www.dynamicpapers.com

SOCIOLOGY

Paper 9699/11

Principles and Methods 1

Key Features

- More candidates are including references to sociological studies.
- There was greater awareness of the importance of including analysis and assessment in the answers.
- Some answers were too short.
- Answers that were based on assertion rather than sociological knowledge gained low marks.

General Comments

This session provided further evidence that the standard of analysis and assessment in the answers is improving overall. To gain high marks, it is important that candidates are able to demonstrate not just knowledge but also the ability to analyse and assess relevant evidence and theories. A further positive development is that more candidates are making use of references to relevant sociological studies to support their analysis and assessment. While candidates are not expected to have knowledge of an extensive range of sociological studies, it is desirable that they are able to refer to one or two studies in each answer.

Some of the answers were very short, often extending to no more than one or two brief paragraphs. Such answers usually lacked references to appropriate sociological evidence and theories. It would appear that some of the candidates had received little teaching in sociology and may have lacked access to appropriate textbooks. In order to be successful in the examination, it is important that candidates are able to demonstrate knowledge of material contained in the recommended textbooks for the course.

Questions

Question 1

Low-scoring answers to this question were often based on a few simple observations about social identity with little sociological backing. A lot of answers in the middle of the mark range were confined to a basic account of the process of socialisation, with only limited links to the issues of social identify and individual choice. Better answers provided a good account of different theories of socialisation, including those perspectives that emphasise the importance of viewing the individual as a creative social actor.

Question 2

Answers that were limited to a few general observations about research methods were awarded up to four marks. Better answers provided a basic account of the positivist perspective, though links to the debates about objectivity were often lacking. Good answers demonstrated a sound grasp of the positivist perspective and also offered a thorough assessment. The assessment was often delivered through a juxtaposition of positivism with the interpretivist perspective.

Question 3

There were some low-scoring answers to this question that offered only a few observations about interviews in general. Better answers distinguished between structured and unstructured interviews. Answers in the middle of the mark range usually described a range of relevant strengths and limitations of structured interviews, though the understanding of appropriate theoretical issues was often limited. Good answers linked the analysis of structured interviews directly to the wording of the question. The assessment with high-scoring answers was well-informed and made appropriate use of the relevant theoretical perspectives.

© 2013

www.dynamicpapers.com

Question 4

There were a few answers to this question that discussed research methods in general rather than focusing on participant observation. A common feature of low-scoring answers was a failure to distinguish between covert and overt participant observation. Answers that fitted the middle of the mark range usually demonstrated a sound understanding of a range of practical strengths and limitations of the covert approach. Higher marks were gained by those candidates who were also able to discuss relevant theoretical issues and link the question appropriately to the debates between positivists and interpretivists. Some candidates made good use of relevant sociological studies to illustrate their answers.

Question 5

This was the least popular question on the paper. There were some low-scoring answers that were based on assertion about inequality and class relations. Better answers made use of relevant sociological concepts, evidence and theories. There were some good answers that contrasted the embourgeoisement and proletarianisation theses. Reference to post-modernist theory was also evident in many high-scoring answers. Some candidates made good use of references to relevant sociological studies of class relations.

Question 6

There were some low-scoring answers that were restricted to a few assertions about the reasons for ethnic inequality. Better answers were based on appropriate sociological debates about the factors explaining ethnic inequality. Answers that fitted the middle of the mark range demonstrated at least a basic understanding of one or more cultural explanations of ethnic inequality. Good answers went further by providing an assessment of the cultural approach. The assessment was often delivered by contrasting cultural explanations of ethnic inequality with structural accounts. Some high-quality answers made good use of the post-modernist contribution to debates about ethnic inequality.

© 2013

 www.dynamicpapers.com

SOCIOLOGY

Paper 9699/12

Principles and Methods 1

Key Features

- More candidates are using relevant concepts and theories.
- There was improvement in the standard of analysis and assessment.
- Some answers were too short.
- There is scope to make more use of evidence from research studies.

General Comments

There were many examples of high-quality answers this session. The standard of analysis and assessment in particular continues to improve. More candidates are also making good use of relevant sociological concepts and theories in constructing their answers. There is still much scope for answers to include more references to relevant research studies and empirical evidence. While candidates are not expected to have knowledge of an extensive range of sociological studies, it is desirable that they are able to refer to one or two studies in each answer.

Some of the answers were very short, often amounting to less than a side of writing. Such answers usually lacked references to appropriate sociological evidence and theories. It would appear that some of the candidates had received little teaching in sociology and may have lacked access to appropriate textbooks. In order to be successful in the examination, it is important that candidates are able to demonstrate knowledge of material contained in the recommended textbooks for the course.

Questions

Question 1

There were some low-scoring answers that provided only a brief outline of the concept of socialisation, with no clear links to the question. Better answers recognised that the question invited a discussion of the interpretivist view of social reality. Good answers also provided an assessment of the interpretivist viewpoint. The assessment was often delivered through contrasting the interpretivist and structuralist views of social reality. Some high-quality answers also addressed the philosophical issues arising from the debates about determinism and free will in the social sciences.

Question 2

Good answers to this question went beyond a simple description of Marxist theory to analyse the relevance of that theory for understanding modern industrial societies today. Unfortunately, there were a lot of answers that were confined to a basic account of Marx's ideas, with little or no attempt to consider what social changes might have occurred since Marx's time to make his ideas possibly less relevant. High-quality answers often distinguished between different strands of Marxist theory, with good references to more recent Marxist contributions such as those of Althusser and Poulantzas. Effective use of post-modernist ideas to engage critically with Marxist theory was another feature of many high-scoring answers.

Question 3

There were some low-scoring answers to this question that were limited to a simple description of what is involved in carrying out participant observation. Better answers considered some of the strengths and limitations of participant observation. Some answers were based mainly on an account of the practical strengths and limitations of participant observation. To gain higher marks, it was necessary also to consider relevant theoretical issues and to link the discussion to the concept of validity specifically. High-scoring

© 2013

answers also included an assessment of how far participant observation studies produce data that is high in validity. Some candidates made good use of references to relevant participant observation studies.

Question 4

There were some limited responses that discussed research processes in general without any clear links to the role of values in sociological enquiry. Better answers described a number of ways in which the values of the researcher might influence the research process. Good answers included references to appropriate sociological thinkers and perspectives. The ideas of Becker, Gouldner and Weber often featured in high-scoring responses. Answers at the top end of the mark range also included an assessment of the extent to which research findings in sociology are influenced by the values of the researcher.

Question 5

Some low-scoring answers were confined to simply defining social mobility, with no further development that was relevant to the question. Better answers often made use of the meritocracy thesis to provide a theoretical underpinning for analysing the extent to which social mobility in modern industrial societies has been exaggerated. Some candidates also made use of references to studies of social mobility, though some of the studies quoted were rather dated. Good answers provided a sustained assessment of the extent of social mobility in modern industrial societies. In some cases the assessment was based on a critical discussion of the meritocracy thesis, though the best analysis also often included an evaluation of research findings about social mobility.

Question 6

Some responses included too much material that was tangential to the question. For example, some low-scoring answers were confined to a description of evidence documenting the extent of gender inequality in modern industrial societies. Better answers considered different explanations of gender inequality in employment. Higher marks were gained by candidates who were able to link the relevant explanations to a discussion of the role of patriarchy. Good answers also provided an assessment of the importance of patriarchy in explaining gender inequality in employment. To reach the top mark band, it was also necessary to focus at least part of the analysis on the reasons why women fill so few of the top jobs in industry and the professions.

© 2013

www.dynamicpapers.com

SOCIOLOGY

Paper 9699/13

Principles and Methods 1

Key Features

- Answers based on assertion gained low marks.
- Good answers combined knowledge with assessment.
- Some answers were too short.
- Sound knowledge of theories was a feature of high-scoring answers.

General Comments

Once again there was a sharp distinction between answers that were based on appropriate sociological evidence and theories, and those that were confined to assertion and the expression of personal views only. The latter type of response gained only low marks. Answers that lack references to sociological concepts, studies and theories inevitably fail to achieve the standard required for an A Level pass. Good answers combined appropriate knowledge and illustration with sound analysis and assessment. Candidates who were able to make good use of references to relevant studies also generally achieved high marks.

Questions

Question 1

There were some low-scoring answers that were confined to a few assertions about the nature of social conformity, with few links to relevant sociological material. Better answers described one or more theory of social order. Answers in the middle of the mark range often discussed social conformity without referring to the concept of coercion. Good answers included a direct analysis of the claim that coercion is required in order to ensure social conformity. There were some high-quality responses that contrasted coercion with other factors that may play a part in maintaining social order.

Question 2

Answers that fitted the bottom band of the mark scheme often comprised just a few general assertions about the study of human behaviour, with no links to the concept of objectivity. There were a lot of answers that provided a basic descriptive account of the positivist perspective. This type of response achieved marks in the middle of the range. Better answers linked the positivist perspective to ideas about the importance of objectivity in sociological research. Good answers also included an assessment of the idea that society can and should be studied objectively. Some high-quality responses discussed the relevance of the distinction between 'can' and 'should' in the wording of the question.

Question 3

There were some answers that simply described the strengths and limitations of one or more research method. This type of tangential response gained only low marks. Better answers identified a range of factors that may influence the choice of research method. Lower scoring answers within this range were often confined to discussing just practical factors, such as time and finances. Higher marks were awarded for answers that also considered relevant theoretical factors, such as the sociological perspective of the researcher. Good answers included an assessment of the view that the resources available for conducting a study are the main influence on the choice of research method.

© 2013

Question 4

A few candidates confused qualitative secondary data with quantitative secondary data. Some candidates also misunderstood the difference between primary and secondary data. Answers in the middle of the mark range were often based on a sound account of some strengths and limitations of qualitative secondary data in general. Better answers distinguished between different types of qualitative secondary data and linked the analysis directly to the issue of subjectivity. Answers that triggered the top mark band included an assessment of the claim that qualitative secondary data is too subjective to be useful in sociological research.

Question 5

There were some low-scoring answers that comprised just a few assertions about the nature of social inequality. Better answers provided a clear account of why functionalists think that social inequality is a necessary and inevitable feature of modern industrial societies. The accounts offered often included references to the work of Davis and Moore. To gain higher marks, it was also necessary to provide an assessment of the view that social inequality is necessary and inevitable. The assessment was often delivered through contrasting the functionalist perspective with Marxist and/or feminist ideas.

Question 6

There were some limited responses to this question that relied on a few general observations about feminist theory. Better answers distinguished between different strands of feminist theory and analysed the contribution of the radical feminists in particular. Candidates who were able to make good use of the concept of patriarchy in the context of the question gained high marks. Good answers also included an assessment of the view that radical feminists have exaggerated the extent to which the position of women serves the interests of men.

© 2013

SOCIOLOGY

Paper 9699/21

Principles and Methods 2

Key Features

- There was good use of sociological knowledge in some answers.
- Answers based on assertion gained only low marks.
- Many answers to the **(d)** questions lacked assessment.
- Some candidates made good use of references to sociological studies.

General Comments

Some of the answers demonstrated good sociological knowledge, with well-chosen references to relevant concepts, studies and theories. However, there were a lot of low-scoring answers that were based on assertion and the expression of personal views only. Answers that lack references to sociological concepts, studies and theories inevitably fail to achieve the standard required for an A Level pass. Good answers to the **(d)** questions always included appropriate assessment. However, there were many answers to the **(d)** questions that were based on descriptive content, with little or no analysis and assessment.

There were no common misunderstandings of the questions. A few candidates attempted to answer all three questions. Candidates should be encouraged to focus on answering two questions well rather than spreading their effort too widely by trying to answer all three questions.

Questions

Question 1

(a) Some of the answers linked norms with customs and/or values. This type of response was deemed to provide a partial definition and so gained one mark. Better answers noted that norms are the socially expected patterns of behaviour in society.

(b) A lot of candidates identified two changes in values over time, but failed to describe each change in sufficient detail to merit full marks. There were a few answers that focused on changes in the thinking of an individual rather than changes affecting society as a whole. Some answers demonstrated a lack of understanding of what is meant by a value. Some candidates mistakenly gave reasons why values may change over time rather than describing examples of actual changes in values.

(c) Some low-scoring answers were confined to defining the meaning of 'values'. Answers in the middle of the mark range often identified a few reasons why values may vary between social groups, without providing a sufficiently detailed explanation to merit high marks. Good answers often included examples of values that may vary between social groups.

(d) Answers that fitted the bottom mark band were often confined to describing examples of customs. Better answers focused on explaining why there may be less emphasis on people following customs in society today. Good answers included an appropriate theoretical base, with well-informed references to post-modernist theory. Assessment was a further feature of high-scoring answers. The assessment was often delivered by contrasting different sociological theories and their contributions to the debate about the role of customs in modern industrial societies.

© 2013

www.dynamicpapers.com

Question 2

(a) Some candidates confused the term 'control group' with the idea of a group of people who control situations, such as experiments. Good answers to this question recognised that a control group is used to provide a reference point for testing the results that are derived from studying the experimental group.

(b) Some answers identified problems that occur in relation to all types of research method, such as researcher bias, rather than singling out problems relating to laboratory experiments specifically. No marks were awarded for this type of response. Good answers identified appropriate practical, ethical and theoretical reasons why the use of experiments in sociological research may be problematical.

(c) There were some low-scoring answers that discussed why sociological research findings may lack validity without relating the analysis to the presence of the sociological researcher. Better answers identified a number of reasons why the presence of the researcher may lead to distortion in the research findings. There were some good answers that considered different research methods and how the presence of the researcher in each case may influence the results of the research.

(d) Some candidates attempted to turn this question into a question about whether or not sociological research can be objective. This approach gained only low marks unless the candidate was able to link the analysis specifically to the issue of researcher values influencing research findings. Good answers often included appropriate references to specific research methods and/or to sociological studies. Answers that merited the top mark band also included an assessment of the extent to which research findings may be influenced by the values of the researcher.

Question 3

(a) There were a lot of answers that gained one mark for noting that wealth refers to money. Better answers recognised that wealth refers to a range of assets that individually, or collectively, are the basis for economic power and privilege.

(b) Most of the candidates who attempted this question were able to identify at least one way in which life chances may be affected by income. The influence of income on educational opportunities was often given as an appropriate example. Better answers identified two ways in which income may influence life chances and provided a sustained description of each influence.

(c) There were some low-scoring answers that considered only one or two ways in which poverty may exclude a person from participating fully in society. Better answers considered a wider range of links between poverty and social exclusion. Good answers often included references to appropriate sociological theories and/or studies of poverty.

(d) Answers the fitted the bottom mark band were often confined to a few simple observations about the nature of poverty and/or the groups that are affected by poverty. Better answers offered explanations about why poverty exists. To reach the top mark band, the explanations of poverty had to be complemented by an assessment of why the existence of the welfare state has failed to eradicate poverty. Good answers referred to a range of sociological theories of poverty and/or made effective use of findings from appropriate research studies.

© 2013

SOCIOLOGY

Paper 9699/22

Principles and Methods 2

Key Features

- Good knowledge and examination skills were demonstrated by some of the candidates.
- Answers could be better linked to the questions in some cases.
- Answers based on assertion gained only low marks.
- Some candidates made good use of references to relevant sociological studies.

General Comments

The standard of the answers overall was similar to previous sessions. There were some well written answers that combined appropriate sociological knowledge with a sound grasp of the requirements of each question. Skill was also demonstrated in delivering the analysis and assessment required in order to achieve high marks for the **(d)** questions. There were also many answers that displayed some sociological knowledge, but without applying the material well to the questions. At the lower end of the mark range, some answers were based purely on assertion and personal views. In order to be successful in the examination, it is important that candidates are able to demonstrate knowledge of material contained in the recommended textbooks for the course.

There were no common misunderstandings of the questions. A few candidates attempted to answer all three questions.

Questions

Question 1

(a) There were some answers to this question that associated social institutions with the agencies of socialisation. One mark was awarded for this type of response. Better answers noted the institutions are based on established customs, practices, rules and patterns of behaviour and are the main authoritative mechanisms through which social control and regulation is achieved.

(b) Some answers described what sanctions are without providing appropriate examples. No marks were awarded for this type of response. Answers that identified two sanctions without describing an appropriate context in which they might be applied, gained two marks only.

(c) There were a few low-scoring answers that were confined to describing the process of socialisation. Better answers considered reasons why not everyone in society behaves in the same way. Good answers were characterised by references to relevant sociological theories and research findings. Some candidates made good use of the sociological debates about sub-cultures and deviancy.

(d) Answers at the lower end of the mark range were often confined to a simple account of the functionalist theory of socialisation. Better answers provided a more detailed description of functionalist thinking about socialisation and social order. There were a lot of answers in the middle of the mark range that failed to provide an assessment of the functionalist theory. Good answers often drew on other sociological theories as a basis for commenting on the strengths and limitations of the functionalist view of social order.

© 2013

www.dynamicpapers.com

Question 2

(a) There was quite a lot of confusion about the meaning of the term 'going native'. Some candidates wrongly assumed it referred to the process of becoming a covert participant observer. Other answers suggested that 'going native' meant learning the norms and values of the study group. Good answers noted that the concept refers to an over-identification with the study group and a consequential loss of objectivity on the part of the researcher.

(b) Some candidates struggled to articulate their points with sufficient clarity to gain marks for this question. A few of the answers were couched in terms of how the values of the researcher may influence the research findings, without making appropriate links to issues relating to observation specifically. There were a lot of answers where only one appropriate reason was identified. Good answers identified two reasons and described in each case why the presence of the observer may influence the behaviour of the study group.

(c) Some answers offered a few observations about the interpretivist perspective, but without discussing why interpretivists think it is important to study people in their natural environment. There were other answers that discussed the importance of study based in the natural environment, but without considering the views of the interpretivists. Good answers covered both parts of the question in appropriate detail, often with useful references to relevant sociologists in the interpretivist perspective.

(d) Some low-scoring answers discussed participant observation in general rather than focussing on covert observation. Answers in the middle of the mark range discussed a range of strengths and limitations of covert participant observation, but the assessment was often quite limited. Good answers considered both practical and theoretical strengths and limitations of covert participant observation. There were often also references to appropriate ethical issues. A few of the candidates were able to make excellent use of references to appropriate covert participant observation studies to support their analysis.

Question 3

(a) Some candidates attempted to define conflict theory in terms of one specific theory, usually Marxist theory. Better answers noted the emphasis on exploitation, clashes of interests, and disputation that is characteristic of conflict theory.

(b) Some answers were confined to describing one or two features of the wealthy, with no clear links to the question. Better answers identified mechanisms through which the wealthy are able to maintain power, such as through controlling the means of production or possessing the means of achieving political influence.

(c) Lower in the mark range there were a number of answers that discussed the reasons for high pay in general terms rather than through reference to functionalist theory specifically. To gain higher marks it was necessary to focus on the functionalist analysis. Good answers often included references to the work of Davis and Moore.

(d) Good answers to this question drew on the debate between functionalists and Marxists about the significance of social inequality. However, there were some low-scoring answers that addressed the relevant issues only in very general terms, usually without references to appropriate sociological analysis. To gain high marks it was necessary to assess the claim that only the privileged groups in society benefit from the existence of inequality. In delivering their assessment, some candidates made good use of the post-modernist contribution to class analysis.

© 2013

SOCIOLOGY

Paper 9699/23

Principles and Methods 2

Key Features

- Good knowledge of theoretical perspectives evident in high-scoring answers.
- More candidates making use of references to sociological studies.
- Answers based solely on personal opinion gained only low marks.
- Some of the answers could have been better focused on the question.

General Comments

The standard of response was similar to the corresponding exam session last year. There were some good answers that included an appropriate mix of knowledge and analysis. High-scoring answers were also characterised by good application of sociological concepts and theories. There continue to be some low-scoring answers that are based entirely on assertion and personal opinion. To achieve higher marks, it is essential that answers include references to appropriate sociological concepts, evidence, theories and studies. The recommended course textbook is the appropriate source for acquiring the relevant sociological knowledge.

There were no rubric errors and the candidates appeared to have no problem answering two questions in the time available.

Questions

Question 1

(a) Most of the candidates who attempted this question were able to offer a clear and accurate definition of the term 'value-free'. Some of the responses were too perfunctory to merit full marks; for example, some candidates defined value-free simply as 'free from bias'.

(b) Some candidates addressed this question by considering why it may be difficult to achieve objective research findings. Better answers focused on the process of research and the possible difficulties facing the researcher in terms of maintaining objectivity during the course of the study. Good answers described adequately two distinct reasons why it may be difficult for the researcher to maintain objectivity.

(c) Some of the answers were based on material that was tangential to the question; for example, some candidates discussed different sociological theories without linking the material directly to the issues raised by the question. Better answers included references to sociologists who have written specifically about the importance of value commitment in sociological research, such as Becker, C Wright Mills, Berger and Bauman.

(d) There were some low-scoring answers to this question that discussed sociological research only in general terms, without references to positivism and the importance of objectivity. Answers in the middle of the mark range often consisted of a broadly accurate description of the positivist perspective, with some limited links to the debates about the importance of objectivity in sociological research. Better answers provided a more sustained account of the positivist perspective and also included an assessment of the importance of objectivity. Good answers were often based around an informed discussion of the debates between positivist and interpretivist theorists.

© 2013

www.dynamicpapers.com

Question 2

(a) Some answers provided an example of a positivist theorist or study without defining the term 'positivist' as such. No marks were awarded for this type of response. There were a lot of answers worth one mark that identified a relevant characteristic of what positivists look for in good sociological research, such as statistical data or the ability to make generalisations. To gain two marks it was necessary to provide a clear definition of the term and to recognise that positivists favour a scientific approach to sociological method.

(b) Some candidates failed to recognise that the question related to 'secondary' sources and wrote about primary sources, such as interviews and participant observation studies. There were quite a few answers that simply listed two qualitative secondary sources for two marks. To gain higher marks it was necessary to describe each listed example in adequate detail.

(c) A few candidates wrote about statistical data in general rather than focussing on official statistics. Some low-scoring answers discussed the use of secondary sources without distinguishing between quantitative and qualitative secondary sources. Better answers identified a range of strengths and limitations of official statistics. Good answers provided a balanced account of why some sociologists think that caution should be applied when using official statistics in sociological research. References to the interpretivist perspective were a common feature of high-scoring answers.

(d) A few candidates confused quantitative and qualitative sources, writing mainly or solely about the former. Better answers provided a sound descriptive account of the strengths and limitations of using qualitative secondary sources in sociological research. Some candidates made effective use of references to sociological studies based on qualitative secondary data. Good answers included an assessment of the value of using qualitative secondary sources in sociological research. The assessment was often based around an understanding of the contrasts between the positivist and interpretivist views of how best to carry out sociological inquiry.

© 2013

www.dynamicpapers.com

SOCIOLOGY

Paper 9699/31

Social Change and Differentiation

Key Messages

- In **(a)(i)** answers it is necessary to use other words rather than just repeat the word in the definition question to show understanding of the term. Also, definition questions do not require examples.
- In order to gain full marks in **(a)(ii)** a clear distinction needs to be made between the examples rather than running them together, making it problematic to know where one has ended and another begun.
- In essays, candidates need to show sociological understanding by distinguishing between the works of sociologists, historians, anthropologists and psychologists. It is appropriate to use the work of these theorists but some candidates state that they are all sociologists.
- Answer the question as set by using the key words in the question in the response.
- The Nayar are not a modern industrial society and should not be quoted as if they are still to be found today. It is appropriate to use them as an example of a pre-industrial society.

General Comments

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

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

Candidates need to be careful to number their questions accurately and to ensure that they include both their candidate number and Centre number on their examination paper.

Many candidates gave clear answers to questions that required straightforward definitions or examples. Some candidates need to have a more secure understanding of the terms and concepts used in sociology in order to gain higher marks.

A number of candidates when answering **(a)(ii)** questions seem to assume that the examples will always be about the definition from the previous question and this can lead them to make errors. There will be some link but candidates need to read the questions through carefully before answering. When selecting two points to answer such questions it is always better to have two clearly distinctive points to avoid overlap.

It is appropriate to use the work of key thinkers other than sociologists in essays but many candidates do not discriminate between them. The best answers are able to show how the work of anthropologists or psychologists can contribute to sociological understanding but are then able to use this as a basis of evaluation.

The best responses for essay answers provided sound evaluation supported by a good range of sociological evidence. The most successful answers directly addressed the issues raised in the question. Other answers to essays provided list-like accounts of information on the topic rather than tailoring their answer to the question that was set or they ignored the question and offered general information on the question topic. These would have benefitted by including sociological research as well as the use of sociological concepts.

A number of candidates attempted three questions but left some parts unanswered.

© 2013

www.dynamicpapers.com

Comments on Specific Questions

Option A

Question 1

(a) (i) A number of candidates linked their answer to Russia and gave fairly accurate descriptions mainly based on shared ownership and economic co-operation.

(ii) More detailed responses identified and described shared and collective living as well as shared childhood rearing practices as features of a kibbutz. A common error was to limit the response to either common ownership or group co-operation.

(b) A limited number of sophisticated answers to this question offered a consideration of the functionalist positions as outlined by such as Parsons, Murdoch and Young and Willmott and then also considered Marxist and/or various feminist positions as a critique of functionalism. Other successful answers also considered the impact of the development of the welfare state on the family. A few considered both negative and positive aspects of such changes. A common error was to limit answers to one factor that outlined the loss of function. A less common error was to assert that the state lacks influence.

Question 2

(a) (i) Most candidates had a sound understanding of the meaning of industrialisation. A common error was to define it as a computer revolution. It was noted that some answers to this question were over a page long and included much more detail than is required for three marks.

(ii) The majority of candidates selected two appropriate examples of the ways in which industrialisation has effected families; most of these described the effects of changing work patterns on family life. Common errors were to describe changes on society and not the family and to select two examples which had very similar descriptions, it is always better to have examples that reflect different issues. A less common error was to assert that in pre-industrial societies, people (especially women) did not work or did not work hard.

(b) Candidates who understood the meaning of industrialisation offered sophisticated and well developed essays which outlined the variety of types of families to be found both pre- and post-industrialisation. These answers were characterised by a clear understanding of the meaning of modern industrial societies and did not include reference to such groups as the Nayar to be found there. Another feature of these answers was that they did not confuse the work of historians with that of sociologists. The best answers not only outlined the diversity to be found in modern industrial societies but also in the past where reference to the Nayar was appropriate. Some good responses explored the role of the extended family using the work of Anderson and the continuing importance of the extended family today either referencing economic and/or cultural factors. A few referred to Chester and the New Right, and more candidates referred to the Rapaports and diversity. Common errors were to state that homosexual families are fast replacing the nuclear family, that adopting children is a new family form and to state that the reconstituted families are a new family form rather than a development of the nuclear family.

Option B

Question 3

(a) (i) Social inequality was understood by the majority of candidates but a common error was to define it solely as not being equal. A less common error was to describe the process of socialisation.

(ii) Candidates who realised that cultural capital is something you have rather than something you acquire answered this question well. The most popular example was that of the extended code. A common error was to confuse it with material capital and a less common error was to identify it as something that such candidates do not have. It was noted that a number of candidates only gave one example.

(b) The majority of candidates interpreted this question as why do middle class children succeed in education whilst working class children fail. Whilst there was some merit in such answers the best

© 2013

ones also considered why academically successful working class children may or may not be socially mobile.

Question 4

(a) (i) The majority of answers to this question were succinct and accurate. A common error was to describe the role of the hidden curriculum and not define what it is. A less common error was to assert that it is hiding candidates from the curriculum.

(ii) The best answers focused specifically on girls and how aspects of education such as subject choice could affect the gender identity of girls. A common error was to suggest a reason that could apply to both genders such as being labelled as a failure. A less common error was to describe black females but then show how the hidden curriculum influenced the black aspect of their identity and not the gender.

(b) There were many excellent answers to this question that developed an evaluative argument about the consequences of the decisions that working class boys make in education, many making good use of Parson's Boston research. The work of Paul Willis was used with credit and the education of 'the lads' used as an example of working class boys. The work of Paul Willis was well understood but very few candidates made reference to the penetrations of capitalism.

Option C

Question 5

(a) (i) There were very few accurate definitions of this term.

(ii) The majority of candidates struggled to offer two consequences for religious observance.

(b) Those who understood the work of Weber offered well-argued and supported essays. These responses outlined the work of Weber and contrasted it with Marxist, functionalist and feminist approaches to the role of religion in society. A common error was to limit the responses to the work of Weber relating to the Protestant Ethic and overlook aspects of his work which deal with marginalisation. Some essays which displayed excellent knowledge about the topic of religion had very little focus on the question.

Question 6

(a) (i) Secularisation was a well understood term by the majority of candidates. A common error was to confuse the term with, or assume that it was referring to, the development of sects.

(ii) Candidates displayed a sound understanding of the problems encountered when trying to measure secularisation. A common error in those responses, which had confused the term in the first part of the question, was to attempt to explain how difficult it was to try to measure the spread of, or popularity of, sects.

(b) Few essays showed a sound understanding of the meaning of globalisation. Some answers made very good use of evidence and theory based on the experience of migrant groups. Many answers asserted that it did have an influence but never clarified what that influence was before assessing whether secularisation has taken place or not. Few responses raised the issue of religious belief, specifically, but rather interpreted the question as one of secularisation.

Option D

Question 7

(a) (i) Informal social control was a well understood term. A common error was to give examples of it in practice rather than to define the term.

© 2013

(ii) The majority of candidates offered two appropriate examples of agencies such as the legal system, police and the army and indicated their role in social control. Some candidates also referred to Border Patrols. An uncommon error was to refer to advertising agencies and in several responses used the example of the agencies that arrange the standardised testing in Schools.

(b) Many answers made good use of gender, class and ethnicity as factors affecting social control. The most successful responses outlined Merton and 'status frustration' and also considered labelling theory with reference to Becker, Cicourel and Lemert. Some also added Marxist views of control. A common error was to confuse social control with deviance.

Question 8

(a) (i) Many candidates who answered this question left this part of it blank. A common error was to describe non-utilitarian crime.

(ii) A number of candidates selected two appropriate reasons for crime rates being high in inner city areas. A common error was to offer three or four weak explanations and to run them all into one point so that Examiners have to work out were marks could be awarded. A less common error was to explain why crime rates are low in inner city areas.

(b) A number of answers were focused on the question and used a range of material to answer it, making good use of such theorists as Merton and other functionalists. Common errors were to confuse crime and deviance and to assign the work of Merton to another theorist.

Option E

There were too few answers to the questions in this section to make appropriate comments.

Option F

Question 11

(a) (i) Few responses showed a sound understanding of the term. A common error was to explain how the government can make individuals behave.

(ii) Some answers failed to identify 'political ideas' in the question and answered a question about the media shaping ideas in general. Other answers were more focused and made good use of such points as the use of spin doctors.

(b) The majority of answers showed some understanding of the links between the media and the state and a number of answers made good use of concepts such as agenda setting. A common error in some responses was to fail to back up this knowledge with sociological theory. Some responses limited their argument to the pluralist approach that the state has little control over the media. A few contrasted this with the argument that the state and the owners represent the ruling class and thus control the masses. It was noticeable that some candidates who had failed to do well on the rest of the paper offered extremely proficient answers to this question.

Question 12

(a) (i) There were very few accurate definitions of this term.

(ii) A number of candidates were able to identify and describe two problems, some identified methodological issues in terms of difficult to measure 'effect' and others attempted to explain the problems of measuring how people reacted.

(b) Many candidates developed debate and supported their essay with sociological argument which considered a variety of explanations mainly based on contrasting the different theories of media effects. The most successful of these considered pluralist approaches and also various models: the hypodermic syringe, two step flow and uses and gratifications. Some appropriate references to Gramsci and Marcuse were made as well as the Bandura studies.

© 2013

www.dynamicpapers.com

SOCIOLOGY

Paper 9699/32

Social Change and Differentiation

Key Messages

- Candidates need a sound understanding of sociological terms and concepts.
- In order to gain full marks in **(a)(ii)** a clear distinction needs to be made between the examples rather than running them together, making it problematic to know where one has ended and another begun.
- When supporting answers with theory and empirical studies, candidates need to have some concept of chronology.
- Completing an essay by stating that all theory makes a contribution but without showing how that contribution is made adds nothing helpful to an essay.
- Long list-like essays would have benefitted from being shorter but planned.

General Comments

Most candidates answered questions on the family and education and there were many excellent answers to these questions. A smaller number answered questions on religion, crime and deviance and the media. Virtual no one selected questions on work and leisure.

Terms were defined well by most candidates. Some candidates displayed confusion in relation to specific sociological terms and phrases, candidates need to have an understanding of basic sociological terminology.

Answers to **(a)(ii)** questions need to identify a factor and then describe it briefly. A common error is to run two (or more) examples or reasons into one, leaving Examiners to decide what points are being made. Numbering answers or leaving a line between each point makes it clearer both for Examiners and candidates when they have completed the question. A number of candidates provide a longer response to **(a)(ii)** questions than to **(b)** questions giving lengthy introduction to the salient points and this is not necessary.

Many essays were excellent including accurate reference to both theory and empirical studies that evaluated the details supplied and ending with a well-constructed conclusion. A common error was to describe points in a list-like way with no thought to chronology or evaluation. Essays which begin with theorists such as Giddens but end with theorists such as Marx show a lack of understanding of the development of sociological theory.

Whilst candidates continue to use the work of functionalists, Marxists and feminists with increasing sophistication their essays would benefit from the inclusion of more reference to post-modernism.

Candidates need to be aware that they should set their papers out in an organised way. Papers which begin questions then start other questions only to return to earlier questions later in the paper make it very hard for Examiners to award them the marks they may deserve.

Comments on Specific Questions

Option A

Question 1

(a) (i) A well understood term. A common error was to define these as single parent families in which there was no mother. A less common error was to define them as families run by mothers. Another error was to identify the male head of the definition only and give no further elaboration.

© 2013

(ii) The most successful answers to this question showed the ways in which families may adapt to economic factors and change their structure. The most common of these looked at the ways in which families may become nuclear or extended. Other less common but equally successful answers looked at polyandry and polygamy. Good use was made of Murray and the New Right and the development of single parent families. A common error was to confuse function with structure or to describe different family types. A less common error was to ignore the economic in the question. It was noted that some answers to this question were more than a page long.

(b) Some candidates who had not named two structures in the last question described many structures in their essay. More successful answers showed a variety of ways in which the family can be seen to be linked to the economy either by paying tax or by using Marxist explanations of the ways in which the family can serve capitalism. There were some very good references made to feminist theory and candidates could further improve their responses by including reference to post-modern views on the family. A common mistake was to ignore the economy and just describe other functions or roles that the family may carry out with no reference to economic factors. A less common error was to make relevant points in a list-like fashion about the economy but not then link them to the question. Such answers had a weak focus on modern industrial societies.

Question 2

(a) (i) The majority of candidates realised that this question had something to do with the child-bearing years that a woman may have but few linked it to a statistical definition. Some candidates gave very long answers explaining what a high or low fertility rate meant for a country and a few failed to offer any answer at all to the question.

(ii) A number of candidates only identified one reason fertility rates change. An uncommon error was to argue that infant mortality rates influence fertility rates but good answers linked it to changes in society or the availability of contraceptives. Some answers showed how fertility may go up as well as down. An uncommon error was to explain why fertility rates stay the same.

(b) Many candidates gave thoughtful answers to this question with good use made of the work of both Aries and Postman. There were some sophisticated answers which included a range of sociological perspectives and embraced emerging trends and practices linked to historical and/or cultural comparisons. There was some misunderstanding of the question with some candidates interpreting it as the position of children in society and not in the family. A common error was to relate long descriptions of socialisation, family practices or roles with little or no reference to the question.

Option B

Question 3

(a) (i) There were a number of accurate definitions of the term frequently linking their answer to the New Right but some candidates had little understanding of the term other than it had some connection to selling or promoting education.

(ii) Candidates who linked their answer to education were able to identify ways in which parents have an influence on education systems. Good reference was made by some candidates for the potential to increase inequalities due to parental power. Common errors were to link parental influence to work and not education or to describe the negative effects of parental choice over subjects or career choice that relied on conjecture rather than sociological evidence.

(b) Most candidates explained a variety of influences on educational outcomes, in some of these answers opportunities or constraints available within education were explored really well, focussing on issues of class gender and ethnicity as well as an evaluation of meritocracy. A common error was to overlook 'advantaged homes' in the question and to limit answers to influences on education. Many answers included a lot of reference to different theories and this would have benefitted from a more chronological approach. Some answers ended with Durkheim and this implied that he was criticising all who had 'gone before'.

© 2013

www.dynamicpapers.com

Question 4

(a) (i) The majority of candidates offered explicit and accurate definitions of the restricted code. A common error was to include unnecessary information about the disadvantages suffered by candidates who only have this code. An uncommon error was to define it as a code of conduct.

(ii) Most candidates offered two appropriate reasons why it is an advantage to candidates who possess such speech codes. An uncommon error was to define the elaborated code which was not what the question was asking.

(b) The most successful responses to this question outlined labelling noting the limitations of this theory, frequently by reference to Fuller. Such answers also demonstrated knowledge of cultural, material and structural factors creating barriers in education and good use was made of terminology and concepts. Some answers to this question made no mention of 'barriers' as named in the question but confined themselves to outlining the process of labelling with some assessment of that process. A number of responses relied on personal experience for their answer. Many answers would have benefitted by identifying the way in which candidates can accept or reject the label or master status.

Option C

Question 5

(a) (i) The best answers showed that it was something that had been in decline but which was now renewing. A number of candidates just asserted that religion was reviving; it was necessary to show understanding of the term by using another word rather than just reworking revival. Common errors were to confuse the term with rivalry or fundamentalism.

(ii) This answer was well answered by nearly all candidates. Some candidates wrote very long and detailed answers to this question and although their answers were successful they could have achieved as well in less space and then could have used the time more effectively, planning for another answer.

(b) Most candidates saw social change as a positive feature of societies. More sophisticated answers included contemporary evidence as well as reference to Marxists, functionalists and feminists. Many candidates made good use of the work of Weber. The inclusion of information on the diversity of religion in contemporary societies and discussion of post-modernism and religion would develop the sophistication of responses. A common error was to confuse function and change, a less common error was to make no reference to change at all. Another limitation was to focus their responses to discussing patterns of worship in pre- and post-modern industrial society, or to concentrate solely on ethnicity or as examples of promoting change in religious behaviour. Again essays would have benefitted from a more chronological approach rather than starting with Maduro and ending with Comte.

Question 6

(a) (i) A few candidates defined this as worship that no longer takes place in public but is a more individual form of worship. Common errors were to see it just as worship on your own or being excluded from public worship.

(ii) The concept of moral panic was used well by many candidates in their answers about the way the media can influence worship. Most candidates identified the role of television in religious practice. An uncommon error was to describe religion as either increasing or decreasing.

(b) A number of successful responses were offered using relevant information and argument that included interesting historical and cultural comparisons. A number of candidates interpreted the question as one of secularisation and this was an appropriate element if it was focused on the question and then contrasted to other aspects of worship. Common errors were to overlook the modern industrial society in the question and a number of candidates quoted Malinowski as if he was a contemporary theorist as well as to show confusion with the terminology privatised, privatisation, private worship.

© 2013

Option D

Question 7

(a) (i) Most answers showed a good understanding of the term but a common error was to state that these studies are done on victims not to find out who have been victims of crime. Some candidates also explained why they were needed which was not a requirement of the question.

(ii) Many candidates struggled to find a second example to this question. Common errors were to name a crime such as rape as being victimless because it is not reported or assert that all white collar crime is victimless.

(b) A number of responses showed a sound grasp of a number of relevant empirical studies that were complemented by a variety of perspectives such as Marxist, New Right ,and left realists. Answers showed a sound grasp of relevant sociological knowledge and were supported by a range of evidence which was evaluated. Many answers to this question used the terms crime, delinquency and deviance as if they were interchangeable. Common errors were to make little or no reference to sub-cultures or to offer list-like accounts of different studies.

Question 8

(a) (i) Many answers correctly identified retributive justice as punitive justice but a number stated that it was fair justice or bargaining to get lesser punishments.

(ii) Candidates who clearly understood the difference between crime and deviance answered this question well using issues of time, place and the individual involved. A common error was to give two examples of problems in defining crime rather than deviance.

(b) Most answers had a firm understanding of the process of labelling and the best answer related this to the ruling class and produced comprehensive arguments covering a range of different sociological perspectives. Many candidates were well prepared on the processes of labelling but a common error was for these candidates to go into great detail about this process but make no evaluation of it or comparison to other explanations. Many candidates had detailed knowledge of many perspectives and went into great detail about each rather than using them to focus on the main issue of the question.

Option E

There were too few answers to the questions in this section to make appropriate comments.

Option F

Question 11

(a) (i) The majority of candidates showed understanding of the way in which the media can influence behaviour or attitudes.

(ii) Candidates who had given acceptable definitions showed the variety of ways in which the audience can receive messages. A common error was to describe the ways in which controllers of the media deliver messages and these were less successful.

(b) Excellent understanding was displayed of the many different feminist views related to patriarchy and the media. The best of these answers contrasted these views with others and, in some cases supported this by evidence from their own societies, such as female rulers, or by reference to the 'new man'. Candidates would benefit by making use of post-modernism in relation to the media. A common error was to relate the answer to society in general rather than the media specifically, as the question asked. Less common errors were to rely solely on information from soap operas or to confuse patriarchal with ruling class. Other less focused answers saw women just as passive sex objects within the media. It is worth noting that some, more sociological answers, quoted studies such as that carried out by McRobbie on Jackie and these were conducted in the 1970s and 1980s. Whilst it is still appropriate to refer to such studies candidates should have some awareness of chronology and not imply that they are contemporary works.

© 2013

www.dynamicpapers.com

Question 12

(a) (i) There were few accurate definitions of hyper-reality.

(ii) Most candidates could identify technological changes which have influenced the media but few were able to describe what changes they had brought about.

(b) More able candidates offered thoughtful responses demonstrating appropriate knowledge and understanding of related and alternative theory and argument which included knowledge of Marxist, pluralist, functionalist and feminist views which, in the most successful responses, concluded with an evaluation of post-modernist views. The debate offered by weaker candidates usually lacked balance and substance and demonstrated limited, or uncritical, responses. Consequently, there was an absence of any satisfactory analysis or evaluation of post-modernist ideas or alternatives. A common error was to fail to include any reference to post-modernism or to name post-modernism but then make no accurate reference to it again.

© 2013

www.dynamicpapers.com

SOCIOLOGY

Paper 9699/33

Social Change and Differentiation

Key Messages

- A firm grasp of sociological terms and concepts would enable clearer definitions and offer support for the evidence provided in essays.
- Long unnecessary introductions to **(a)(ii)** answers should be avoided.
- Answers to essays benefit from reference to at least two sociological theories as well as planning to produce a more focused response.
- The Nayar are not a modern industrial society.

General Comments

Most candidates answered questions on the family and education but the majority answered the second family question. Crime and deviance proved the next most popular topic with a small number of candidates answering questions on religion and the media.

Most terms were defined well but some candidates displayed a lack of understanding and would have benefited from a more sound knowledge of basic sociological terminology.

Most candidates were able to offer two examples for the second part of each question but there were many overlong introductions to these questions which used up candidates' time for no reward.

Answers to part **(b)** questions were of a good standard but some answers failed to make any accurate use of sociological theory whilst others gave long lists of unrelated points that were not made relevant to the question as set. Also in some essays the use of inappropriate material, such as the Nayar as an example of a modern industrial society, shows a lack of sociological understanding. It was noticeable this year that candidates' knowledge of both feminism and post-modernism continues to become more secure. In order to build on this, these candidates would be better advised to spend time in the examination room planning their answers in order to produce more focused and evaluative essays.

There were few rubric errors in this examination session but candidates should ensure that they use a pen that will result in a script that can be read which proved difficult to do in some cases this year.

Comments on Specific Questions

Option A

Question 1

There were too few answers to Question 1 to make an appropriate comment.

Question 2

(a) (i) This was a well understood term.

(ii) Many candidates supplied two appropriate examples that result from a family being dysfunctional. Common errors were to describe the ways in which families can be dysfunctional and not to outline the consequences of this. Also to assert that family diversity in modern industrial societies automatically leads to family dysfunction. A less common error was to give feral children as an example but they are the result of lack of families and not dysfunctional families.

© 2013

(b) The majority of candidates outlined the way in which the functions of the family may, or may not, have reduced in modern industrial societies. Some answers were very detailed and evaluative and covered a range of theories and empirical studies that referred both to contemporary societies and societies in the past. This included candidates who offered a lively debate which demonstrated understanding of cross cultural factors of the influences on family functions and contrasted this with changes taking place in their own, and other, societies. Common errors were to omit to mention functions at all, to confuse functions with family forms or family roles, or to describe functions but to not consider a decline of functions. Less common errors were to state that homosexual families and single parent families do not have functions.

Option B

Question 3

(a) (i) Few candidates had a secure understanding of this term.

(ii) This question was answered to a very high standard with excellent use being made of a range of material factors as well as counter-school culture. It is worth noting that some answers to this question were exceedingly long and although the candidates scored well they would have been better producing a shorter answer and having more time for another part of the paper.

(b) Candidates struggled to produce strong responses to this question. Many interpreted it as one about access to higher education or one about inequality to be found in education. Other answers were limited by a narrow range of factors that can influence equality and did not include issues such as gender and ethnicity. A common error was to be unclear as to the nature of vocational education especially in relation to meritocracy. Answers would have benefitted from more reference to relevant educational policies.

Question 4

(a) (i) Most definitions of immediate gratification were very accurate but a few candidates failed to offer a response.

(ii) A question that resulted in many excellent answers, such as those provided by Willis, outlining pupil sub-cultures. An uncommon error was to select examples from crime and deviance such as the Saints and the Roughnecks which are not examples of pupil sub-cultures or to offer no second example.

(b) The most successful answers covered a good range of factors that influence achievement and juxtaposed these against the influence of the peer group leading to a valid conclusion. Some candidates who had given no examples in **(a)(ii)** used Willis' lads and 'ear'ols' with credit in their essay. Common errors were to use sub-culture and peer group as if they are interchangeable and to show confusion between streaming and peer group. Another common error was to rely on the candidate's own experience and these answers were frequently characterised by unsupported assertion.

Option C

Question 5

(a) (i) Candidates who answered this question had a good grasp of the meaning of fundamentalism. An uncommon error in these answers was to explain why it has increased which was not a requirement of this question.

(ii) The majority of candidates gave two accurate reasons explaining why religious fundamentalism has increased. A number of candidates failed to give a second reason.

(b) Many candidates answered this question well and had a good understanding of the many ways in which patriarchal ideology can be found in religion. Some answers would have benefitted from the inclusion of more sociological theory. A common error was to concentrate solely on patriarchal factors to be found in society or interpreted the question as one linked to secularisation and its influence on religious organisations.

© 2013

www.dynamicpapers.com

Question 6

(a) (i) Few candidates were able to define liberation theology.

(ii) Most candidates were able to name and describe two new religious movements. An uncommon error was to associate them with celebrities.

(b) Candidates had a good understanding of the different sociological theories that relate to religion and the best answers evaluated them against Marxism using relevant information and argument. It is worth noting that a number of candidates who had failed to define liberation theology in part **(a)(i)** of the question used the term with accuracy in their essay. A common error was to have a limited knowledge of alternative theories and, therefore, candidates were not able to offer a balanced argument and enter the higher mark bands.

Option D

Question 7

(a) (i) Few candidates were able to define restitutive justice accurately and a number of candidates left this question blank.

(ii) Most candidates were able to name and describe two groups who are more likely to be punished. An uncommon error was to explain why some groups have not been punished. A less common error was to be unsure of the meaning of a social group.

(b) Answers to this question had a weak focus on the amplification of deviance. This was evident even with answers that showed a good understanding of a range of other sociological theories. An uncommon error was to be unsure of the distinction between deviance and crime.

Question 8

(a) (i) There was a lot of misunderstanding of the meaning of this term and a common error was to state that it was not being punished enough.

(ii) This question was characterised by long unnecessary introductions and a weak understanding of the limitations of these explanations. A number of candidates failed to offer any answer to this question.

(b) Most candidates clearly outlined the functionalist understanding of the role of crime in society. Some of these responses were excellent and contrasted these views to those of the Marxists and other theorists. An oversight in some of these essays was to fail to point out that crime can provide employment or to acknowledge the functionalist view that crime can be dysfunctional in some circumstances. A common error, in some essays, was to offer a list of points but not to organise them into an argument.

Option E

There were too few answers to the questions in this section to make a comment appropriate.

Option F

Question 11

(a) (i) Few candidates had a firm understanding of the term discourse analysis and some failed to answer this part of the question at all.

(ii) Most candidates gave two accurate examples of the representations of older people to be found in the media. A number of examples were taken from television soap operas and when this happened a common error was to have some overlap in the examples rather than two clearly different representations being given.

© 2013

www.dynamicpapers.com

(b) This was a well understood question and there were many examples of well-argued debates relating to the role of journalists and editors. There was some particularly good reference to contemporary events and candidates making use of information from their own societies but some of these answers were very long and they would have been improved if they had included shorter descriptions but more sociological theory.

Question 12

(a) (i) Answers to this question were either detailed and accurate or not attempted.

(ii) Many answers to this question were accurate and identified two ways in which the audience can influence media content. A common error was to interpret this as the way in which audiences receive messages. A less common error was to identify the new media but leave it unclear as to how the audience influenced its content.

(b) Many answers to this question displayed very accurate and detailed information about cultural effects studies and their strengths and limitations which were then compared to a range of other theories. Again some essays would have benefited from more planning as the information they contained was not organised in any coherent manner. A common error was to not explain what cultural effects mean; a less common error was to describe how culture affects audiences.

© 2013