaluation is beginning.
- 27 Functionalist theory and some associated sociological concepts are used well here to demonstrate positive aspects of family life.
- 28 There are actually quite a few different positive points made about the family here, but unfortunately, the candidate lists them all as one. Nonetheless, this is still useful evaluation.
- 29 A clear conclusion is provided for the answer which is good to see. It is, however, rather colloquial and descriptive and doesn't really make a critical judgement.  
Mark for (e) = 13 out of 15

**Total mark awarded = 31 out of 35**

- **How the candidate could have improved their answer**

- **(a)** This answer easily fulfilled the requirements for 2 marks because it showed accurate knowledge of the 'reconstituted family' and had two clear elements to the answer (definition and making new relations). There was a lot written for just 2 marks.
- **(b)** Here, the candidate identified two relevant demographic trends (ageing population and infant mortality) and linked both to the family. The candidate could have balanced the two parts of the answer better.
- **(c)** The candidate was awarded 6 marks here as there were three creditable points about changing family functions that also engaged and explained sociologically/conceptually. However, the examiner had to do quite a lot of work to identify these due to the other points included that were not specifically about changing family functions. Better focus on the question would have improved the response.
- **(d)** Because the first two paragraphs discussed such similar ideas, they were amalgamated for the purpose of awarding marks. There was not enough range in the answer to reach the top band of the mark scheme. To improve the response, the answer needed to contain at least three developed and distinctly different points.
- **(e)** This was a good example of a top band answer. The 'for' side was particularly well developed – very good range and conceptual throughout. The candidate merged child abuse and neglect into one paragraph but these were credited as two different 'for' points (as per the mark scheme). To improve the response, the candidate should have made these more distinct and separate as without the examiner crediting them separately, there would not have been the required range in the answer to reach top band (minimum of six distinct points). The evaluation was less strong and this would have been a way to improve the answer and the mark awarded (better balance could have been aimed for). A more critical conclusion could also have been included.

Example Candidate Response – middle

Examiner comments

Q1 a) Reconstituted family refers to a new family that is created after a new marriage. It's also called a step family.

Q1 b) Demographic trends effect family life. An increase in divorce rate signifies the rise of single parent families or single women. The birth rate shows that less families are having kids or more kids are being born outside of marriage.

Q1 c) Family functions refer to the roles that family plays. According to the new right and functionalists, family has vital functions such as reproduction, primary socialisation, taking care of children and maintaining social control of children as well as regulating their behaviour.

However, in modern industrial societies, many of the families functions are done by other institutions, children can now be cared for by day care centres, children now learn behaviour and regulations through school such as the hidden curriculum. Taking care of the elderly used to be done by families, but now there are nursing homes.

- 1 The candidate recognises here that a reconstituted family is something newly created.
- 2 This idea of there being a 'new marriage', reinforces the point about a new family form being made.
- 3 The candidate provides a synonym for a 'reconstituted family' and thus demonstrates their understanding of what it is. Mark for (a) = 2 out of 2
- 4 The divorce rate is not a demographic trend and so is not credited.
- 5 The first identified point is that fewer families are having children, but this point is not developed.
- 6 The second identified point is that more children are being born outside marriage. This has not been described. Mark for (b) = 2 out of 4
- 7 This first paragraph indicates that the candidate is aware what is meant by 'family functions'.
- 8 The second paragraph identifies a clear change in family functions – that these are now being taken over by other institutions.
- 9 Clear examples are provided of day care centres, school and nursing homes. Mark for (c) = 3 out of 6

Example Candidate Response – middle, continued

Examiner comments

<p>Q.1</p> <p>d)</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p>	<p>Traditional conjugal roles refer to the traditional division of labour through gender roles, such as males being the breadwinners and females cleaning and caring for children. In modern industrial societies, traditional conjugal roles have been replaced by joint conjugal roles in which both the husband and wife divide tasks equally and both take part in caring for children. This is due to many reasons. The rise of joint conjugal roles can be seen through the rise of feminism, which is the conflict perspective that there is inequality in society between genders and that there should be equal opportunities with</p> <p>with feminism, women now have more power and rights in society so that they can occupy the workplace more so now. Due to this higher status, women now have more power and can choose not to stay at home. With feminism, fathers now take a greater part in raising children and spend more time with their kids. They also now do more work at home due to the decline of gender roles. The rise of dual class families in which both partners work, means that men may be more willing to do housework.</p>
<p>Q.1</p> <p>e)</p> <p>14</p> <p>15</p>	<p>Families are a part of many societies. Families have various functions in society and are seen as a positive thing. It is seen as a space where children are raised for and grow strong bonds with their relatives. However, the family isn't a positive space for many people as it's filled with violence, domestic abuse and more. This is known as the darkside of family life.</p> <p>In many families females and children are often victims of domestic abuse, emotional manipulation and threats of violence by most often, but not always, males. This can be in the form of being beaten, degraded, or physical or emotional abuse. Victims often don't report to the police for many reasons such as: Being worried that the violence will get worse, being worried that they might lose contact with children or they believe that they can change the abuser and that they're a good person.</p>

- 10 This first paragraph of the response is descriptive and not focused on why the changes have come about. There is nothing wrong in including such information, but it isn't the best use of time in exam conditions.
- 11 The candidate clearly identifies the rise of feminism as the first reason for the change in conjugal roles.
- 12 This paragraph unpacks and explains the feminism point and links it to why conjugal roles have changed. This is done through consideration of both females and males.
- 13 The answer is sociological and conceptual throughout, e.g. dual class families, status, conflict, etc. Mark for (d) = 3 out of 8
- 14 The introduction sets the scene for the essay nicely.
- 15 Abuse is the first point to agree with the claim in the question and demonstrate how family life can be negative for its members.

Example Candidate Response – middle, continued	Examiner comments
<p>16 Many victims are harassed numerous times before they report to the police. Children are often victims, but are not aware of it until they're older. Many marriages also devolve into empty shell relationships or marital breakdown.</p>	<p>16 The point on abuse is developed well, although is descriptive in tone.</p>
<p>17 However, functionalists believe that such families are dysfunctional and are not the best type of family. Functionalism is the consensus perspective that society has different parts with specific functions and that these functions must be performed to ensure the smooth running of society.</p>	<p>17 Good use of the signal word 'However' to indicate evaluation.</p>
<p>18 Functionalists and the new right believe that the nuclear family is the best type of family and is necessary for the smooth running of society. They believe that the family should conform to traditional gender roles so that boys have a father figure to look up to and the mother can provide a caring and nurturing environment for the children.</p>	<p>18 Good use of relevant theory (functionalism and the new right) to inform the discussion.</p> <p>19 This paragraph demonstrates how family life can be positive rather than negative. It is sociological in focus and uses relevant terms and concepts well.</p>
<p>19 with all this, we can see that while family is an important institution with benefits, one cannot ignore how for many family is filled with toxicity, abuse and emotional abuse. Family is not as perfect as the media claims it to be and to a fair extent, family can be dark for many.</p>	<p>20 The conclusion ends the essay and is well focused on what the candidate discusses and clearly makes a judgement upon the claim in the question. Mark for (e) = 7 out of 15</p> <p><b>Total mark awarded = 17 out of 35</b></p>

## How the candidate could have improved their answer

- **(a)** Despite having three clear elements to the answer here, the candidate's style was quite disjointed with the use of short sentences. It would have been better to link ideas of new marriage, new family and step family together more cohesively.
- **(b)** The first section of the candidate's answer was not creditable as it was not about demographic trends. The second section contained two creditable points (both are in the mark scheme). Neither point was described, however. Therefore, to improve the mark, these two points needed to have been developed and linked to the effects that they would have on family life.
- **(c)** The candidate understood what was meant by 'family functions' and was able to provide some clear examples of other institutions taking over functions that the family once performed. This was all duly credited. To improve the mark awarded, there needed to be a greater range of points made and less simplicity to the discussion.
- **(d)** The candidate produced one well-developed point on feminism and discussed why this has led to a decline in traditional gender roles. This answer therefore lacked the required range. There was also a descriptive first paragraph that did not focus on the question of why the changes had occurred. More analysis and explanation were therefore also required, alongside relevant sociological evidence.
- **(e)** The answer was sociological in focus rather than common-sense based but there was a real lack of range to it which was reflected in the mark. There was only one developed 'for' and one developed 'against' point made. Creditable points were made, e.g. dysfunctional families being rare (against point) and empty-shell marriages, but unfortunately these were not explained and developed. More points needed to be made and developed with sociological evidence.

Example Candidate Response – low

Examiner comments

Section A  
Family

Q1 (a) Reconstituted family means an already married person starts a new family with a different partner.

(b) Segregated conjugal roles, Empty-shell marriages.

(c) Family functions are changing in the modern Industrial societies because of the industrialisation, Urban societies. More work and depending on the household a person belongs to has a major role in the change in family functions, for some families the dysfunctional roles are changing into conjugal roles, on the other hand some conjugal roles of a family are changing into dysfunctional.

(d) Modern Industrial societies are a form of industrialisation and in many families the industrialisation brought different impact, such as in modern society traditional conjugal roles are less than conjugal roles and ~~are~~ segregated conjugal roles. With modern Industrial societies comes different types of families such as nuclear, reconstituted, extended, civil partnership, and single parenthood. Many family has their own types of roles, but on the other hand traditional conjugal roles are less than the other roles, ~~is not~~ ~~is~~ the cause of the downfall of the traditional conjugal roles are Urban societies and socialisation, with modern societies, families tend to pay less attention about their culture and traditional roles and that even comes with the child, the lack of primary socialisation in different types of families. Partners in

- 1 The phrase 'already married person' is inaccurate and cannot be credited. This would not be a reconstituted family as a break-up of the previous family would be necessary.
- 2 The idea of starting a new family can be credited, however, and demonstrates partial knowledge of the term 'reconstituted family'.  
Mark for (a) = 1 out of 2
- 3 Neither segregated conjugal roles nor empty-shell marriages are demographic trends therefore there is nothing here to credit.  
Mark for (b) = 0 out of 4
- 4 Industrialisation is not an example of how family functions are changing and therefore cannot be credited.
- 5 The answer is very confused and does not focus on changing family functions.  
Mark for (c) = 0 out of 6
- 6 There is a hint here that industrialisation was important in the decline of traditional roles.
- 7 The candidate also states that different types of families have different roles.
- 8 The lesser importance of culture is mentioned as another reason for the changing family roles.



Example Candidate Response – low, continued

Examiner comments

modern industrial societies tend to focus more on themselves than the norms they were ascribed to. **9**

There are many types of family life in a society, such as nuclear, extended, reconstituted, single parents, civil partnership and many more, with different types of families comes the rights and responsibilities. Family life is not always positive as different norms, culture, religion shows a different perspective of two partners in a relationship, one of the negative aspects of family life comes in 'empty shell marriages', marriages between two people without love and affection. The understanding between two partners are not that great which can lead to divorce or separation. **10**

modern industrial societies plays a define role in family life positivity and negativity. Families are not always nuclear families, many has reconstituted or are a single parent ~~that~~ which can affect ~~the~~ not only the partners but the child too. Mostly in modern industrial societies many people prefer single parenthood, **11**

mostly women as most of them see male plays a dominant role in a family. Segregated conjugal roles are also a negative aspects of a family making it difficult for the partners to complete the roles, making the family the target of the dysfunctional conjugal roles. Family life depends on the partners, their culture and their traditional roles, as traditional roles are now less likely to be found in modern societies, even the all kinds of families can be positive or negative for its members, empty shell marriages mostly cause domestic abuse, child abuse, and ~~apts~~ in separation, civil partnership (a marriage of the same sex) might have an impact on the children's life as ~~many~~ the religion do not accept the relation the person beings to have with the other person. modern societies shows a spike in the divorce rate and the fall in the birth rate as many partners live together without getting married and are sexual, this also causes the person to not have a healthy relation. **12**

Not all family lives of negative for its members as many nuclear, ~~from~~ extended and reconstituted families ~~that~~ tend to have conjugal roles which are a sign of a healthy relationship, without having a negative impact on a child. **13**

**14**

**15**

**16**

- 9** This last point about individualism is very vague and not linked to the question about changing roles. Mark for (d) = 2 out of 8
  - 10** 'Empty shell marriage' is the first point made about negative family life. This is a good, sociological point.
  - 11** Divorce is raised as a point here but it is not developed.
  - 12** The candidate makes a point made here that family life can be negative for children. However, this isn't evidenced or explained.
  - 13** There seems to be an implicit point here about women particularly suffering from negativity in family life. This is very unclear.
  - 14** Various forms of abuse are mentioned here that can be credited as negative parts of family life.
  - 15** A point about non-married families being negative is made here.
  - 16** There is a hint here to the evaluation (against) side of the debate with the admission that not all families are negative for the individuals involved. Mark for (e) = 5 out of 15
- Total mark awarded = 8 out of 35**

## How the candidate could have improved their answer

- **(a)** It was not clear what the candidate meant when they said ‘...an already married person...’ therefore this was not credited. However, some partial understanding of the term in the question was shown when the candidate said ‘...starts a new family with a different partner’. This was enough to award 1 mark.
- **(b)** The candidate did not show understanding of what was meant by a demographic trend and how this can affect family life therefore this response could not be credited.
- **(c)** The candidate seemed to be trying to explain why families had changed (e.g. industrialisation) but this was not what was required in the question. The functions of the family needed to be focused on explicitly (reproduction, socialisation, etc) with clear points made about how they are changing.
- **(d)** Question ‘d’ was an explanation question which therefore required linked knowledge in order to make and substantiate points. The candidate made some points that were relevant but merely stated these – they were not explained. To improve the quality, there needed to be development of points, reasons why, evidence and linkage.
- **(e)** The candidate made some valid points to show that family life can be negative. However, these were not developed and were rather list-like. There needed to be a better explanation of the points made with evidence to substantiate them sociologically. Right at the end of the answer, there was a hint towards evaluation but this was common-sense and was merely stated, not discussed. No conclusion was provided for the essay either. This is an expectation in the 15-mark questions where a judgement is required.

## Common mistakes candidates made in this question

- **(a)** Candidates did not always include two separate elements in their definition. Examples were a really useful way of adding a second element to an answer and should be encouraged. Some responses didn’t make any clear any links to the formation of a new family form and presented only partial definitions, meaning reduced marks.
- **(b)** This part of the question needed two distinctly different points – candidates should separate these and label them clearly. Some answers were insufficiently developed, so the candidate was unable to achieve full marks even although it was evident that they possessed some relevant knowledge. A number of candidates did not seem to understand the term ‘demographic trends’. Several candidates did mention birth/death rates but either did not then give a specific trend or link to how it affected family life.
- **(c)** Candidates needed to make sure there were more than two sociological points made, evidenced and developed. Some candidates lacked focus on the specifics of the question as they wrote more about ‘changes in gender roles’ than ‘changing functions’. Whilst some of these answers did provide links to family functions, others did not so were awarded low or no marks.
- **(d)** Candidates should adopt the same approach as for (c) and develop ideas further, consider more range and ensure concepts and theories are used appropriately. Concepts and explicit sociological engagement tended to be the key differentiators between (c) and (d). Weaker answers tended to write descriptively about traditional roles rather than discussing the reasons for their changes.
- **(e)** Not all candidates organised their answers into paragraphs and developed each idea fully using theory, studies, examples and/or concepts wherever relevant. They should aim for three points ‘for’ and three ‘against’ the claim in the question. There also needed to be a well-focused conclusion making a supported judgement.

## Question 2: Education

### Example Candidate Response – high

### Examiner comments

2	a)	<p>Sanctions <del>are</del> can be positive or negative. Positive sanctions <del>are</del> are words of praise or acknowledgement and rewards. Negative sanctions are punishments for not conforming to socially acceptable behaviours.</p>
2	b)	<p>Subject choice can be influenced by gender because <del>of</del> girls there are different role models available for girls. They might have observed men in positions of higher authority and particular sectors like professions like business to be dominated by men, this might lead to <del>them</del> <sup>girls</sup> believing that <del>the</del> particular <del>of</del> careers are not meant for them.</p> <p>School factors can also <del>lead</del> lead to subject choice being influenced by gender. <del>Here teachers might</del> Here, subjects like textile and sewing might be for girls. Teachers might discourage girls from choosing careers <del>to</del> supposed to be 'masculine' like engineering.</p>
2	c)	<p>Students <del>from</del> <sup>with</sup> different ethnicities, and countries of origin may have and minorities may have a special different</p>

- 1 References to positive sanctions are not creditable in this answer.
- 2 The candidate recognises that sanctions are 'punishments' (1 mark) and that these are given out when a person does not conform to socially acceptable behaviour (2 marks).  
Mark for (a) = 2 out of 2
- 3 'Role models' is identified as the first creditable point. Unfortunately, the description of this point is generic and not linked to subject choice making it a partial answer.
- 4 The second point recognises that the school and the teachers can be responsible for subject choice and uses the examples of 'girls subjects' such as textiles to solidify this. There is some relevance to the point about teacher discouragement but, unfortunately, it is then linked with careers. This is just enough here to score the 2 marks available.  
Mark for (b) = 3 out of 4

Example Candidate Response – high, continued

Examiner comments

2 c) language mis leads to them not understanding the language spoken in school. For example in countries with previous British colonial rule, the schools have education in English but they the countries have a different language. Teachers may also label such students, assuming them to be weaker in education. They believe these students to have language barriers and this influences their treatment to them. Elaborated and restricted code Restricted code is the informal language, the with shared meaning used by all children classes among groups, family and friends. However, elaborated code is language with explicit meanings, that has extra detail. These are not understood by people of lower classes and is usually a norm among the middle-class. This affects the is the language used in education, giving middle and upper class students an advantage to lower class. 8

2 d) Material factors can influence education success to a great extent. Students who did not go to pre-school stay behind the ones that did. Not having a quiet place to study at home proves a great disruption. An inadequate diet leads to individuals feeling tired and fatigue. This leads to lower concentration levels and a lack

- 5 This is the first credited point; speaking different languages to the majority and thus not being able to understand learning in school.
- 6 Teacher labelling and the effects of this process on students who speak different languages (which of course come from home) is then introduced. This is well explained and very sociological in focus.
- 7 The final point discusses social class and the restricted and elaborated code being linguistic factors that affect educational achievement. This is very well explained with examples.
- 8 The answer is well focused on the question throughout and makes good use of sociological terms and concepts alongside pertinent examples to substantiate the points. Mark for (c) = 6 out of 6
- 9 Pre-school attendance and having a quiet place to study begin the answer.



Example Candidate Response – high, continued

Examiner comments

2 e) pay tuition fees. Thus, this increases the quality of education, making them the highest quality schools. The fact that social stratification exists, means that only the upper class will be able to attend these schools. Other students from different classes are not given the privilege to attend these schools and acquire this education.

Secondly, lack of cultural capital affects educational achievement, students in private schools tend to have cultural capital. This aids them in education. They realise the importance of education and are willing to study hard. Moreover, the system of setting and streaming in private schools of students from the lower class proves demotivating and negative for their educational achievement. Furthermore, private education doesn't only target lower class students but also secondary socialisation in private schools. Private education is for a few affording individuals, depriving the rest from quality education. Graduates from private schools are more likely to go to universities for higher education. Students who do not study in private schools, stay behind them others that do. Marxists support claim that education is not meritocratic but a system that ensures power stays with the rich.

- 14 This is an excellent first paragraph. It is fully focused on the question and links functionalism, meritocracy and private education effectively. Points are also clear and well-reasoned.
- 15 Bourdieu's concept of 'cultural capital' is well applied here and demonstrates sociological engagement.
- 16 Whilst not solely linked with private education, the candidate cleverly uses setting and streaming to consider further issues with the meritocracy of a private education.
- 17 Differential access to university is a good point and is well linked to Marxist criticisms of meritocracy and equality. A clear focus remains on the question.

## Example Candidate Response – high, continued

## Examiner comments

2	e).	<p>18 However, other factors support the functionalist view that education is meritocratic. Private schools realise that there are able individuals in the society <del>the</del> from the lower class and <del>also</del> <del>all</del> <del>that</del> <del>them</del> with scholarships. <del>the</del> This makes up for being their disadvantage in some way. Moreover, individuals from the lower class have a chance of social mobility, if despite factors such as material deprivation and <del>social</del> deprivation of cultural capital, they are able to perform well in their education. This can enable them to move along the social hierarchy to the position they deserve. This proves that 'education' is meritocratic.</p> <p>20 There are numerous cases of self-negating prophecies, where lower class students have been labelled as academically weak but they have rejected <del>that</del> those labels and <del>worked</del> <del>hard</del> worked hard to prove themselves able in education. It could also be said that positive discrimination in school for lower class students can help make up for their disadvantage. Teachers may pay extra attention to these students and help them catch up with other students. Comprehensive schools in a country could also be providing quality education for lower-classes, so taking away the advantage of private schools. While it could be said that education is meritocratic, private schools challenge this to a great extent.</p> <p>23</p>
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18 'However' clearly signals that the candidate is evaluating and now considering the other side of the debate.

19 Scholarships within private education are a great way of demonstrating that private education can still be democratic. The candidate makes their point clearly and succinctly here.

20 Social mobility and social hierarchy become the next 'against' point. Again, these are well explained and well linked to the question. Sociological concepts run throughout the answer, adding to the quality.

21 Another evaluation point is introduced here, very different to the previous ones. The labelling theory is well used alongside the self-negating concept. Extremely well applied to the question.

22 Further evaluation points are provided here in the form of positive discrimination and the quality of comprehensive education. These are duly credited. However, they are not fully explained or developed.

23 A conclusion of sorts ends the response. However, this is very under-developed and lacks critical judgement.  
Mark for (e) = 14 out of 15

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

## How the candidate could have improved their answer

- **(a)** The references to positive sanctions were not credited in this answer (see mark scheme). Therefore, the candidate was lucky to have included two separate elements in the definition of negative sanctions which allowed them to receive the 2 marks available.
- **(b)** The first point made about role models was not linked to subject choice and therefore was only partial. The second point about the influence of the school and the teachers was better as it talked directly about girls' subjects such as textiles but, again, the link to school subjects was not as clear as it could have been.
- **(c)** The candidate could have split up the distinct points. Nonetheless, this was a very good response.
- **(d)** There was a good range of points made but these were not all developed and explained adequately. There needed to be more explicit links made between educational success and material factors throughout the answer.
- **(e)** The candidate made a great range of points in this answer but not all of them were fully developed – this was one area for improvement. It was great to see a conclusion included (necessary for the 15-mark question) but this was too short and indicated that the candidate may have run out of time. Working on the conclusion would have improved the overall quality of the response.



Example Candidate Response – middle

Examiner comments

Q2	a)	Sanctions are positive and negative outcomes of individual behaviour. Sanctions are usually referred to the negative outcome and positive outcomes are usually referred as rewards.
Q2	b)	<del>Cho</del> The choice of students' subject can be influenced by their socialisation as in primary socialisation boys and girls are taught the what is expected of them, toys and games have a huge part to play. Secondly, role models. Girls don't see Majority of science subjects are taught by male teachers, therefore, girls might feel as if the subjects are not for them or they won't be to study them well.
Q2	c)	The influence of linguistic on education is that any language is considered to have two parts: informal and formal speech. Informal speech is what individuals use in day to day normal conversation and formal speech is used in official setting such as schools or work places. <del>for</del> Formal

- 1 'Negative outcomes' is credited as a partial definition of sanctions.
- 2 References to positive outcomes and rewards are not credited here.  
Mark for (a) = 1 out of 2
- 3 Whilst the identified idea of 'socialisation' can be credited, this is not linked with subject choice so is only awarded 1 mark.
- 4 The second point about role models is much stronger as it uses examples of why girls might not choose science to exemplify the point made.  
Mark for (b) = 3 out of 4
- 5 Whilst the candidate does make this section relevant later in the response, it reads very descriptively.

Example Candidate Response – middle, continued

Examiner comments

speech is what gives the impression of well groomed and able student, due to the cultural capital of middle and upper class citizens, their children can easily switch between them and give the impression of being better than others. Similarly, children of minorities often make come from a background where English is not spoken fluently or they speak some other language in their homes which makes it harder for them to switch between languages and can even make it harder for them to understand ~~the~~ what is being taught.

However, being bilingual gives individuals more opportunity to grow as they can excel in not one but two different languages.

Q2. d) The material factors effect educational success as students being belonging from middle or upper class ~~can excess~~ have excess of more resources for required for educational success compared to children belonging from working class. Middle ~~class~~ class parents can provide their children with better tutors, computers and extra commodities, such as, sports kit or good quality conote books required to excel. However, working class ~~pe~~ parents barely have sufficient resources to ~~re survive~~.

- 6 This point about the effects of social class on language is well made and effectively links to how that affects perceptions in school.
- 7 The second creditable point is about ethnic minorities who speak a different language at home than at school and the issues this can cause with succeeding in education.
- 8 A third point of bilingualism is introduced discussing the idea of how having multiple languages can actually be an advantage when it comes to educational success.
- 9 Good focus on the question (home language and educational success) throughout. Mark for (c) = 6 out of 6
- 10 Resources are a material factor and are introduced for different social classes here.

## Example Candidate Response – middle, continued

## Examiner comments

		<p>they cannot provide their children with computer computers and tutors and extra commodities; consequently, children may suffer and may have to work extra hard to achieve educational success. Secondly, children themselves might feel deprivation that they are deprived of the <del>resources</del> resources that are as accessible by other and might be demotivated to work hard for success. <span style="float: right;">13</span></p> <p>Therefore, to eliminate such factors governments force <del>sto</del> schools to have an equal level of education so every student can have access to equal resources and equal opportunities for educational success. <span style="float: right;">14</span></p>
Q2	e)	<p>The functionalist see education as an opportunity for social mobility and fairly meritocratic. However, this perspective is often challenged by other perspectives and different types of schools.</p> <p>Functionalists believe that schools should be based on meritocracy and avoid any unfair discrimination. However, <del>private</del> private schools have quite opposite <del>set</del> selection process. Private schools open doors to all the students whose parents are willing to pay for their education. Therefore, private schools <del>mostly</del> consist of <del>students</del> belonging from middle and upper class backgrounds. Private schools are</p>

11 Here, the point about resources is well developed for the various social classes and a good focus is kept upon educational achievement. Examples are useful and well chosen.

12 It is difficult to distinguish here whether this is a separate point or a continuation of the idea about resources.

13 The idea of students internalising things and feeling a certain way was different to the resources point and so was credited as such. It is, however, repetitive.

14 The last paragraph is not focused on the question and thus adds nothing to the mark awarded. It is not about material factors.  
Mark for (d) = 4 out of 8

15 The first creditable point made is 'for' the debate and relates to some parents being better equipped to pay for an education than others.

Example Candidate Response – middle, continued

Examiner comments

also able to ~~see~~ access ~~most~~ best teachers, as they attract them through higher <sup>rates</sup> pays. Therefore, schools run by govern- are unable to get access of good education and educational success. 16 limited educational mobility. This way the society is able to retain its social hierarchy by children ~~to~~ belonging from working class staying down and children from middle and upper class recieving higher education and having wellpaid careers.

The negative impact of private education is also challenged as private schools themselves grant scholarships for underprevidged individuals, so they can achieve according to their abilities. Secondly, ~~at~~ governments themselves try to end the educational discrimination by setting nation corrd curceulum and by constructing schools 18 that give equal oppertunities for every individual dispite their gender, ethnicity or social class. Some schools also opt of for positive ~~critisr~~ discriminati, 19 to support under-previdged students, so they can achieve upward mobility.

Therefore, in the light of above mentioned arguement one can 20 conclude the the private schools don't fellow functionalist perspective of ~~to~~ meritocracy, however, they do give 21 oppertunities to the deserving individuals.

- 16 The second 'for' point is different in focus as it focuses on private schools being able to attract the best teachers and how this benefits the students. This point is very clearly made.
  - 17 Here, the candidate makes the first evaluation point for the essay; the idea of scholarships.
  - 18 The national curriculum point demonstrates good sociological knowledge and is used well to argue that perhaps education is meritocratic after all.
  - 19 Positive discrimination is another valid evaluation point that has been duly credited although more explanation was needed here.
  - 20 'Therefore' clearly signals the move into the conclusion part of the essay.
  - 21 The conclusion is relevant and well-focused on the question but is not well developed and does not weigh up the 'to what extent?' part of the question.  
Mark for (e) = 10 out of 15
- Total mark awarded = 24 out of 35**

## How the candidate could have improved their answer

- **(a)** This was a partial response with only one creditable element, 'negative outcomes'. To improve the answer, the candidate needed to include two different ideas or to back up the point made with an example.
- **(b)** The development of the first point (socialisation) needed to link to the question and describe gendered subject choice.
- **(c)** The candidate used a descriptive tone at the beginning of the answer. This would have been better if it had been explicitly linked to and discussed with the cultural capital point.
- **(d)** There needed to be a wider range of material factors discussed in this answer that were clearly different to one another. This would have improved the quality of the answer and thus the mark awarded.
- **(e)** There was a good range of points made by the candidate but not enough to reach the top mark band. More was needed on the 'for' side of the debate. Similarly, not all points were fully developed and a focus on this would also have improved the answer's quality. There was a conclusion to the essay, but this was not a critical judgement and would have benefited from further development. More sociological concepts and engagement would also have improved the quality of the answer.

Example Candidate Response – low		Examiner comments
2	<p>(a) Sanctions is basically being strict to something or banning something e.g. students scoring less than 60% are not applicable for sciences.</p> <p style="text-align: right;">1</p>	<p>1 There is some understanding shown when the candidate talks about being strict and banning something. However, this is quite vague. Mark for (a) = 1 out of 2</p>
2	<p>(b) Students subject choice is getting influenced by the society. <del>Even</del> Even in modern day societies men are believed to study sciences and women are tend to study humanitarian roles such as nurses, arts etc. Moreover in middle/working class families do not spend heavily on their daughters education while they intend to give their males best possible education private tuitions etc.</p> <p style="text-align: right;">2</p> <p style="text-align: right;">3</p>	<p>2 The candidate identifies male and female subject choices here as the first point with a clear example provided for each.</p> <p>3 The second point is not about gendered subject choice and cannot be credited. Mark for (b) = 2 out of 4</p>
2	<p>(c) Sociologists argue that kids with a good educational background are more good into studies with intention to achieve even more. Sociologists found that lower class families do not study because of no support from family and no as such educational background. Working class and middle class kids are the most well qualified because of linguistic influences from the family and competition for good marks between each other. Children learn from their families and a well educated family pushes its upcoming generations to study and also invests heavily in their education.</p> <p style="text-align: right;">4</p> <p style="text-align: right;">5</p>	<p>4 The candidate uses the key term in the question 'linguistic influences' in their answer here but there is no understanding shown of what it means.</p> <p>5 The answer talks about educational success/failure but it does not link this to language, so no marks are awarded here. Mark for (c) = 0 out of 6</p>

Example Candidate Response – low, continued

Examiner comments

2	(d)	<p>There are many factors that influence educational success. Factors such as language, subject choice and material factors.</p> <p>Material factors can be a big influence on educational success. Factors such as private institutes and private tuitions. Sociologists debate that students with such facilities tend to be more successful in life. However such facilities can only be used by the ruling elite class who can afford it. Material factors can also be the reason why middle and working class kids don't taste educational success. Economic factors play a huge role in deciding the future of children. The ruling elites cuts the idea of merit and give their children the best possible private tuitions and they are</p>
	6	
	7	<p>enrolled in private institutes which costs alot of money however the ruling class spends millions on their child's education. Factors such as subject choice and language also have a huge impact on educational success yet material factors remain the most important factor.</p>
	8	
	9	

- 6 There is no need for an introduction in a part (d) answer as it is not an essay. This introduction also introduces a number of factors other than material ones which are not relevant to answering the question set.
- 7 Private schools and private tutors are recognised as factors that can improve educational success and are correctly linked by the candidate to the wealthy/ elite in society.
- 8 This continues the discussion of private schools and tutors. There is nothing new added to the discussion.
- 9 This conclusion is unnecessary and does not focus upon material factors and why they can be influential in terms of educational success.  
Mark for (d) = 3 out of 8

Example Candidate Response – low, continued

Examiner comments

2 (e) Functionalists look into education as fair system. According to the functionalist approach education system works as a meritocratic system. Students get the grades they deserve and each student is taught equally.

10 Functionalists believe that students gain the same knowledge and skills regardless of their class, gender or social class.

However this approach is totally denied by the marxists. According to marxists a fair system in education does not exist and there is inequality amongst students. Marxists believe that students are treated according to their social class and economic factors to be specific and this meritocratic system does not exist which functionalists describe. Marxists believe that upper class kids get better education and better facilities such as private institutes and private tuition. Marxists believe that the elite class own this education system and only the upper class kids get higher qualifications since the middle class cannot afford it. The elite class also get better jobs and control enormous businesses while the working and middle class get jobs which are less payed or they are over qualified for that job. Marxists believe that meritocratic system does not exist while the elite class manages this system.

11

12

13

According to the feminist point of view the education system is not meritocratic. Feminists believe that even in modern day society gender discrimination still exists. Merit does not exist while men get better and higher education than women. Feminist approach shows that women are treated badly in terms of education and jobs. Women are also less payed and while doing the same tasks as men and also they are not considered for bigger posts in office. Feminists challenge this meritocratic system provided by the functionalists and shows how gender discrimination cuts off this idea of merit in education.

14

15

- 10 The first paragraph of the essay clearly shows an understanding of the functionalist theory of education but does not mention private education at all.
- 11 Similarly, the candidate clearly understands Marxism. This is rather generic in its content, however, rather than being used to directly answer the question.
- 12 Here, the candidate makes their first link to private education.
- 13 The candidate begins to lose focus on the question and instead seems to be writing everything that they know about each sociological theory of education.
- 14 The candidate now uses feminism to continue arguing that education (generally rather than private education specifically) is not meritocratic.
- 15 There is a partial conclusion provided here with the return to functionalist theory (as per the question) but the lack of focus on private education here, and throughout the essay, is problematic.  
Mark for (e) = 5 out of 15

**Total mark awarded = 11 out of 35**



## How the candidate could have improved their answer

- **(a)** The answer was vague and not clear enough for 2 marks to have been awarded. Using an example would have been a good way of demonstrating a good understanding of the term in the question and would have improved the quality.
- **(b)** The candidate needed to focus more specifically on the question about gendered subject choice.
- **(c)** As the answer progressed, it became that this candidate did not understand what was meant by 'linguistic influences'. The candidate needed to be much more secure in their sociological knowledge of all aspects of the syllabus.
- **(d)** The candidate demonstrated some knowledge of why material factors can influence educational success through the points made about private schools and tutors. More range, explanation, evidence and examples would have improved the answer. The unnecessary introduction and conclusion should not have been included.
- **(e)** The candidate had a good general understanding of functionalist, Marxist and feminist views of education. The tone of the essay was clearly not common-sense, it was sociological; hence the answer was placed in Band 2 rather than Band 1. However, there was too little focus upon the specifics of the question and the majority of the answer was not discussing private education.

## Common mistakes candidates made in this question

- **(a)** Candidates should look to include two separate elements in their definition. Examples were a really useful way of adding a second element to an answer and should be encouraged. Some candidates mistakenly talked about rewards in their answer, rather than punishments. The syllabus clearly splits these into 'sanctions' and 'rewards'.
- **(b)** In this part of the question, candidates needed two distinctly different points and candidates should separate and label these clearly. Some answers were insufficiently developed, so the candidate was unable to achieve full marks even although it was evident that they possessed some relevant knowledge. Some candidates failed to link gender expectations to subject choice in this question, thus, they often only gained marks for identification.
- **(c)** Candidates needed to make sure there were more than two sociological points made, evidenced and developed. The weaker responses provided little sociological engagement and presented more common-sense answers. A few candidates misunderstood the question and focused on various home factors that may impact educational achievement and not linguistic ones.
- **(d)** Candidates should adopt the same approach as for (c) but needed to develop ideas further, consider more range and ensure concepts were used appropriately. Concepts and explicit sociological engagement tended to be the key differentiator between (c) and (d). Weaker answers offered common-sense and/or vague responses or did not understand what was meant by 'material factors' adequately.
- **(e)** Candidates needed to organise their answers into paragraphs and develop each idea fully using theory, studies, examples and/or concepts wherever relevant. They should aim for three points 'for' and three 'against' the claim in the question. There also needed to be a well-focused conclusion that made a supported judgement. Weaker responses presented some undeveloped and/or underdeveloped points and a number of answers made little or no reference to theory or to meritocracy. A number of candidates did not understand what was meant by the term 'private education' or chose not to reference it in their answer, and so failed to answer the question adequately.

## Question 3: Crime, Deviance and Social Control

### Example Candidate Response – high

### Examiner comments

23.	1(a)	Peer group refers to a group of people who fall in the same age group and are often <del>at</del> together and indulge in the same activities. <span style="float: right;">1</span>
		<span style="float: left;">2</span>
23.	1(b)	There are many policing strategies to help reduce crime. The installation of CCTV or closed circuit television cameras helps ensure culprits are caught and more importantly, people are deterred from committing crime. Another method would be to <del>integrate</del> integrate with the community and help ensure that the community <del>is</del> cooperates with the police. This acts as both a deterrent but also helps catch illegal activities. Stop and search policing may also be one way. <span style="float: right;">4</span>
		<span style="float: left;">5</span>
23.	1(c)	White collar crime is treated differently than other crimes. White collar crime refers to <del>a</del> crime committed by the middle class, which usually involves crimes for financial gain i.e. embezzlement, fraud etc. Marxists argue that white collar crime is not punished as severely as the ruling class cares more about private property and its protection rather than such crimes. Marxists argue that they (the ruling class) makes laws that crack down on the violent crimes of the working class more than crimes of the middle class. It is also important to consider that the police may not
		<span style="float: left;">6</span>

- 1 The candidate links peer group with people of the same age.
- 2 The second element of the candidate's answer covers these people doing the same activities. Mark for (a) = 2 out of 2
- 3 The candidate identifies the first point as CCTV (surveillance). This is then described in terms of how it can reduce crime.
- 4 Community policing is the second point made, again, with useful development linking this to deterrence and integration.
- 5 The candidate adds a third point here 'stop and search' with no description. This is not credited as the earlier points made were stronger. If this was not the case, however, then the examiner would have considered this. Mark for (b) = 4 out of 4
- 6 The first point made uses theory really well and talks about differential punishment. This is very well developed through the reference to ruling class law making. Also, great use of sociological concepts here.

Example Candidate Response – high, continued

Examiner comments

	<p>7 even to record white collar crime as they <del>don't</del> know they might not be able to solve it, so they don't report. Often, there are different organisations that deal with white collar crimes, rather than the police i.e. NAB. It is also important to understand that the police catches suspects / criminals based on reports by the victims/witnesses. Often, white collar crimes <del>are</del> victims i.e. <del>a</del> employees within a company may not be aware that they were victims of a crime. It is also important to see how the people involved in crime may pay off the police to let them go or to not include their name in the statistics. Companies may also refrain because it tarnishes their reputation. Credit card companies may continue to deal with white collar crime themselves, rather than involving the police. 10</p> <p>23 10) A lack of opportunity structure in society means children / young adults don't get to their goals or achieve a good status in society. Cloward and Ohlin agreed that there are 3 opportunity structures that promote crime. The first one is criminal structure, this is to say that the child has a role model in society that is a criminal so they follow in their footsteps.</p>
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- 7 The candidate makes a different point here about the police not recording white-collar crimes. This is extensively developed through the ideas that the police might not be able to solve the crime and that other organisations exist to deal with these crimes.
- 8 The candidate makes a third discrete point here; that white-collar crime is often victimless.
- 9 The candidate makes a fourth point here – criminals paying off the police and companies not wanting to tarnish their reputations. This means that white-collar criminals don't feature much in the crime statistics.
- 10 This last point is further development of point two. Mark for (c) = 6 out of 6
- 11 A strong start here with the references to status and the introduction of Cloward and Ohlin's subcultural theory.

Example Candidate Response – high, continued

Examiner comments

to become a criminal: The second one is a conflict structure, where the young adults neither have a legal way to earn status and respect, nor an illegal way, hence to let out their anger and frustration they resort to violent crimes. The third structure is the retreatist model where where children may accept their low rank and become failed. As a way to escape that, they may take up ~~the~~ drugs.

A lack of opportunity may also refer to/ means a lack of way to establish status in society. Children may join youth subcultures / criminal subcultures as an alternative way to earn status and respect of people in society. This also may be important as they can let out their frustration towards the society.

Marginalisation is also important to consider where people do not find an opportunity to let out their frustrations through any legal means i.e. formal organisations, trade unions etc, so in turn they resort to crime to get back at society. Leg and Young incorporated the ideas of relative deprivation and marginalisation to explain high crime in young (continued)

Q3. (d) working class boys that belong to ethnic minorities. 16

- 12 The theory is well developed in terms of how and why crime can be committed.
- 13 Status and youth subcultures are the second point made on how a lack of status can lead to crime.
- 14 The candidate identifies marginalisation as the third distinct point. Lack of opportunities is well linked to crime.
- 15 Great use of an appropriate sociological study here to substantiate the point made and to introduce linking ideas of social class and ethnicity.
- 16 The answer is sociological throughout and really does use theory, concepts, studies and terms well to make and substantiate points made. There is also a real focus on the question. Every point made links to both lack of opportunity and the committing of crime.  
Mark for (d) = 8 out of 8

## Example Candidate Response – high, continued

## Examiner comments

Q3. (e) Criminal behaviour can be explained through multiple ways, including status frustration, inadequate socialisation, subcultures, marginalisation, strain etc.

Inadequate socialisation refers to children not conforming to the values of society that leads to crime. Functionalists argue that this is ~~also~~ common in lone parent families, where there is lack of socialisation so children may turn to crime. Inadequate socialisation is also used to explain the high level of crime in working class boys. They argue that the working class has a ~~distinct~~ distinct set of values that they use of commit crimes. They believe that their values clash with the values of the society and hence their attitude is seen as deviant. The underclass lacks the proper and necessary role models and hence the boys from the underclass lack proper socialisation and may turn to crime as a result. Children are not taught the difference between right and wrong and hence resort to criminal activities that are right in their heads.

On the flip side, it is important to see how other theories explain criminal behaviour. Merton's strain theory suggests that crime is caused when there is a difference between the ~~goals~~ goals of individuals and the reality of their status. As a result of this strain, 5 distinct groups are formed ~~from which~~ which are: innovators, ritualists, retreatists, rebels and conformists. Innovators are the ones considered deviant as they adopt a ~~see~~ secret way to reach their goals. Merton built his ideas on the idea of ~~A Emile~~ Emile Durkheim and the idea of Anomie.

17 The candidate makes the first 'for' point here about functionalism and lone parent families.

18 A second point is made here about the working class and their distinct value set.

19 A very clear section on the underclass and a lack of role modelling. References to Charles Murray would have been a useful addition here.

20 Rather colloquial in the use of the signal phrase 'on the lip side'. A better phrase would be 'alternatively'.

21 Merton's strain theory is well used to evaluate the notion of inadequate socialisation leading to crime.

Example Candidate Response – high, continued

Examiner comments

criminal deviance can also be explained through status frustration as defined at Cohen. He says that people from lower ~~middle class~~ or working class face ~~the~~ inequalities and disadvantages due to their role and status in society, and as a result they react by committing crimes. Relative deprivation also explains crimes, that ~~children may~~ ~~commit~~ people may commit crimes not after releasing their material deprivation rather after jealousy that some one else has more goods than they do. Marginalisation is when there is no legal means to express problems i.e. through trade unions so people resort to crime. Lea and Young used ~~these~~ relative deprivation and marginalisation together.

It is also said ~~that~~ that after groups are labelled they commit more crimes as their master status of criminals helps them perceive themselves as criminals. Howard Becker argues we have 2 values, one we use to justify crime and one that matches ideology of society.

In conclusion, inadequate socialisation doesn't result in crime

- 22 This is the second evaluation point whereby Cohen's theory of status frustration is put to good use.
  - 23 A third evaluation point, different again, is the idea of relative deprivation rather than inadequate socialisation causing crime.
  - 24 The deprivation point is successfully developed with the additional information from Lea and Young and marginalisation.
  - 25 A fourth evaluation point is added here that utilises labelling theory.
  - 26 The conclusion is not sufficiently developed. It is likely that the candidate ran out of time.
  - 27 Most impressive in this essay is the fact that every point made has full or partial development and everything is sociological in focus. Theory, studies, concepts and terms are accurately used and this is rewarded.  
Mark for (e) = 14 out of 15
- Total mark awarded = 34 out of 35**

## How the candidate could have improved their answer

- **(a)** The candidate included two clear elements in their answer which was the requirement. To improve the answer, they could have been clearer about the shared characteristics of a peer group.
- **(b)** The candidate discussed different policing strategies aimed at reducing crime – CCTV (surveillance) and community policing. As these were both developed, 2 marks for each were awarded. The first point, however, could have been improved by more explicit reference to the police – it was borderline whether this would be awarded 1 or 2 marks. The candidate also added a third point at the end – stop and search; there was no problem with this but it wasn't necessary as the question only asked for two.
- **(c)** The candidate showed excellent knowledge of white-collar crimes and how they are treated differently to other crimes. The range of different points made was extensive and these were all developed and well-reasoned. Examples were particularly well used by this candidate and Marxist theory and associated concepts ensured that full marks were awarded. The only thing the candidate could have considered for improvement was using specific white-collar crime cases to act as examples for the points made, e.g. tax evasion.
- **(d)** This was an excellent response that dealt with three different and relevant points in depth. The section on youth subcultures could have been improved with reference to a specific example and to the idea of low status, e.g. Willis and 'the lads' or Marxist studies of the skinheads.
- **(e)** This was an excellent answer, particularly in timed exam conditions. In order to improve it, the candidate could have worked on the development of points in the 'for' section of the essay as this was not as strong as the evaluation. Perhaps more sociological theories could also have been referenced here, e.g. Charles Murray (lone parent families) and Miller (working class values). However, the more important area that needed development was the conclusion. This needed to sum up the arguments made and make a reasoned judgement on whether inadequate socialisation does cause crime.

Example Candidate Response – middle

Examiner comments

3	(a)	The peer group is a group of friends. <sup>1</sup> people of the same age group, that one identifies himself with, and that one does his activities with. <sup>2</sup>
3	(b)	Policing strategies <del>are</del> pertain to the methods adopted by the police to carry out their functions. One policing strategy is imprisonment, that is, when a person is confined in <sup>3</sup> a closed area, in order to take away the freedom that normal people outside prison enjoys. Another strategy is 'tagging', where people <sup>4</sup> are tagged and their activities are closely watched to ensure they do not indulge in criminal activities.
3	(c)	White-collar crimes are the crimes committed by the middle-class people who have the <sup>relevant</sup> occupations, <sup>5</sup> in order for financial gain, for example, fraud, embezzlement, identity theft.  Usually, white-collar crimes are not reported, as the victims may not have an idea that they <sup>6</sup> were subjected to it. Sometimes victims may not report it as they may see reporting it as a waste of time as they think the police might not be able to catch the offender. In some cases, the people may <del>not</del> report <del>it</del> <del>as</del> report other crimes, but not white-collar crimes, as they may <del>the</del> fear having to face the loss themselves as well. For example, a company head would <del>face</del> deal with a corrupt employee <del>it</del> himself / herself by terminating him / her from the job, rather than involving the police as doing that <sup>7</sup>

- <sup>1</sup> The first creditable element is the reference to a peer group being a group of friends.
- <sup>2</sup> The candidate includes various additional pieces of information to ensure they score the second mark available, e.g. 'same age group', 'identifies himself with' and 'does activities with'. Mark for (a) = 2 out of 2
- <sup>3</sup> The question asks specifically about police strategies and thus imprisonment cannot be credited here as the description is wholly generic and not related to the police specifically.
- <sup>4</sup> Similarly, 'tagging' is not a police specific strategy and therefore is not credited. Both points are more about sentencing/control than police strategies to reduce crime. Mark for (b) = 0 out of 4
- <sup>5</sup> The first paragraph indicates that the candidate knows what white-collar crime is but is not answering the question. An introduction such as this is not necessary.
- <sup>6</sup> Here is the first credited point, that white-collar crimes are not reported. The section below then goes on to describe how this works, e.g. reporting perceived as a waste of time.
- <sup>7</sup> Dealing with matters 'in-house' is the second credited point.



Example Candidate Response – middle, continued

Examiner comments

		<p>may harm the <del>company's</del> company's reputation. Where activities like vandalism or other criminal offences would be taken seriously, <del>the</del> white collar crimes are less likely to be reported and the offenders charged and convicted.</p>
3	(d)	<p>According to Merton's theory of the reasons of crime, a lack of opportunity may lead to crime. The society sets goals for <del>the</del> individuals, mainly associated with material success, like a good job, a luxurious lifestyle, high status, and so on. People start to <del>desire</del> <del>for</del> desire these things, and aim to achieve them. <del>But</del></p> <p>However, the ways <sup>that</sup> the society considers right to achieve this success may not be functional for everyone. <del>The conformists continue</del>. While the conformists and ritualists continue to follow the lawful means of living, the innovators may find their own ways to achieve the success, including deviant measures. The retreatists may be pulled back by failure and they may indulge in drugs and other self-destructive lifestyles, <del>or</del> excluding themselves from the mainstream society, and the rebels may reject the society's goals, set their own goals and their own ways to <del>set</del> attain them, which may be against the law. All these are basically people who may lack the opportunities, and some of them will <del>not</del> still be desperate for achieving the <del>society's</del> society's goals, and do it using deviant/criminal means, for example, through theft, corruption, etc.</p>

- 8 The candidate's answer does not make it explicitly clear whether these are two distinct points. Benefit of the doubt is given as there is a clear line of argument about reporting being a waste of time plus companies dealing with white-collar crimes themselves. Mark for (c) = 4 out of 6
- 9 A good start to the answer here with the early introduction of Merton's theory and its links to lack of opportunity.
- 10 In this paragraph the candidate shows good understanding of Merton's theory, but it is rather descriptive.
- 11 This is a more in-depth discussion of Merton's theory, although it is descriptive in tone.
- 12 Up to this point, the only explanation considered by the candidate (albeit in a great deal of detail) is Merton's.

Example Candidate Response – middle, continued

Examiner comments

	13	<p>According to research, the upper class / ruling class has much more opportunities to be successful than the working class. If <del>at</del> two people, for example, want to become doctors, or engineers, for that matter, and one belongs to the ruling class while the other belongs to the underclass / working class, the one from the <del>social</del> lower class will have less educational opportunities and contacts to get the desired post, while the case is the opposite with the one who is from the ruling class. 14</p>
3	(e)	<p>Sociologists have offered a wide range of reasons and explanations as to why people commit crimes. These go from poverty to portraying masculinity, and so on.</p>
	15	<p>Inadequate socialisation refers to when the parents / family has not properly taught the children about what is acceptable in society and what will be seen as deviant or punishable. In lone-parent families where mothers are the heads, boys may not have a father figure to look up to so they can learn how males should behave correctly. This may lead to the peers taking the most dominant position, and influencing the person in a negative way, encouraging criminal activity.</p>
		<p>Or, if there is some criminal in the family, the children may idealise him and <del>not</del> 16 adapt the wrong values.</p>

- 13 Here, the candidate makes a different second point, that of social class.
- 14 This is a good explanation of how the different social classes have very different opportunities but unfortunately no links are made to why this may lead to crime. This is therefore credited as a partial point. Mark for (d) = 5 out of 8
- 15 The first 'for' point discusses in some detail the idea that lone-parent families may be associated with crime due to inadequate socialisation processes. The work of Charles Murray could be referenced here to substantiate the point.
- 16 The second 'for' point is not as strong as the first. It is rather vague and not well developed. Even if the candidate could not think of an appropriate study or theory to substantiate the point made, discussion of role modelling and/or giving some examples would be good practice.

Example Candidate Response – middle, continued

Examiner comments

On the other hand, there is a wide diversity of explanations to crime. ~~the~~ One thing is material deprivation, when a person may be deprived of basic ~~needs~~ necessities like ~~enough~~ adequate food or clean water, and would not have the welfare state in the country, thus may have no options left other than fraud/theft to gain money. Furthermore, another reason is 'relative' deprivation, where people may feel relatively deprived than others, and in the hope of achieving ~~to~~ what the other person has, may ~~do~~ commit crime.

Status frustration, as suggested by Cohen, is another reason for crime. This is when people lack status in society, maybe due to poverty, and may end up doing crime to gain status when ~~legitimate~~ legitimate means are unsuccessful. To help their feeling of marginalisation and social exclusion they may commit crime.

~~Becker~~ Howard <sup>Becker</sup> gave another the labelling theory, where some people were labelled as criminals due to ~~the~~ on the basis of their ethnicity, ~~or~~ class, gender, or class, and that 'criminal' would become their master status, ~~to~~ reducing opportunities for them and then involving them in a self-fulfilling prophecy, by maybe joining a gang.

Some people, ~~part~~ men tend to do crime to impress peers, like shoplifting, even if they

- 17 A good 'against' point to lead with here with the concept of material deprivation and how this, rather than inadequate socialisation, can lead to crime.
- 18 Despite the candidate's use of the word 'furthermore', this section on relative deprivation was all credited alongside the point on deprivation and used to strengthen its development.
- 19 Cohen's theory of status frustration makes a good second evaluation point and is well discussed here as an explanation for crime.
- 20 The third evaluation point makes good use of Becker's labelling theory as a viable explanation for crime. The inclusion of linked concepts worked particularly well.

Example Candidate Response – middle, continued	Examiner comments
<p>don't need the money, just for the thrill and <del>get on</del> adrenaline <del>of</del> boots, to show their <sup>21</sup> masculinity, assertiveness, as society socialises the male gender as 'macho'. Some people may commit crime <del>to</del> as a form of reprisal against the capitalist system of the <del>the</del> bourgeoisie.</p>	<p><b>21</b> Finally, the last evaluation point considers masculinity as a reason for crime through peer pressure, living up to the 'macho' stereotype and the thrills. Again, this is wholly sociological in focus.</p>
<p><del>for</del> <sup>22</sup> Considering all these factors, I believe 'inadequate socialisation is only one <del>reason</del> <sup>major</sup> reason for criminal behaviour. There is a range of other factors that <del>can</del> lead to crime', as sociologists like 'Cohen, Merton, and Howard <del>Roberts</del> have suggested. <sup>23</sup></p>	<p><b>22</b> A good conclusion with some development and sense of a judgement being made brings the essay to a close.</p>
	<p><b>23</b> Despite the imbalance between the range and development of the 'for' and 'against' arguments in this essay, what is impressive is the sociological focus and use of theory and concepts throughout. Mark for (e) = 11 out of 15</p> <p><b>Total mark awarded = 22 out of 35</b></p>

### How the candidate could have improved their answer

- **(a)** The candidate covered more than two distinct elements in the definition that were accurately linked to the peer group.
- **(b)** The candidate described imprisonment and tagging in a generic way rather than focusing on specific police strategies used to reduce crime. There needed to be much more focus on the wording of the question here. Policing strategies feature as a discrete point in the syllabus and therefore answers that related to the police were expected, e.g. arrest, stop and search, targeting, surveillance, etc.
- **(c)** There was an insufficient range of points made in this answer; the candidate needed to include three different ideas. However, the two credited (not being reported and dealt with 'in-house') were done quite well. The candidate should have signalled them as different points, e.g. 'My second point is...'. More use of explicit sociological concepts/terms/theory would also have improved the answer's quality.
- **(d)** The candidate has not made distinct points in their answer and this has led to a lack of range overall. The Merton section was excellent (if somewhat descriptive) but it was impossible for the examiner to credit it as anything other than one very well-developed point. The second point on social class was also credited but did not fully develop itself as it did not discuss the committing of crime. The candidate needed more focus on the specific wording of the question.
- **(e)** The 'for' side of the argument was not as strong as the 'against'. There were only two points made and the second was very brief and rather vague. The candidate needed to balance their discussion out better in order to improve as this prevented them scoring in the top band. The use of sociology that ran throughout the essay, however, ensured that the candidate scored in the top half of Band 3.

Example Candidate Response – low

Examiner comments

3	a)	The term 'Peer group' in simple words, means a group of people whom are deemed as in a relationship (friendly or intimate)	1
3	a)	with an individual.	
3	b)	There are many strategies to police use in which is the aims to reduce crime, for example telephone surveillance, where the police can track calls and record them. Another policing strategy that aims to reduce crime is CCTV surveillance on sides of roads and traffic stops.	2, 3
3	c)	White collar crime is not known as the biggest or worst crime. And it is treated differently from the other crimes for the same reason because white collar crimes are non-violent crimes. Such as, Bribery, frauds, lies etc. It is treated differently because it is not harmful for other people, but the person doing such things get charged with community services or have to pay fine.	4, 5
3	d)	Some people who don't have the opportunity to prosper in social institutions like education and schools which makes them feel as if they were not given any opportunities to be successful. Their way to revolt against the 'unjust system' is to do crime.	6

1 No marks are awarded for this definition because of the error made by the candidate who claimed that it was about 'people deemed in a relationship'. This is incorrect; therefore, benefit of the doubt was not given for the reference to 'friendly', particularly because it was combined with 'or intimate'.

Mark for (a) = 0 out of 2

2 Surveillance is accurately identified as a police strategy and the examples provided (tracking phone calls and CCTV) develop this.

3 Both points are about police surveillance and are credited as one developed point.

Mark for (b) = 2 out of 4

4 The first point recognises that white-collar crimes are perceived to be less serious than other kinds of crimes.

5 The development of the point is the list of examples as well as the recognition that it's lack of physical harm is the reason for it being treated differently. Implicit reference is also made to lesser sentencing at the end of the answer.

Mark for (c) = 2 out of 6

6 The first point links lack of opportunity to education with some development. However, it is quite simplistic and there is little sociological engagement here.

Example Candidate Response – low, continued

Examiner comments

		Some people are also too busy to be <del>they</del> even <del>to</del> even given a chance to do crime	
		People of the working class do crimes most commonly because their lack of opportunities <del>put</del> put them in	
	7	a low social status. Due to which they rebel against the system.	
8	ad		
3	e)	Inadequate socialisation is when a person has not been socialised properly when they were younger.	
		Inadequate socialisation occurs when one of the main agencies of socialisation were	
3	e)	not there during the a child's main learning <del>period</del> period.	8
		The main agencies of socialisation are the family, education, the media, and peer groups as well as the workplace.	
		The family teaches a child primary socialisation, how to eat, and talk. Education teaches children how to act formally and how to act as expected of them. The media is	
	9	one of the most common places children go to and the majority of the things they see can influence them. Peer groups <del>and the workplace</del> teaches people how to act in different groups.	

- 7 A second point is made here about low social status. However, this is only stated; there is no development or explanation relating to this.  
Mark for (d) = 3 out of 8
- 8 Here, the candidate begins to make a relevant point on socialisation.
- 9 This paragraph is not useful in terms of answering the question as it is wholly descriptive and does not link any of the agencies of socialisation with crime.

Example Candidate Response – low, continued

Examiner comments

If a child is not brought up without ~~off~~ ~~of~~ one of the agencies of socialisation they ~~won't~~ ~~won't~~ ~~won't~~ properly know the norms and values of society. 10

People who were ~~inadequately~~ inadequately socialised are often easily led to crime and deviance. 11

3 e) 12 In Conclusion, Inadequate socialisation ~~so~~ occurs when a child is grown up without one of the main agencies of socialisation which causes them ~~to~~ ~~to~~ not to properly understand the norms and values of society. Due to this it is ~~likely~~ ~~likely~~ ~~likely~~ ~~likely~~ easier or more ~~some~~ common for them to commit a crime. 13 14

10 This is another indication of a relevant point and the use of norms and values makes this sociological in tone.

11 This point is merely stated. There is no substantiation or explanation.

12 As the candidate moves on to end the conclusion section, it becomes apparent that this is not an essay. There is no evidence to suggest that inadequate socialisation is not a reason for crime has been presented.

13 Rather than being a conclusion, this section merely repeats what the candidate has previously said.

14 The answer is simplistic and common-sense in tone throughout with few relevant ideas presented. Mark for (e) = 2 out of 15

**Total mark awarded = 9 out of 35**

## How the candidate could have improved their answer

- **(a)** The candidate did not have an accurate enough definition of a peer group and was not awarded any marks for this question. To improve, they needed to ensure that all key terms from the syllabus were learnt.
- **(b)** Despite the candidate having claimed that 'there are many strategies...', everything written about here was the same core point – surveillance. Examples were included which helped to develop that point but a different police strategy needed to be discussed.
- **(c)** The credited point linked white-collar crime to it not being seen as the worst kind of crime because it is not violent or perceived to be harmful to others. There were no other points provided and, thus, the candidate could not score more than 2 marks. More reasons needed to be given, evidenced and explained.
- **(d)** The candidate made two different points in the answer – education and status. However, there needed to be more development and explanation of both in terms of how the lack of opportunity could manifest itself as crime. The second point was only stated; no explanation was given.
- **(e)** The candidate needed greater focus upon the question in order to improve their mark here. The candidate simply described agencies of socialisation rather than focusing upon how inadequate socialisation could lead to crime. Very little sociological knowledge and understanding was evident in the response. There were also no 'against' points discussed or considered.

## Common mistakes candidates made in this question

- **(a)** Candidates needed to include two separate elements in their definition. Examples were a useful way of adding a second element to an answer and are thus to be encouraged. The majority of candidates scored at least 1 mark here but often needed more detail to be awarded the 2 marks available.
- **(b)** This part of the question needed two distinctly different points – candidates should separate these and label them clearly. Some answers were insufficiently developed, so the candidate was unable to achieve full marks even although it was evident that they possessed some relevant knowledge.
- **(c)** Candidates needed to make sure there were more than two sociological points made, evidenced and developed. Whilst many of the responses offered developed points, the weaker ones were somewhat general in their focus on 'white-collar crime' and didn't adequately focus on the 'how' part of the question. This reduced the number of marks that could be awarded.
- **(d)** Candidates should adopt the same approach as for (c) but develop ideas further, consider more range and ensure concepts/theory/studies are used appropriately. Concepts and explicit sociological engagement tended to be the key differentiator between (c) and (d). Weaker answers offered common-sense information with limited sociological engagement. There was often only implicit focus on a 'lack of opportunity' leading to crime and sociological theories and explanations were not engaged with adequately.
- **(e)** Candidates needed to organise their answers into paragraphs and develop each idea fully using theory, studies, examples and/or concepts wherever relevant. They should aim for three points 'for' and three 'against' the claim in the question. There also needed to be a well-focused conclusion that made a supported judgement. A number of answers offered general and less sociologically engaged responses to the question.



## Question 4: Media

### Example Candidate Response – high

(4)	a)	When certain groups are under-represented in the media and never appear or are rarely talked about, e.g. ethnic minorities.
	b)	Violence may lead to desensitization where too much violence causes the viewers to not have the same <del>lose</del> <sup>killings</sup> sense of shock to guns, blood, <del>guns</del> <sup>and other</sup> violent acts. Violence in the media can alternatively also bring about a shared opinion in society where people collectively reprimand deviant acts. This is probable when the media is trying to portray violence as bad.
	c)	The working class have often been under-represented in the media. Not much media / television was made to be watched by them. In modern, pluralist times many sitcoms <del>are</del> have working class people as their main characters. These usually take place in closed environments with little interaction with other social-classes, however they are shown in good light: hardworking.

### Examiner comments

- 1 A good definition is provided here with reference to under-representation and not appearing or being rarely talked about.
- 2 The example is a pertinent one and adds further support to the definition provided. Mark for (a) = 2 out of 2
- 3 The first point identified is desensitisation (good use of a sociological term here) and this is then described with relevant examples.
- 4 This second point is an unusual one but was credited by the examiner. The idea that a collective societal response to deviance being portrayed as bad can lead to more reprimands for criminal behaviour is relevant and was therefore rewarded. This is a good example of an answer that falls into the 'other reasonable response' category in the mark scheme. Mark for (b) = 4 out of 4
- 5 The first creditable point is the idea of the working class being under-represented in the media. However, this point is not developed.
- 6 There's a hint of an idea about the working class being shown as hard working but it is mixed in with other ideas, making it difficult to follow. Again, there is no evidence or development for this point and it is common-sense rather than sociological in focus.

Example Candidate Response – high, continued

Examiner comments

Alternatively they may be shown as bad. For example a working class person trying to gain more money may be shown to be greedy while a middle-class person partaking in white collar crime may be ~~seen~~ shown as smart.

7

Homer from the Simpsons is shown as an interesting funny, entertaining working class character, but he is in no way an idol for anyone.

8

d) The digital divide refers to the deprivation of modern technology among the poor. This is a growing problem among poverty ridden areas and developing countries.

9

This divide can be explained by the rapid development in new technology, ~~as~~ with new and improved products every year. This rapid development can explain how people are unable to keep up with the times. This is especially present in the older generations where the old are unable to adapt to new technology and change their lifestyles. e.g. switching to online newspaper. This effect is due to the generation-gap where the youth of today was basically born into new media and technology and understands it perfectly.

10

An effect of a surge of development is increased prices, where ~~even~~ people cannot afford new products such as ~~last~~ personal laptops. Thus a student may be forced to do research at a library while others do at home.

11

12

7 The third point made is that the working class are shown negatively. There is a little discussion of this but it is not sociological in focus.

8 It is not really clear what point the candidate is making here. Mark for (c) = 3 out of 6

9 A point about affordability is introduced here but, at this stage, nothing further is done with it by the candidate.

10 A good point is now introduced about the fast-changing nature of digital technology and the problems this can cause older people. This is well explained and uses good examples (such as online newspaper revolution). Alongside this is a sociological tone to the discussion, through use of concepts such as the generation gap.

11 Here, the candidate returns to a point about cost and availability to the poor.

12 The use of specific examples in this answer is really good. The contrast between the student working in the library 'vs' flexible, online home study is well made. Mark for (d) = 5 out of 8

Example Candidate Response – high, continued

Examiner comments

<p>13</p>	<p>e) According to the Marxist view of media there are only a few massive companies known as conglomerates that dominate the media. They argue that these companies and their many branches protect the hegemonic and dominant ideology of the ruling class. They agree to propoganda – e.g: Nazi Germany, Walt Disney in World War 2 and through their methods ensure that no radical changes take place in society and no one questions the bourgeoisie.</p> <p>14</p>
<p>15</p>	<p>It is true that at the moment most of the media is controlled by companies like Hollywood and Walt Disney and they appeal to a huge audience. There is also proof that media can have a large effect on its audience – both the hypodermic syringe, model and cultural effects propose the same. Media companies, especially private ones often have strong views on matters like political and their bias can distort the view of the audience.</p> <p>16</p>

- 13 A great start to the essay, getting straight into the Marxist view of the media being owned by only a few large companies. Also, good use of sociological terms and concepts are made.
- 14 This is a pertinent example to substantiate the first Marxist point.
- 15 The second point made by the candidate makes good use of appropriate media effects theories.
- 16 In this second point, a clear link is made to how the media can influence the views of the audience through its bias and distortion.

Example Candidate Response – high, continued

Examiner comments

In the past there have been instances when the media was able to alter the votes through its influence. Since parties give their media representation great importance the media influence is largely present. And since it is the politicians that decide laws, the media can act to ensure no radical changes are made. Laws made by the ruling class also apply to media.

Marxists point out that advertising is so effective only because media has a strong effect on its viewers.

Both pluralists and post-modernists criticize the Marxist view of media for ignoring the effect that the audience have on the media.

Pluralists argue that the media exists to serve the audience's needs and is a representation of their views. So whatever is on television is a reflection of what the audience want, otherwise media would not survive. Similarly for this reason pluralists argue that there are many more media companies that narrow-cast media to a small audience such as ethnic minorities and are able to co-exist.

Post modernists decline the hypodermic syringe model and argue that it undermines the interactions people have as a response to media.

- 17 The candidate makes a third point which does have some overlap with what has been said earlier but is expanded to introduce the notion that the media can be used to maintain the 'status quo' for the powerful and suppress radical views.
- 18 Whilst a relevant point could have been made about advertising, the candidate does not take the opportunity.
- 19 A clear signalling paragraph here indicates that the answer is now moving into its evaluation phase.
- 20 Pluralist theory is introduced to begin the evaluation of Marxism. This maintains the strong sociological feel to this piece of extended writing.
- 21 Narrowcasting is a great example that challenges the Marxist view of the media and is well linked to pluralism here. An example could also have been added to really substantiate the point made.
- 22 The next evaluation point uses a different theory, Postmodernism, to challenge the Marxist views. However, this is not very well developed.

## Example Candidate Response – high, continued

## Examiner comments

23	<p>The uses and gratification model states that media serves many purposes. It entertains, informs <sup>and</sup> gives a sense of companionship to some. Marxists fail to recognize these aspects and portray the media as a all powerful thing, which is also not the case, as control lies with the people. Citizen journalism and personal blogs give greater power than ever to the average person.</p>
24	<p>Therefore, I conclude that even though the Marxist view proposes some very interesting theories it fails to explain other aspects that <sup>are</sup> explained pluralism, which applies more convincingly to a post-modern world.</p>

23 This is a very strong point and paragraph that makes great use of both media theory (uses and gratifications) alongside sociological concepts (citizen journalism, power). These are directly used to challenge Marxist assumptions.

24 A reasonable conclusion is provided to end the essay that begins to make a judgement on the views the candidate has expressed. It is quite vague in places and could have been more convincing in its application to the 'To what extent...' aspect of the question.  
Mark for (e) = 13 out of 15

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

## How the candidate could have improved their answer

- (a) The candidate included two clear elements in their answer which was the requirement. To improve the answer, they could have been clearer about the shared characteristics of a peer group.
- (b) The candidate discussed different policing strategies aimed at reducing crime – CCTV (surveillance) and community policing. As these were both developed, 2 marks for each were awarded. The first point, however, could have been improved by more explicit reference to the police – it was borderline whether this would score 1 or 2 marks. The candidate also added a third point at the end – stop and search; there was no problem with this but it wasn't necessary as the question only asked for two.
- (c) The candidate showed excellent knowledge of white-collar crimes and how they are treated differently to other crimes. The range of different points made was extensive and these were all developed and well-reasoned. Examples were particularly well used by this candidate and Marxist theory and associated concepts ensured that full marks were awarded. The only thing the candidate could have considered for improvement was using specific white-collar crime cases to act as examples for the points made, e.g. tax evasion.
- (d) This was an excellent response that dealt with three different and relevant points in depth. The section on youth subcultures could have been improved with reference to a specific example and to the idea of low status, e.g. Willis and 'the lads' or Marxist studies of the skinheads.
- (e) This was an excellent answer, particularly in timed exam conditions. In order to improve it, the candidate could have worked on the development of points in the 'for' section of the essay as this was not as strong as the evaluation. Perhaps more sociological theories could have been referenced here too, e.g. Charles Murray (lone parent families) and Miller (working class values). However, the more important area that needed development was the conclusion. This needed to sum up the arguments made and make a reasoned judgement on whether inadequate socialisation does cause crime.

Example Candidate Response – middle

Examiner comments

4	a	The term invisibility refers to not showing up <sup>inferior</sup> and remaining hidden at the back of eyes. This case is mostly happen with ethnic minorities and females who are not shown as a part of <del>socet</del> society and lesser from everybody else.
4	b	Whatever media shows is considered cool and it also reaches many eyes. So showing violence on media in a cool way encourages the young children and youth to be violent as it looks cool. So the presentation of violence in media influence violence in society. Also in media violence is considered as strength. So the one who is strong can do anything and if somebody try to stop she/he will use violence as weapon and become superior from others and by this representation violence is influenced in society.
4	c	Working class is a level of status in society where people work for others and earn money to make a living. And this social class is considered as the most lowest social class. And it is represented very less

- 1 The 'at the back of the eyes' comment, is a good definition of invisibility.
- 2 Ethnic minorities and females are both good examples to use to support the definition and are duly rewarded.  
Mark for (a) = 2 out of 2
- 3 We can see the identified point is portraying violence in the media as cool.
- 4 The 'cool' point is then partially developed and linked to how this can influence levels of violence in society. It is not particularly sociological in focus, however, and would benefit from an example.
- 5 This second point is not clear at all but hints that violence in the media can be associated with strength. This coupled with the partially developed first point is enough for 2 marks to be awarded.  
Mark for (b) = 0 out of 4
- 6 This introduction is not necessary and does not gain the candidate any marks as it is not answering the question.

## Example Candidate Response – middle, continued

## Examiner comments

		<p>on media but when ever it is shown it is always giving a negative image about working class. They are mostly shown inferior and these problems are shown as not every important and to keep them living in that these problems and never level up. In movies working class is always shown as a dirty people who are struggling for making money and live. In movies now the working class problems are always neglected and never given a vote voice to improve them. Thus showing them representing them as helpless, inferior and people with full of problems.</p>
4	d	<p>Digital divide is a division among people who cannot earn and cannot afford digital appliances mainly media. This division exist because there is still people who are poor and who cannot afford these <sup>expensive</sup> rather than food expenses and make a living. This is all because nobody help them out to get out of their problems and try to live with the standards of society. Also not very much focus is provided to these <del>the</del> people and finishing this digital division. Many governments</p>

- 7 The first point is made here about negative representations being shown as inferior.
- 8 Another point is made here, again focusing on a negative representation. It considers how the working class can be portrayed as dirty and as struggling.
- 9 The point is made about the working class being shown as unable to help themselves escape from their problems.
- 10 The answer makes three different points (with some overlap) but the development of these is partial and there is a lack of sociological engagement and terminology throughout. Mark for (c) = 4 out of 6
- 11 A valid point is made here about there being a digital divide because of economic inequalities.
- 12 Unfortunately, this part of the answer moves into areas that are not focused on the question. The tone becomes very common-sense.

Example Candidate Response – middle, continued

Examiner comments

have tried to help these people through loans, funds, free educational, health and other facilities. And this aid did work for a little time and some people took a great advantage of this help but as these efforts also went to waste. Because until or unless these poor people won't try to help themselves out, grow, level up and raise their living standards this digital division will keep existing.

4 Marxist view media as an approach of the rich class to keep working class suppressed under their pressure of their wealth and force. Marxist says that media is being used by the upper rich class to hide their reality and present what they want to people to believe about. According to Marxist they media keep providing ~~entire~~ entertainment, instead of useful stuff such as documentaries or these programmes which can better the life and shows world to people. This entertainment is provided to give instant gratification to people and they stay unaware of the real world and issues, probably an approach of rich class to keep

- 13 The discussion here of Government schemes that helped to close the economic gap is not relevant to the question and is not credited.
- 14 The answer has moved into description and no longer answers the question. It is only point one at the beginning that is relevant and creditable.  
Mark for (d) = 5 out of 8
- 15 The candidate makes a good first point here about the media being used to support the higher classes in disseminating their distorted ideologies.
- 16 Nice use of a relevant concept here (instant gratification) linked appropriately to the working class and their media consumption.



## Example Candidate Response – middle, continued

## Examiner comments

working class ~~and~~ engaged in entertainment and never let them to focus on themselves and raise competition for rich class. Marxist also says that media is also being used as a propoganda of hiding truth from people and showing them only the goods and hiding bad from them. As media is only source of some people to stay connected to the world so they believe whatever is shown on media and also media represents things in such a way that people believe that this is the only truth and other things are wrong. Also according to Marxist media shows working class as inferior from others so that they donot get focus from others and also the problems of working class are not pointed out on media as an approach of upper class so that that they donot get any betterment and become a competition to them. So the marxist perspective is quite correct because it is ~~quite~~ actually based on reality. As things are being kept hidden from people and propoganda do took place and working class needs and problems are being neglected many times on media.

17 The Marxist idea of propoganda in the media is introduced and discussed.

18 Whilst the points made are true, the candidate needs examples or evidence to substantiate them as they are a bit vague.

19 The Marxist idea of suppressing the working class to reduce competition for privileges in society is further discussed here, picked up on from earlier in the essay.

20 This last section takes the form of a conclusion as it attempts to address the question. However, this has limited success because there have been no opposing views presented within the essay. The only theory considered and discussed has been Marxism. It is, therefore, a one-sided response. Mark for (e) = 11 out of 15

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

## How the candidate could have improved their answer

- **(a)** The candidate covered more than two distinct elements in the definition that were accurately linked to the peer group.
- **(b)** The candidate described imprisonment and tagging in a generic way rather than focusing on specific police strategies used to reduce crime. There needed to be much more focus on the wording of the question here. Policing strategies feature as a discrete point in the syllabus and therefore answers that related to the police were expected, e.g. arrest, stop and search, targeting, surveillance, etc.
- **(c)** There was an insufficient range of points made in this answer; the candidate needed to include three different ideas. However, the two credited (not being reported and dealt with 'in-house') were done quite well. The candidate should have signalled them as different points, e.g. 'My second point is...'. More use of explicit sociological concepts/terms/theory would also have improved the answer's quality.
- **(d)** The candidate has not made distinct points in their answer and this has led to a lack of range overall. The Merton section was excellent (if somewhat descriptive) but it was impossible for the examiner to credit it as anything other than one very well-developed point. The second point on social class was credited also but did not fully develop itself as it did not discuss the committing of crime. The candidate needed more focus on the specific wording of the question here.
- **(e)** The 'for' side of the argument was not as strong as the 'against'. There were only two points made and the second was very brief and rather vague. The candidate needed to balance their discussion out better in order to improve as this prevented them scoring in the top band. The use of sociology that ran throughout the essay, however, ensured that the candidate scored in the top half of Band 3.

Example Candidate Response – low

Examiner comments

Q4	(a)	Not giving much attention or lack of <sup>rights of a</sup> <del>attention</del> social group 1
	(b)	Negative effects on individual; digital division. 2
	(c)	Working class are known as wage slave <del>as a m</del> 3 Marxist would say, media not only represent working class in a bad way but also makes them a target of violence in society due to their bad image, working class 4 mostly shown as poor, and unstable, the media usually makes the working class the criminal and makes the victim of the internet socialist and <del>are</del> the other members of the society 5
	(d)	Digital divide means the different <del>parts</del> divisions on the digital world, due to the different views of the different social groups, some support the working class and blames the media, while some support the media 6 and change their perspective of reality. Digital divide exists because media exists, media shows different types of news for all kind of social group. Media talks in the favour of ethnic minorities and women's social groups while on the other hand makes the working class or poor.

1 'Not giving much attention to' is enough here for a partial definition (1 mark). There is no further second example provided and there is a sense of vagueness to the answer, meaning that this would not count as a 'clear definition' (as per the mark scheme).  
Mark for (a) = 0 out of 2

2 This response does not demonstrate any understanding of how violence in the media can cause violence in society and was not awarded any marks.  
Mark for (b) = 2 out of 4

3 A good start is made with the link to Marxist theory and the recognition of the working class being portrayed as 'wage slaves'. However, this is merely stated. No evidence or discussion of the point is provided at all.

4 A second point is made that the working class are shown to be bad and poor. Again, this is not developed.

5 Finally, the candidate asserts that the working class are represented as criminals. This is again just stated as fact.  
Mark for (c) = 2 out of 6

6 This is all very confused and does not explain why there is a digital divide.

Example Candidate Response – low, continued

Examiner comments

7 a target of the monopoly, which influence the violence in the society. Violence in society are mostly caused by the media. Digital divide exists to keep a balance on different social groups.

8 Marxists blames the capitalist as the owner of wealth, power, ~~and~~ which uses working class as wage slaves. A Marxist ~~also~~ view the ~~the~~ media as in favour of the capitalist and agree that media only shows the negative side of the poor and working class. Marxist believes that the capitalist are pulling the strings of the media, controlling how media works and make the middle and the working class a target of the crime, such acts influence the young about some motivat them to commit crime. Marxist believes if there is no capitalism, there is no working class, if there is no working class, there is no chance to influence youngsters to commit crime and violence for their needs, ~~as~~ A Marxist ~~only~~ believe, the media is the only ~~thing~~ portraying working class as the culprit showing or making the negative side of the working class. The media influence the working class to do violence in society. Many social groups have a different perspective of media and it's work. Marxist speaks in the favour of the working class and they think capitalism made the media work how they want and portray the working class, Marxist blames the media for creating violence in the first place and ~~is~~ making working class a victim. Media can do, say or portray what they want. Media mostly change the perspective of different social groups such as pluralist, marxist, women, ethnic minorities, changes the perspective about each other into consensus of int's major conflict discussion and decisions.

- 7 As the answer progresses, it becomes increasingly apparent that the candidate does not understand what this concept means or why it has come about. There is nothing in the answer that the examiner can credit. Mark for (d) = 3 out of 8
- 8 The candidate produces one paragraph which lacks clear structure and which makes it difficult to determine where different points begin and end.
- 9 There is a creditable point made here about the media being in favour of the capitalist.
- 10 In this section of the response, the candidate starts to develop the idea of the media favouring higher social classes. However, it is a little confused.
- 11 The answer is starting to lose focus.
- 12 This section of the essay is very confused and indicates that the candidate does not have a good grasp of Marxist views of the media.
- 13 There is no consideration of alternative views to Marxism. Therefore, the essay is one-sided. The level of repetition and confusion indicates that this is limited knowledge. Mark for (e) = 2 out of 15

**Total mark awarded = 9 out of 35**

## How the candidate could have improved their answer

- **(a)** The candidate did not have an accurate enough definition of a peer group and was not awarded any marks for this question. To improve, they needed to ensure that all key terms from the syllabus were learnt.
- **(b)** Despite the candidate having claimed that 'there are many strategies...', everything written about here was the same core point – surveillance. Examples were included which helped to develop that point but a different police strategy needed to be discussed.
- **(c)** The credited point linked white-collar crime to it not being seen as the worst kind of crime because it is not violent or perceived to be harmful to others. There were no other points provided and thus the candidate could not score more than 2 marks – more reasons needed to be given, evidenced and explained.
- **(d)** The candidate made two different points in the answer – education and status. However, there needed to be more development and explanation of both in terms of how the lack of opportunity could manifest itself as crime. The second point was only stated, no explanation.
- **(e)** The candidate needed greater focus upon the question in order to improve their mark here. The candidate simply described agencies of socialisation rather than focusing upon how inadequate socialisation could lead to crime. Very little sociological knowledge and understanding was evident in the response. There were also no 'against' points discussed or considered.

## Common mistakes candidates made in this question

- **(a)** Candidates needed to include two separate elements in their definition. Examples were a useful way of adding a second element to an answer and are thus to be encouraged. The majority of candidates scored at least 1 mark here but often needed more detail to get the 2 marks available.
- **(b)** In this part of the question, candidates needed two distinctly different points – candidates should separate these and label them clearly. Some answers were insufficiently developed, so the candidate was unable to achieve full marks even although it was evident that they possessed some relevant knowledge.
- **(c)** Candidates needed to make sure there were more than two sociological points made, evidenced and developed. Whilst many of the responses offered developed points, the weaker ones were somewhat general in their focus on 'white-collar crime' and didn't adequately focus on the 'how' part of the question. This reduced the number of marks that could be awarded.
- **(d)** Candidates should adopt the same approach as for (c) but develop ideas further, consider more range and ensure concepts/theory/studies are used appropriately. Concepts and explicit sociological engagement tended to be the key differentiator between (c) and (d). Weaker answers offered common-sense information with limited sociological engagement. There was often only implicit focus on a 'lack of opportunity' leading to crime and sociological theories and explanations were not engaged with adequately.
- **(e)** Candidates needed to organise their answers into paragraphs and develop each idea fully using theory, studies, examples and/or concepts wherever relevant. They should aim for three points 'for' and three 'against' the claim in the question. There also needed to be a well-focused conclusion that made a supported judgement. A number of answers offered general and less sociologically engaged responses to the question.

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