

SOCIOLOGY

Paper 9699/11

11 The Family

Key Messages

- Candidates need to show that they have a clear understanding of sociological terms and concepts.
- Good essay answers include analysis and assessment of relevant sociological knowledge.
- Candidates should be made aware of the need to allocate sufficient time for answering both **Sections A** and **Section B** of the paper. Each Section is worth 25 marks.

General Comments

The paper was introduced for the first time in the summer of 2014 and covers a topic area previously part of paper 9699/31. It was pleasing to see that many candidates are now demonstrating a reasonable depth of sociological knowledge and understanding of the topic area enabling them to respond effectively to the questions and to offer a coherent and logical analysis of relevant issues. Many answers tended to be rather descriptive and lacking in clear understanding of the specific wording of the questions. Marks are gained for this type of answer, but there is often little to reward in terms of appropriate sociological knowledge and any related assessment. Candidates in this category may benefit from more guidance and practice in composing tightly structured, analytical responses to the type of questions that are set for this paper.

It is important that candidates are aware of the following in **Section A** of the paper: candidates should understand the need to spend an appropriate amount of time on each part of **Question 1** so that they achieve sufficient reward for each part they are answering. A number of candidates wrote very long answers for **1(b)** which may have limited the amount of time they were able to allocate to the short essay-type responses required for answering **1(c)** and **1(d)**. This invariably resulted in an overall low mark for the question. Similarly, a number of candidates spent a large proportion of their time in the examination writing very long answers for **1(c)** and **1(d)** which affected the marks gained in **Section B**.

There were very few rubric errors observed in **Section B** of the paper. Candidates, in general, responded correctly to the directions and selected **one** out of the **two** option questions in this section of the paper. There were some very well constructed and knowledgeable answers from candidates who had taken time to **plan** their response in advance. These candidates also made appropriate use of relevant sociological studies and concepts. A number of candidates did appear to offer a hurried or incomplete answer. Occasionally these candidates used a listed format rather than an essay type response. This, perhaps, indicated that they had not allocated an equal or sufficient amount of time for answering each section of the paper. In summary, candidates' responses were more effective where they:

- Related answers closely to the terms and wording in a question - rather than offering comments that were only loosely connected to the topic covered in the question.
- Supported their answers with references and arguments from sociological theory - particularly where they paraphrased, adapted and applied elements of the theory to answering a question.
- Used an overall framework to answer the question – thus reducing repetition and/or the inclusion of extraneous material in their answer.
- Used planning and thinking skills to improve the quality of their answers - even where there were limitations in terms of theory, assessment and interpretation.

Comments on Specific Questions

Section A

Question 1

The stimulus material accompanying this question provided clear, focused information that proved helpful in enabling the majority of candidates to direct their attention to what was being asked and to offer an appropriate and focused response to each part of the question. Where there was evidence of limited sociological knowledge and understanding candidates were still able to use the stimulus phrases to offer some form of response and to gain some reward.

- (a) There were many clear and accurate definitions offered, but the term *household* was not fully understood by a number of candidates. Some weaker responses either defined the household as an entity, or simply named or described a specific type of family. A number also did not include the idea of sharing resources in their definition but still gained some reward.
- (b) Responses to this question were variable. The best answers demonstrated a clear understanding of the term *marital instability* and gave two full and accurate examples of possible causes of marital instability, to include cause and effect. Strong responses gave examples such as changing attitudes to the value of marriage in modern society; changing laws allowing access to, and ease of, divorce; the weakening of traditions and means of control; and the opportunity and freedoms offered to women in many societies today. These responses were generally well developed to explain how this might lead to instability within a marriage. Weaker responses offered inappropriate examples, such as death of a partner or natural disasters.
- (c) The best responses to this question were from candidates who remained focused on what was asked in the question and included in their answers the possibility that status could go up or down. Good use was made of appropriate concepts, for example matriarchy and patriarchy. A few candidates used feminist theory to explain possible outcomes for women who are left to manage, often for long periods of time, whilst men are away from home seeking employment. Some candidates talked only about the negative effects on the family/family members, the problems of welfare provision, and the possibility of being permanently left alone to cope. Other candidates focused on men not returning and the possible consequences for the family members.

It was very pleasing to see that a number of candidates, who appeared to have a really good understanding of the topic, included an analysis of cross-cultural issues and legal changes. These candidates invariably made comparisons as to who might be considered vulnerable across different societies and different social environments.

- (d) Overall, the question provided a challenge for a number of candidates and there were some very varied responses. The best responses were from candidates who offered very full and analytical answers and demonstrated an in-depth knowledge and understanding of the different types of families found in modern industrial society. Good answers contained examples of the types of family found in and across different societies and explored factors of influence including global and cross-cultural issues and the effects of migration.

Strong candidates made use of relevant sociological concepts, theories and empirical studies and offered a balanced argument that explored Marxist, functionalist, feminist and post-modernist perspectives. Concepts such as 'life cycle' and 'fit' were often used to explain the existence of different types of family in different societies. Weaker responses lacked any reference to theoretical studies and simply discussed aspects of family structure and family relationships. Invariably, this kind of response omitted to include any valid analysis or assessment of the proposal set out in the question. Many candidates did offer a very lengthy response to this part of **Question 1** which, in some instances, meant there was little time to offer a full response in **Section B** of the paper, but showed their enthusiasm for the topic.

Section B

Candidates were required to answer *either* **Question 2** or **Question 3** in this section of the paper. These essay-type questions appeared to provide candidates with a reasonable level of challenge, although **Question 2** was, perhaps, slightly more popular than **Question 3**. The questions were usually answered well by candidates who had allocated some time to planning their response prior to answering the question. Candidates should be made aware of the need to allocate an appropriate amount of time to answering their option question in **Section B**, noting that the option question carries 50 % of the total marks for this paper.

Question 2

This question was selected by many candidates and provided them with a reasonable level of challenge. There were some excellent responses from candidates who were able to process the demands of the question effectively and to link descriptions of family life with examples of any changes that have taken place in modern industrial, and other societies. The best answers gave clear descriptions of contrasting sociological theories and concepts and included an analysis of these competing perspectives with some reference to empirical data and research.

It was pleasing to observe that many candidates had made use of a range of theorists' work, for example that of Young and Willmott, Oakley, Gershuny, Firestone, Pahl, Vogler, Edgell, Somerville and Hakim. A feature of these more developed responses was the use candidates made of studies highlighting issues such as gender socialisation, 'equal but different', conjugal roles and power and equality, and negotiation and decision-making in family life. A few candidates answered the question as 'men dominating society' rather than 'family life'. However, these responses usually included relevant theoretical studies in an argument centred on the choices available for women in and across different societies and different ethnic groups and were, therefore, able to gain some reward. There were a few responses that did not appear to understand the concept of 'equal but different'. There were also a few candidates who misinterpreted the question and simply focused on the 'functions' of the family. A number of candidates also offered only a one-sided view but did not acknowledge any evidence of changes in relationships within the family. Candidates who had taken the time to plan before commencing their response invariably offered focused and well-constructed answers that gained appropriate reward.

Question 3

The question was also selected by many candidates, but was often more popular with candidates who appeared to have limited knowledge and understanding of this topic area. However, many candidates demonstrated some in-depth understanding and were able to make excellent use of relevant sociological theory, studies and concepts, making reference to globalisation and global trends.

Stronger candidates made reference to a pleasing range of theorists' work, for example that of Rapoport, Parsons, Anderson, Abbott and Wallace, Willmott and Young, Allan and Crow, Weston, Finch, and DeVault. These candidates were able to use the theory effectively to further develop an argument that focused on the existence of unique family forms that are to be found in different societies. Some candidates were also able to explain how migration may result in causing some family structures to become transnational across a number of different societies. Creditable responses explored cross-cultural variations and offered examples from different countries and a number of candidates developed their response to include concepts such as the chosen family, negotiated family and the convergence of diversity, making use of factors such as time, place and historical influence. Less creditable were responses that were assertive and poorly supported by theory, offering only negative aspects of increased diversity in society, or simply maintaining that there was little evidence to support any change in society as a whole. There were only a few candidates who appeared to misinterpret the question and argue from a very superficial perspective. Again, candidates who had taken the time to plan before commencing their response invariably offered focused and well-constructed answers that gained appropriate reward.

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Paper 9699/12

12 The Family

Key Messages

- Candidates need to show that they have a clear understanding of sociological terms and concepts.
- Good essay answers include analysis and assessment of relevant sociological knowledge.
- Candidates should be made aware of the need to allocate sufficient time for answering both **Sections A** and **Section B** of the paper. Each Section is worth 25 marks.

General Comments

The paper was introduced for the first time in the summer of 2014 and covers a topic area previously part of paper 9699/31. It was pleasing to see that many candidates are now demonstrating a reasonable depth of sociological knowledge and understanding of the topic area enabling them to respond effectively to the questions and to offer a coherent and logical analysis of relevant issues. Many answers tended to be rather descriptive and lacking in clear understanding of the specific wording of the questions. Marks are gained for this type of answer, but there is often little to reward in terms of appropriate sociological knowledge and any related assessment. Candidates in this category may benefit from more guidance and practice in composing tightly structured, analytical responses to the type of questions that are set for this paper.

It is important that candidates are aware of the following in **Section A** of the paper: candidates should understand the need to spend an appropriate amount of time on each part of **Question 1** so that they achieve sufficient reward for each part they are answering. A number of candidates wrote very long answers for **1(b)** which may have limited the amount of time they were able to allocate to the short essay-type responses required for answering **1(c)** and **1(d)**. This invariably resulted in an overall low mark for the question. Similarly, a number of candidates spent a large proportion of their time in the examination writing very long answers to **1(c)** and **1(d)** which affected the marks gained in **Section B**.

There were very few rubric errors observed in **Section B** of the paper. Candidates, in general, responded correctly to the directions and selected **one** out of the **two** option questions in this section of the paper. There were some very well-constructed and knowledgeable answers from candidates who had taken time to **plan** their response in advance. These candidates also made appropriate use of relevant sociological studies and concepts. A number of candidates did appear to offer a hurried or incomplete answer, occasionally in a listed format rather than an essay-type response. This, perhaps, indicated that they had not allocated an equal or sufficient amount of time for answering each section of the paper. Candidates in this category might benefit from additional guidance on how to use their time effectively in the examination (these comments also apply to answers to **1c** and **1d**).

In summary, candidates' responses were more effective where they:

- Related answers closely to the terms and wording in a question - rather than offering comments that were only loosely connected to the topic covered in the question.
- Supported their answers with references and arguments from sociological theory - particularly where they paraphrased, adapted and applied elements of the theory to answering a question.
- Used an overall framework to answer the question – thus reducing repetition and/or extraneous material in their answer.



- Used planning and thinking skills to improve the quality of their answers - even where there were limitations in terms of theory, assessment and interpretation.

Comments on Specific Questions

Section A

Question 1

The stimulus material accompanying this question provided clear, focused information that proved helpful in enabling the majority of candidates to direct their attention to what was being asked and to offer an appropriate, focused response to each part of the question. Where there was evidence of limited sociological knowledge and understanding, candidates were still able to use the stimulus phrases to offer some form of response and to gain some reward.

- (a) There were many clear and accurate definitions offered, but the term *polygamy* was not fully understood by a few candidates. Rather than offering an appropriate definition, they described only one aspect of polygamy, 'men with more than one wife/spouse', or 'women with more than one husband/spouse'. Many omitted to say 'at the same time', but then went on to qualify their answer by describing polygyny and polyandry in some detail. Occasionally a candidate would confuse the term with 'patriarchy' or simply described either 'bigamy' or 'serial monogamy'. Where a candidate defined the term as a purely 'multiple sexual relationships', without any suggestion of these being recognised as socially acceptable in a society, a single mark was awarded. The majority of candidates, if they were unsure, did attempt an improvised definition which often gained some reward.
- (b) Responses to this question were variable with a number of candidates appearing to write about the problems migrants face with '*integrating*' rather than '*social reintegration* upon return'. The best answers demonstrated a clear understanding of the wording in the question and gave two full and accurate reasons as to why migration can lead to problems of reintegration upon return. These included descriptions of problems linked to clashes in culture for both returning adults and children, issues surrounding possible change in status linked to wealth, or lack of wealth, the problems of long periods of absence from family and kin causing marriage breakdown, severed kinship ties and feelings of isolation.
- (c) The best responses to this question were from candidates who remained focused on what was asked in the question and developed their response accordingly. Many candidates struggled to identify any specific social group and either talked about societies, for example, Western or Eastern societies, wealthy or poor societies, traditional or post-modern societies. Some candidates referred to class and religion and education and made some attempt to define social groups within these contexts, but included little relevant supporting theory to back up their argument as to whether divorce rates were higher or lower for the particular group identified. These candidates were still able to gain some reward for their efforts. A number of candidates did offer rather lengthy answers that showed their enthusiasm for the topic but this may have affected the marks they could gain in **Section B** of the paper.
- (d) The best responses were from candidates who appeared to have clearly understood the wording in the question and focused their response, as directed, on the *breakdown of family life in modern industrial society*. Many did not focus on family life and, instead, limited their answer by simply discussing marriage breakdown, family diversity and loss of functions in the family in general. Where candidates used these and a number of other related issues and concepts, such as domestic violence, divorce and remarriage, migration, cohabitation, social problems and changing family relationships, to support a relevant argument the notion of *broken* was correctly analysed and assessed. Even better was reference to a range of theorists' work, for example, that of Fletcher, Chester, Laing, Cooper, Leach, Parsons, Murray, Morgan, Finch and Spencer.

It was very pleasing to see the extensive range of text and theory used by many candidates answering this question and also to see some attempt at cross-cultural comparisons and contrasts. Candidates who gained limited reward often provided answers that included only thin, descriptive overviews of either marriage or the family. Such answers frequently made use of overly historical material and offered stereotypical views about how 'traditional families' differ from 'modern industrial families'. They did not include enough valid analysis or assessment of the proposal set

out in the question. As previously in **1 (c)** many candidates did offer a very lengthy response to this part of **Question 1** which, in some instances, meant there was little time to offer a full response in **Section B** of the paper, but showed their enthusiasm for the topic.

Section B

Candidates were required to answer *either* **Question 2** or **Question 3** in this section of the paper. These essay-type questions appeared to provide candidates with a reasonable level of challenge, although **Question 2** was selected more often than **Question 3**. The questions were usually answered well by candidates who had allocated some time to planning their response prior to answering the question. However, a number of candidates did appear to offer a rather hurried or list like answer in this section of the paper. This, perhaps, indicated that they had not left sufficient time to respond effectively to what was being asked in their selected option question. Candidates should be made aware of the need to allocate an appropriate amount of time to answering their option question in **Section B**, noting that the option question carries 50 % of the total marks for this paper.

Question 2

This question was selected by many candidates and provided them with a reasonable level of challenge. There were some excellent responses from candidates who were able to process the demands of the question effectively and to provide an account of the way in which families are controlled making reference to both patriarchy and matriarchy in relation to different societies and different social groups. The best answers offered an argument that explained how female members of a family may have gained more power and described New Right and post-modernist perspectives. A number of these candidates further developed their responses by discussing the way in which the roles of different females may have changed owing to changes in education, paid employment and social values. Often, a feature of these very comprehensive answers was their clarity in describing contrasting sociological theories and concepts, for example, the work of Young and Willmott, Oakley, Somerville, Pahl, Vogler, Edgell and Gershuny and also the analysis of these competing perspectives, particularly if supported by some reference to empirical data and research. These candidates invariably concentrated on discussing the impact and influence that industrialisation and globalisation may or may not be having upon decision makers and decision making in general in the family. There were also a number of candidates who offered a one-sided view, covering evidence of some change in emphasis in decision making in the family. Although such answers offered little reference to supporting theory, they were able to receive some reward. Candidates who had taken the time to plan before commencing their response invariably offered focused and well-constructed answers that gained appropriate reward.

Question 3

The question was also selected by many candidates and, although sometimes attempted by weaker candidates, there were many who did appear to have a good understanding of this topic area. Those candidates who demonstrated some depth of understanding were able to make excellent use of relevant sociological theory, studies and concepts and made reference to the work and perspectives of a number of different theorists, for example, Aries, Shorter, Pilcher, Jenks, Beck, Postman, Palmer, Pugh, Talcott Parsons and Murdock.

The best responses were from candidates who remained focused on the question, demonstrated an understanding of the range of functions carried out by the family and provided some assessment as to the success with which these functions were carried out. The protection of children was a key feature in any argument and candidates were rewarded for developing their responses to include both Marxist views as well as post-modernist perspectives. For example, a Marxist view might be providing the next generation of workers, whilst a post-modernist view might suggest that family life and family functions are negotiable by individual members. Some good answers also introduced issues such as the effects of lone parenting, forced marriages, domestic violence, hidden victims and egalitarianism.

It was very pleasing to see that there were a number of creditable responses that also explored cross-cultural variations and offered examples from different countries and/or societies. There was also some use made of factors such as time and place and historical influence. Less creditable were responses that were assertive and poorly supported by theory, offering only negative or positive aspects of the experiences of children in the family and, therefore, a limited and often superficial response to the question. There were very few candidates who appeared to misinterpret the question or to offer assertive, personal or superficial answers. Again, candidates who had taken the time to plan before commencing their response invariably offered focused and well-constructed answers that gained appropriate reward.

SOCIOLOGY

Paper 9699/13

13 The Family

Key Messages

- Candidates need to show that they have a clear understanding of sociological terms and concepts.
- Good essay answers include analysis and assessment of relevant sociological knowledge.
- Candidates should be made aware of the need to allocate sufficient time for answering both **Sections A** and **Section B** of the paper. Each Section is worth 25 marks.

General Comments

The paper was introduced for the first time in the summer of 2014 and covers a topic area previously part of paper 9699/31. It was pleasing to see that many candidates are now demonstrating a reasonable depth of sociological knowledge and understanding of the topic area enabling them to respond effectively to the questions and to offer a coherent and logical analysis of relevant issues. Many answers tended to be rather descriptive and lacking in clear understanding of the specific wording of the questions. Marks are gained for this type of answer, but there is often little to reward in terms of appropriate sociological knowledge and any related assessment. Candidates in this category may benefit from more guidance and practice in composing tightly structured, analytical responses to the type of questions that are set for this paper.

It is important that candidates are aware of the following in **Section A** of the paper: candidates should understand the need to spend an appropriate amount of time on each part of **Question 1** so that they achieve sufficient reward for each part they are answering. A number of candidates wrote very long answers for **1(b)** which may have limited the amount of time they were able to allocate to the short essay-type responses required for answering **1(c)** and **1(d)**. This invariably resulted in an overall low mark for the question. Similarly, a number of candidates spent a large proportion of their time in the examination writing very long answers for **1(c)** and **1(d)** which affected the marks gained in **Section B**.

There were very few rubric errors observed in **Section B** of the paper. Candidates, in general, responded correctly to the directions and selected **one** out of the **two** option questions in this section of the paper. There were some very well constructed and knowledgeable answers from candidates who had taken the time to **plan** their response in advance. These candidates also made appropriate use of relevant sociological studies and concepts. A number of candidates did appear to offer a hurried or incomplete answer. Occasionally these candidates used a listed format rather than an essay-type response. This, perhaps, indicated that they had not allocated an equal or sufficient amount of time for answering each section of the paper.

In summary, candidates' responses were more effective where they:

- Related answers closely to the terms and wording in a question - rather than offering comments that were only loosely connected to the topic covered in the question.
- Supported their answers with references and arguments from sociological theory - particularly where they paraphrased, adapted and applied elements of the theory to answering a question.
- Used an overall framework to answer the question – thus reducing repetition and/or the inclusion of extraneous material in their answer.

- Used planning and thinking skills to improve the quality of their answers - even where there were limitations in terms of theory, assessment and interpretation.

Comments on Specific Questions

Section A

Question 1

The stimulus material accompanying this question provided clear, focused information that proved helpful in enabling the majority of candidates to direct their attention to what was being asked and to offer an appropriate and focused response to each part of the question. Where there was evidence of limited sociological knowledge and understanding candidates were still able to use the stimulus phrases to offer some form of response and to gain some reward.

- (a) There were many clear and accurate definitions offered, but the term *patrilineal* was not fully understood by a number of candidates. A common mistake was to define the term 'patriarchy' instead, or simply to talk about separation, desertion, or family break-up. A number of candidates did attempt a limited response highlighting the importance of boys in the family but did not make any reference to 'property and names being passed through the male heirs of a family'. These candidates usually gained some reward for a weak, partial definition.
- (b) Responses to this question were variable with the best answers demonstrating a clear understanding of the specific wording of the question. However, the majority of candidates were able to correctly name two examples of appropriate types of family structure that are likely to develop when people move to urban areas. Better answers offered appropriate descriptions of the families and an explanation as to why they may have developed. Answers invariably covered issues such as small and easily mobile, or large, in order to offer support. Other answers correctly linked the family structure to social change and choice in a developing modern industrial society. A few candidates confused family structure with relationships but most named two examples or gave some description and only a very few ignored the 'urban area' context.
- (c) The best responses to this question were from candidates who remained focused on what was asked for in the question. Weaker responses misunderstood the context of 'isolation from kin'. When it was clearly understood, there was generally good use of relevant theory and concepts such as the development of egalitarian and companionate relationships and the breaking down of traditional forms of social control so that new forms of control are able to develop. Some candidates were able to argue that equal and emotionally intimate relationships were, or were not, a result of isolation from kin and demonstrated a thoughtful and mature approach to the topic within the question. It was very pleasing to see that a number of candidates were also able to include some consideration of cross-cultural issues in terms of what was asked in the question.
- (d) Overall, the question provided a challenge for a number of candidates and there were some very varied responses. The best of these were from candidates who offered very full and analytical answers that included an assessment of the notion of migration as an influence on family structure. These candidates developed their responses by describing the ways in which migration can weaken family ties and how these ties can also be maintained and strengthened.

The use of concepts such as family unity, modified extended family, dispersed extended family and isolated nuclear family were made relevant here as well as the research of Anderson and Young and Willmott. Many candidates made some reference to functionalist, 'march of progress' and 'fit' theory. Weaker responses lacked any reference to theoretical studies, simply discussing limited aspects of family structure and relationships. Invariably, this kind of response omitted to include any analysis or assessment of the proposal set out in the question. As previously in 1 (c), many candidates did offer a very lengthy response to this part of **Question 1** which, in some instances, meant there was little time to offer a full response in **Section B** of the paper, but showed their enthusiasm for the topic.

Section B

Candidates were required to answer *either* **Question 2** or **Question 3** in this section of the paper. These essay-type questions appeared to provide candidates with a reasonable level of challenge, although **Question 2** was more often selected than **Question 3**. The questions were usually answered well by candidates who had allocated some time to planning their response prior to answering the question. However, a number of candidates did appear to offer a rather hurried or list like answer in this section of the paper. This, perhaps, indicated that they had not left sufficient time to respond effectively to what was being asked in their selected option question. Candidates should be made aware of the need to allocate an appropriate amount of time to answering their option question in **Section B**, noting that the option question carries 50 % of the total marks for this paper.

Question 2

This question was selected by many candidates and provided them with a reasonable level of challenge. There were some excellent responses from candidates who were able to process the demands of the question effectively and to discuss the possible decline in marriage in modern industrial society. This was achieved by identifying examples of the related changes that have taken place in modern industrial and other developing societies. These answers used contrasting sociological theories and explored related issues and concepts such as legal changes, equality of opportunity, global influences on the rights of and the education of women, and freedom of choice and life-style in modern industrial society as opposed to traditional societies.

The best answers gave a clear description of competing sociological perspectives, often with some reference to empirical data and research, together with a balanced argument that included some assessment of the extent to which marriage exists in different societies. It was pleasing to observe that many candidates had made use of an appropriate range of theory including the work of Beck and Beck-Gernsheim, Self and Zealey, Hughes and Church, Giddens, Morgan, Chester, Weston, Smart and Neal. A number of candidates did, however, misinterpret the question and concentrated, solely, on discussing the impact that industrialisation may, or may not, have had upon the *functions* of the family. Other weaker responses mistakenly interpreted the question as a review of family types and structures and the role each family type might play in society; this kind of answer lacked any real focus on what was being suggested in the question.

Question 3

This question was less popular. There were a number of candidates who did appear to have relevant knowledge and understanding of this topic area. Those candidates who demonstrated some in-depth understanding were able to make excellent use of relevant sociological theory, studies and concepts including the work of Pilcher, Aries, Shorter, Gershuny, Crompton and Lyonette, Oakley, Greer, Firestone, and Duncombe and Marsden. Creditable responses also explored cross-cultural variations and offered examples from different countries and/or societies. There was also some use made of factors such as time, place and historical influence. Less creditable were responses that were assertive and poorly supported by theory and also those offering only negative aspects of age and gender as the only factors of significance in determining an individual's experience of family life. A number of candidates offered arguments that concentrated only on either *gender* or *age* but these answers were still able to gain some reward.

SOCIOLOGY

Paper 9699/21

21 Theory and Methods

Key Messages

- Good answers showed sound knowledge and understanding of a range of sociological theories. A number of candidates were able to apply these theories appropriately to the questions.
- Candidates continue to perform a little better in the essay question compared to the data response one. This was partly a skills based issue.
- The skills required for success in some elements of **Question 1** remain lacking in a number of cases.
- There continues to be a notable deficit in the knowledge base for some sociological methods.
- Poor understanding of the meaning of some key concepts undermined, in particular, some responses to methods-based questions.

General Comments

The essay element [**Section B**] was more successfully answered than the data response element [**Section A**]. The necessity for candidates to adopt a more strategic approach to each of the sub questions within **Question 1** was evident. Candidates require a good understanding of the demands of each question in terms of skills, for example, being clear about what is expected of command phrases like 'describe' [**Question 1(b)**] and 'explain' [**Question 1(c)**]. In **Question 1(c)** many candidates provided responses that contained a lot of evaluation yet this skill is not required for this question. Candidates should look to produce responses that contain concise, well distinguished points that are sociologically developed.

Throughout **Question 1** use of Key methodological terms like validity and reliability lacked conceptual accuracy and were often applied indiscriminately in responses. There was greater success achieved in **Question 1(d)**. Overall, responses to the essay questions produced some good answers with a number of candidates demonstrating sound essay construction skills that included analytical understanding of different theoretical strands. However, an equal number of responses lacked sufficient substance and depth in their responses. Candidates should try to make greater use of references to relevant studies when discussing theoretical and methodological issues. There were no rubric errors and mostly no time related issues, although a number of responses were not of a sufficient overall length given the exam's duration.

Comments on Specific Questions

Question 1

- (a) Responses were not able to define ethical issues accurately. Many showed understanding of its general meaning but were not clear as to its specific meaning in the context of the stem. Well answered responses outlined two discrete elements. In terms of skills, it is useful for candidates to think about writing a response that contains two elements in relation to outlining the term
- (b) Most responses could specify appropriate methods, i.e. questionnaires, structured interviews, surveys or official statistics, but did not describe these sufficiently well to gain a second mark. This question demands precision in the way candidates craft their answers. Practising the skills of identifying and then describing might improve candidate's success in this question. A significant proportion of candidates wrote far too much for this four mark question. A crisp paragraph should suffice.

- (c) Candidates tended to make one or at the most two reasonable points but often these points lacked the development needed to reach the top level. Most could either list a few practical problems with quantitative data, such as low response rate, or explain the value of quantitative data from an interpretivist point of view, but few did both. In common with previous years, a number of responses made evaluation points, which was not necessary in this question.
- (d) This question was handled somewhat better than **Question 1(c)**, although a number of candidates simply copied out much of the source material without significant addition. Many responses gave a basic summary of the advantages and disadvantages of positivist and interpretivist approaches but often further marks could have been gained by including references to relevant empirical studies or offering more original conclusions. As with other methodological questions, candidates often confused the concepts of reliability and validity and applied them to the question erratically. This trend was evident in **Question 1(c)** as well.

Question 2

This question was the least popular of the two essay options. Overall, candidates coped fairly well with this question, most providing a reasonably competent list of reasons explaining the basis of choice of method in practical and theoretical terms. Successful responses managed to retain focus and relevance throughout and were able to apply the key concepts of validity and reliability to good effect. Few candidates were able to conclude as to the relative importance of each variable. There should have been a clear reference to specific empirical studies.

Question 3

Many responses contained a wide range of approaches. Most candidates offered at least a basic description of the process of growing up, many with a clear understanding of the meaning of primary and secondary socialisation. There was widespread awareness of feral case studies, although a number of these accounts were too lengthy. Most responses offered pertinent references to Parsons and functionalism. Few candidates showed a clear understanding of the interactionist perspective. The accounts of feminist and Marxist sociologists lacked clarity, it was required that all of these approaches were compared and contrasted. Where the Marxist perspective was used it was often not specifically applied to the socialisation processes. Some referred to postmodernism but usually as illustrating a belief in free will. Stronger candidates picked up on the problem of behaviour being 'fully explained', citing biological, philosophical as well as sociological issues.

SOCIOLOGY

Paper 9699/22

21 Theory and Methods

Key Messages

- Good answers showed sound knowledge and understanding of a range of sociological theories. A number of candidates were able to apply these theories appropriately to the questions.
- Candidates continue to perform a little better in the essay question compared to the data response one. This was partly a skills based issue.
- The skills required for success in some elements of **Question 1** remain lacking in a number of cases.
- There continues to be a notable deficit in the knowledge base for some sociological methods.
- Candidates need to improve their understanding of some key concepts, in particular, responses to method-based questions.

General Comments

Differences in performance between the two sections of the paper have narrowed, although the data response element [**Section A**] was slightly less well answered than the essay element [**Section B**]. The necessity for candidates to adopt a more strategic approach to each of the sub questions within **Question 1** was evident. Candidates require a good understanding of the demands of each question in terms of skills, for example, being clear about what is expected of command phrases like 'describe' [**Question 1(b)**] and 'explain' [**Question 1(c)**]. In **Question 1(c)** many candidates provided responses that contained a lot of evaluation yet this skill is not required for this question. Candidates should look to produce responses that contain concise, well distinguished points that are sociologically developed.

Candidates should look to produce responses that contain concise, well distinguished points that are sociologically developed. Throughout **Question 1**, the use of Key methodological terms like validity and reliability often lacked conceptual accuracy and were applied indiscriminately in responses. There was greater success in **Question 1 (d)**. Overall, responses to the essay questions produced many good answers with a number of candidates demonstrating sound essay construction skills that included analytical and theoretical understanding of different strands. However, there was a notable division between the quality of responses for each essay. Those attempting **Question 3** [the majority] produced more high quality responses than those who attempted **Question 2**. Responses require sufficient substance and depth in their responses. Candidates should try to make greater use of references to relevant studies when discussing theoretical and methodological issues. There were no rubric errors and mostly no time related issues, although a number of responses were not of a sufficient overall length given the exam's duration.

Comments on Specific Questions

Question 1

- (a) A number of answers showed some understanding of the term *verstehen* but many were unable to develop this enough to gain full marks. Well answered responses outlined two elements, for example, by referring to the notion that *verstehen* is a technique used by interpretivists to understand a situation from the point of view of the social actor. Less successful responses tended to copy text from the source material. In terms of skills, it is useful for candidates to think about writing a response that contains two elements in relation to outlining the term.

- (b) Most responses could specify appropriate methods, i.e. unstructured interviews, participant observation, and very often these identifications were supported with satisfactory descriptions. However, many did not describe these sufficiently well to gain second mark. This question demands precision in the way candidates craft their answers. Practising the skills of identifying and then describing might improve candidate's success in this question. A significant proportion of candidates wrote far too much for this four mark question. A crisp paragraph should suffice.
- (c) Most responses to this question were at least satisfactory and there were many very good answers. However, some candidates were not completely sure about the meaning of 'value free'. There was some unnecessary evaluation in a number of responses to this question, with many entering into an unnecessary debate that trespassed upon the area covered by **Question 1(d)**. This meant that many candidates used material that they often repeated in the next question.
- (d) This question was handled more confidently than **Question 1(c)**. Many responses gave a sound summary of the advantages and disadvantages of positivist and interpretivist approaches, but often further marks could have been gained by including references to relevant empirical studies or offering more original conclusions. Poorer responses simply listed theories. As with other methodological questions, candidates often confused the concepts of reliability and validity and applied them to the question erratically. This trend was evident in **Question 1(c)** as well. However, there was evidence of good knowledge in most answers with many able to make effective assessment as well.

Question 2

This question was by far the least popular of the two essay options. Candidates should improve their understanding of what a longitudinal study is. Very few accurately identified it as an approach to study rather than a specific method itself. Many responses abandoned the focus of the question and produced a list of the advantages and strengths of a range of methods. Often these lists ignored the question altogether.

Question 3

Most candidates who tackled this question did so effectively. Many responses were of a high quality. As well as competently outlining the functionalist account of socialisation, good responses also introduced other perspectives into their discussion, notably interactionism, Marxism and feminism. Less successful answers just described the process of socialisation but did not link their ideas to theory. There was ample evidence that candidates understood the meaning of determinism, although many responses would have benefitted from a more explicit discussion of the term. However, most candidates attempted to engage with the wording of the question and come to some kind of conclusion. A number of candidates spent too long describing the experience of feral children instead of focussing on sociological explanations and research studies.

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Paper 9699/23
23 Theory and Methods

Key Messages

- Good answers showed sound knowledge and understanding of a range of sociological theories. Many candidates were able to apply these theories appropriately to the questions.
- Many essay responses contained a pleasing evaluative tone and were able to analyse to good effect although there is room for improvement in terms of the application of this skill.
- Candidates continue to perform a little better in the essay question compared to the data response one. However, this distinction is narrowing.
- Candidates need to improve their understanding of some key concepts, in particular, responses to method-based questions.

General Comments

Differences in performance between the two sections of the paper have narrowed, although the data response element [**Section A**] was slightly less well answered than the essay element [**Section B**]. The necessity for candidates to adopt a more strategic approach to each of the sub-questions within **Question 1** was evident. Candidates require a good understanding of the demands of each question in terms of skills, for example, being clear about what is expected of command phrases like describe [**Question 1(b)**] and explain [**Question 1(c)**]. In **Question 1(c)** many candidates provided responses that contained a lot of evaluation yet this skill is not required for this question. Candidates should look to produce responses that contain concise, well distinguished points that are sociologically developed.

Throughout **Question 1**, the use of Key methodological terms like validity and reliability often lacked conceptual accuracy and were applied indiscriminately in responses. There was greater success achieved in **Question 1(d)**. Overall, responses to the essay questions produced many good answers with a number of candidates demonstrating sound essay construction skills that included analytical understanding of different theoretical strands. However an equal number lacked sufficient substance and depth in their responses. Candidates should try to make greater use of references to relevant studies when discussing theoretical and methodological issues. There were no rubric errors and mostly no time related issues, although a number of responses were not of a sufficient overall length given the exam's duration.

Comments on Specific Questions

Question 1

- (a) A number of answers showed some understanding of the term *subjective* but many were unable to develop this enough to gain full marks. Well answered responses outlined two elements, for example, by referring to the notion that subjective conveys a personal experience of the world, and that this may be characterised by bias in some way. In terms of skills, it is useful for candidates to think about writing a response that contains two elements in relation to outlining the term.
- (b) Most responses could specify an appropriate reason and very often these identifications were supported with satisfactory development. However, many did not describe these sufficiently well to gain a second mark. This question demands precision in the way candidates craft their answers. Practising the skills of identifying and then describing or developing might improve candidate's success in this question. A significant proportion of candidates wrote far too much for this four mark question. A crisp paragraph should suffice.

- (c) Most responses to this question were at least satisfactory and there were many very good answers. However, some candidates did not explain in sufficient depth or provide enough points of discussion. A number of candidates were not completely sure about the meaning of 'researcher effect'. There was some unnecessary evaluation in a number of responses to this question, with many entering into debates that trespassed upon the area covered by **Question 1(d)**.
- (d) This question was handled more confidently than **Question 1(c)**. Many responses gave a basic summary of the advantages and disadvantages of interviews versus questionnaires but often further marks could have been gained by including references to relevant theoretical concepts or positions or offering more original conclusions. Very few responses pointed out that the two different methods are likely to be used for different purposes. As with other methodological questions, candidates often confused the concepts of reliability and validity and applied them to the question erratically. This trend was evident in **Question 1(c)** as well. However, there was evidence of sound knowledge in most answers with many able to make effective assessment as well.

Question 2

Most candidates who tackled this question did so effectively. Many responses were of a high quality. The focus of the overwhelming majority of responses was on socialisation in relation to the functionalist approach, although interactionism, Marxism and feminism also featured in most responses. Less successful answers just described the process of socialisation but did not link their ideas to theory. A common approach was to juxtapose these theoretical positions rather than subject them to thoroughgoing analysis. A useful skill is to remind students to consistently link their points to the wording of the question directly. There was good evidence that candidates understood the meaning of determinism.

Question 3

Overall, candidates coped well with this question, most providing a reasonably competent list of reasons why research methods might be chosen for theoretical purposes as well as practical ones. Successful responses managed to retain focus and relevance throughout and were able to apply the key concepts of validity and reliability to good effect. Stronger responses concluded the relative importance of different variables and used empirical studies.

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Paper 9699/31

31 Social Inequality and Opportunity

Key Messages

- Creditable responses combined evidence from studies with good use of concepts and theories.
- There were a lot of low scoring responses that relied on assertion and personal opinion.
- Candidates were rewarded for making good use of contrasts between post-modernist theories and traditional sociological perspectives.
- Answers to the **(b)** questions often lacked evidence of assessment.

General Comments

Candidates made good use of concepts and theories to deliver clear and well-reasoned answers. High-scoring responses used evidence from relevant research studies. Some candidates attempted to answer questions without reference to appropriate sociological sources. Responses of this type relied on assertion and personal opinion. To improve, it is important for candidates to demonstrate knowledge of relevant sociological evidence, concepts and theories. There were no significant rubric errors and most candidates were able to answer three questions fully in the time available.

Comments on Specific Questions

Question 1

- (a) Good responses offered a detailed account of the reasons why females now achieve higher educational qualifications than males in many modern industrial societies.
- (b) Candidates were rewarded for using different sociological perspectives to discuss the view that the education system serves the interests of the ruling class. There were some excellent responses that combined an assessment of relevant theories with references to relevant studies and/or educational policies.

Question 2

- (a) Candidates could have identified several ways in which pupil sub-cultures may affect the educational performance of working class boys. Strong responses often included references to relevant studies of education. There were some low scoring responses that offered a few assertions about educational achievement, but with little reference to pupil sub-cultures.
- (b) Good responses demonstrated an understanding of the concept of cultural capital and its role in explaining why pupils from some minority ethnic groups underperform in the education system. Some candidates made sound use of references to the work of Marxist and feminist theories. There were some less creditable answers that offered only a cursory account of the relationship between cultural capital and educational achievement.

Question 3

- (a) Candidates should have demonstrated an understanding of how population growth may be influenced by development. Some high quality answers used examples from particular countries to illustrate the relationship between development and population growth.
- (b) Successful responses discussed different ways of defining development. High scoring responses demonstrated a good understanding of why there is always likely to be disagreement about how to achieve development. Candidates were rewarded for linking the discussion of how to achieve development with different theories of development. Low scoring answers were often confined to a few assertions about the problems of defining development.

Question 4

- (a) Suitable responses identified different types of aid in developing countries, including emergency aid, conditional aid, charitable aid, multilateral aid, and long-term development aid. There were some good answers that used examples of particular aid projects to illustrate the different types of aid.
- (b) Candidates needed to discuss the impact of capitalism on development. There were some high scoring responses that used different theories of development to assess the claim that capitalism is an obstacle to development in many countries. Some answers also made good use of references to relevant case studies from particular countries

Question 5

- (a) Strong responses identified a range of ways in which the media has been affected by globalisation, including the emergence of global media corporations, cross-media ownership, the rise of the new media and the digital revolution, internationalisation of media content and new attempts to limit the powers of the media through censorship.
- (b) Candidates could have discussed a range of views for and against the idea that there are no limits to the power of the media. Better responses often referred to different examples of the media and gave clear instances of where media power may be limited or where it may be difficult to control. Some candidates made good use of references to the pluralist and Marxist theories of the media.

Question 6

- (a) Responses could have covered several relevant points about how the media decides what issues are important for public debate. High scoring responses often used appropriate concepts and references to studies. Worthy responses distinguished between different media and explained how such differences affect the process of agenda setting.
- (b) There were some short answers to this question, which demonstrated an insufficient understanding of the Marxist view of the media. Credible responses showed a fuller understanding of the Marxist perspective and contrasted this with other theories of the media in order to provide an assessment of the claim that the media serves the interests of the ruling class; including references to relevant studies and examples.

Question 7

- (a) Suitable responses explained why some sociologists view religion as a conservative force in society and discussed the functionalist, Marxist and feminist views of religion. Some candidates made excellent use of references to relevant studies of the conservative impact of religion.
- (b) Candidates should have considered a range of evidence and theories concerning the position of women within the power structures of religious organisations. High scoring responses often included references to feminist theories of religion and some candidates distinguished between the position of women in different religions.

Question 8

- (a) Candidates should have offered a clear definition of the terms sect, cult and church. High quality responses referred to relevant concepts and studies to illustrate how sociologists distinguish between the different terms.
- (b) Credible responses provided a full account of the secularisation thesis and developed a plausible assessment of the view that religion has become a less powerful force in society today.

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Paper 9699/32

32 Social Inequality and Opportunity

Key Messages

- Credible responses included reference to relevant concepts and theories.
- Low scoring answers often relied on assertion and personal opinion.
- Successful responses included evidence from studies.
- Candidates need to improve their knowledge of sociological theories.
- Answers to the **(b)** questions often lacked evidence of assessment.

General Comments

There were some high quality answers that made good use of concepts and theories to deliver clear and well-reasoned explanations and assessment. While some candidates made effective use of evidence from research studies, this was a notable omission in the work of many other candidates. There continues to be some low scoring responses that rely on assertion and general knowledge rather than using appropriate sociological material. Knowledge of the main sociological theories was evident in the work of many of the candidates, though they may benefit from a better understanding of the different strands of thought within each theory. Weakness in providing assessment was a major reason why some candidates were unable to secure high marks for the **(b)** questions. There were no significant rubric errors and most candidates were able to answer three questions fully in the time available.

Comments on Specific Questions

Question 1

- (a) Good responses offered a range of explanations for why sociologists question the importance of intelligence in influencing which pupils succeed at school.
- (b) Credible responses to this question used a range of theories and studies to discuss whether the main function of education is to promote social mobility. Marxist views were often contrasted with functionalist ideas, though some candidates also made good use of references to feminist theory and to post-modernist arguments. Lower scoring answers often lacked references to theory and made little use of relevant concepts.

Question 2

- (a) Good answers demonstrated a sound understanding of the concept of social deprivation and its role in explaining the educational performance of pupils.
- (b) Higher scoring answers examined the arguments for and against the idea that the hidden curriculum is the main influence on the educational achievements of females and males. Good use of references to theories and studies, such as the work of Bowles and Gintis and Althusser, was a distinguishing feature of the better answers.

Question 3

- (a) The best responses focused on explaining the difficulties in defining development and identified several limitations in defining development solely in economic terms.
- (b) Good answers focused on exploring different concepts of poverty and showing how particular aspects of impoverishment may impact upon rates of population growth. They drew distinctions between the situation in different countries and regions. High quality answers included references to relevant evidence and research studies.

Question 4

- (a) Good responses discussed a range of appropriate causes in reasonable detail. The causes of rural-migration most widely discussed were famine, the attractions of city life, the impact of land reform, natural disasters, and rural poverty.
- (b) Credible responses demonstrated an understanding of how economic growth may benefit some groups more than others. High quality responses often distinguished between different groups that might benefit from economic growth and also offered reasoned conclusions about the extent to which economic growth benefits some groups more than others.

Question 5

- (a) Candidates needed to explain a range of ways in which the individual may influence the content of the media.
- (b) Good responses demonstrated a sound understanding of the cultural effects model of how the media influences human behaviour. The best responses included references to appropriate concepts, studies and theories. There were some lower scoring answers that discussed other models of media influence without showing a clear understanding of the cultural effects model. Some low scoring answers merely gave examples of the media influencing human behaviour.

Question 6

- (a) Some candidates showed little understanding of the Marxist theory of the media. Good answers described different contributions to the Marxist analysis of the media and its relationship to capitalism. They combined a theoretical understanding with well-chosen use of references to studies of the media that have been influenced by Marxist ideas.
- (b) There were only a few low scoring answers that discussed the impact of the media in general in relation to political power. Better responses considered how the media specifically provides individuals with a greater opportunity to challenge the power of government. They distinguished between the different forms of new media with specific examples, such as social media and citizen journalism.

Question 7

- (a) Some candidates were able to define the term 'sect', but were unable to identify different types of sect. Good answers demonstrated a sound understanding of different ways of classifying sects, including the work of Wallis and Marczewska-Rytko.
- (b) Candidates could have used appropriate theories and research evidence to discuss how far religion acts as a force for social change. High quality responses distinguished between different theories of religion, often using Weber's ideas to contrast with functionalist and Marxist theories.

Question 8

- (a) High quality responses explained how patterns of worship may reflect social class factors and included references to relevant studies.
- (b) Some candidates demonstrated a sound understanding of what is meant by secularisation without linking the material well to the growth of NRMs. Good answers discussed a range of explanations for the growth of NRMs and made appropriate links to secularisation. High quality responses provided a critical assessment of how far the growth of NRMs can be explained as a response to secularisation.

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Paper 9699/33

33 Social Inequality and Opportunity

Key Messages

- Some candidates made good use of theories and concepts.
- Good answers included references to relevant sociological studies.
- Some candidates lacked knowledge of recent sociological theories, such as the post-modernist contribution.
- Low scoring answers lacked references to appropriate sociological sources.
- Some answers to the **(b)** questions lacked assessment.

General Comments

Many of the candidates were able to demonstrate understanding of the relevant sociological material. High quality responses included references to relevant concepts, theories and research evidence. Some answers lacked the necessary assessment to gain high marks for the **(b)** questions. Candidates could gain higher marks by avoiding personal observations and maintaining a tight focus on the relevant sociological material for answering the question. Good answers should also include references to recent sociological theories and studies. There were no significant rubric errors and most candidates were able to answer three questions fully in the time available.

Comments on Specific Questions

Question 1

- (a)** There were some high scoring answers that offered a detailed account of the functionalist view of the relationship between education and the wider society. Good answers considered both the social and the economic functions of education. There were some low scoring answers that demonstrated little understanding of functionalist theory.
- (b)** Strong answers often used different sociological perspectives to discuss the extent to which there is equality of opportunity between all pupils. There were some very good answers that combined an assessment of relevant theories with references to relevant studies and/or educational policies.

Question 2

- (a)** Good answers to this question identified several ways in which educational achievement may be affected by streaming. High scoring responses often included references to relevant studies of education.
- (b)** Good answers provided a detailed account of how education systems may be seen as contributing to social control. Some candidates used relevant references to the work of Marxist and feminist theories. There were some less creditable answers that offered only a cursory account of the relationship between education and social control.

Question 3

- (a) Strong responses demonstrated a sound understanding of the nature of aid and the problems in distributing aid effectively. Some high quality answers used examples of aid projects to illustrate the problems involved in providing support for impoverished groups in developing countries.
- (b) There were some answers that discussed a range of reasons why the poor remain in poverty in many developing countries. High scoring responses demonstrated a good understanding of the role that government corruption may play in hindering schemes to help the poor and linked the discussion of corruption to different theories of development.

Question 4

- (a) Candidates were awarded for identifying a range of relevant consequences to rural areas due to high rural-to-urban migration. This included the shortage of labour for agriculture, an aging population, breakdown of extended family networks, increased levels of rural poverty, and cuts in rural services.
- (b) Good answers discussed the impact of globalisation on local cultures. There were some high scoring responses that used case studies to illustrate the impact of globalisation. Some responses also made good use of references to relevant theories of development.

Question 5

- (a) Successful responses considered a wide range of examples and also explained clearly the role of the media in creating moral panics. Good use of concepts such as sensationalism, folk devils and labelling was a feature of high scoring answers.
- (b) Some candidates demonstrated only a limited understanding of what is meant by the 'new media'. Better answers distinguished fully between the new media and the traditional media. Good answers often referred to different examples of the new media and gave clear instances of where the new media appeared to be more powerful than the traditional media.

Question 6

- (a) Credible responses covered several relevant points about how the media decides what is newsworthy. High scoring responses often used appropriate concepts and references to studies; distinguishing between different media and explaining how such differences affect the presentation of news.
- (b) There were some short answers to this question, which demonstrated an insufficient understanding of the different theories of how the media affects human behaviour. Candidates were rewarded for covering a wider range of theories and using appropriate concepts and evidence to develop their response. High scoring answers included a sustained assessment of the claim that all theories of how the media affect human behaviour have limitations.

Question 7

- (a) Good answers described several reasons why New Age ideas may be replacing traditional belief systems in some societies, including references to disenchantment, breakdown of traditional belief systems, disillusionment with scientific ways of understanding, and the impact of consumerism on modes of personal expression and belief.
- (b) Responses were awarded for putting the question in the context of the secularisation debate. There were some good accounts of Webers' ideas about the influence of science and rationalisation on religious observance and thinking. High scoring answers often included references to different theories of religion and/or studies of the extent of secularisation.

Question 8

- (a) Good answers were focussed on the position of women within religious organisations and demonstrated a sound understanding of the concept of patriarchy. High quality answers referred to relevant studies, such as those by El Saadawi, Wilson and Badawi.
- (b) Some answers demonstrated little or no understanding of the post-modernist contribution to understanding the role of religion. There were some answers in the middle of the mark range that offered only a limited account of post-modernist views. Higher scoring answers discussed the views of different post-modernist writers and compared those theories with other sociological accounts of the role of belief systems today.