CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0495 SOCIOLOGY

0495/11 Paper 1, maximum raw mark 90

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Section A: Research Methods

1 For sociologists, interviews are an important method of colle There are different types of interview, including stru unstructured. Sociologists may also use group interviews. carry out research using interviews they have to decide w how to select their sample and whether to ask *pre-coded* q has to decide how they will carry out the interview to avoid in findings. It may be difficult to achieve *representativeness w*it

(a) In sociological research what is meant by the following terms:

(i) Primary data [2]

2 marks for a full definition such as: data that is collected at that time for the purposes of research or data that is collected first hand by the sociologist.

1 mark for a partial definition such as: collected by the researcher.

No marks if the candidate is vague and suggests that gathering or selecting data is primary.

(ii) Pre-coded questions [2]

2 marks for a full definition such as: questions that have been written in such a way that the categories for answers have already been decided.

1 mark for a partial definition such as: answers already thought about. Some candidates may refer to standardised questions with no mention of answers; allow 1 mark for this.

(iii) Representativeness [2]

2 marks for a full definition such as: the extent to which a research sample provides an accurate portrayal of the typical characteristics of the research population.

1 mark for a partial definition such as: typical of sample or allows you to generalise.

(b) Describe <u>two</u> types of sampling that may be used in soci

Candidates need to demonstrate an understanding of two typ possible answers here and examiners should therefore re responses' i.e. opportunity, cluster etc. may well be seen. Th

2 marks are available for each type: 2 marks for a full des random, quota etc.

Expect reference to sampling types such as:

- Random: each person in the sample has an equal chance of being picked by the random selection employed. Candidates may get a mark for 'random' but cannot receive another mark for repeating the word 'random' as an explanation.
- Stratified random: people are divided into sub-groups relevant to the hypotheses being investigated i.e. groups of a similar age, sex, ethnic group or social class. A random sample is then taken from each sub-group.
- Quota: an exact number of people from specifically identified groups are selected to fill each statistical category.
- Snowball: when there is no sampling frame available (i.e. a deviant group) the researcher may begin by making contact with one member of the research population who then puts them in touch with other relevant contacts.
- Systematic: names are selected from the survey population at regular intervals i.e. every tenth name, until the desired size of sample is reached.
- Other reasonable response.

(c) Describe <u>two</u> ways in which the interviewer can try to avoid interviewer bias when carrying out sociological research. [4]

Candidates need to demonstrate an understanding of what is meant by the term 'interviewer bias', namely, situations in which the interviewer influences the answers given by the respondent. They then need to describe two different ways in which an interviewer can prevent this from happening. There are many possible answers that may be seen here.

2 marks are available for each way: 2 marks for a full description, 1 mark if identified i.e. avoid leading questions, do not offer own opinions etc.

Expect reference to ways such as:

- Avoid leading questions, keep questions as neutral as possible.
- Do not offer own opinion or comments on a respondents answers, remain neutral.
- Remain objective throughout the interview, do not let subjectivity intrude into the questioning style or affect the questions asked.
- Think carefully about body language and facial expressions used, as these may convey the interviewer's feelings and opinions.
- Keep the interview as structured as possible in order to limit the possibility of leading the respondent.
- Social characteristics of the interviewer (i.e. gender, ethnicity, social class, age etc.) may all affect the answers given by the respondent in an interview. Candidates may choose to discuss these collectively or may instead focus on separate factors to make two different points. Either way can be justifiably credited.
- Other reasonable response, e.g. using alternative method other than face to face. However, do not credit twice for two alternative methods suggested.

(d) Describe <u>one</u> strength and <u>one</u> limitation of using pre-co

2 marks available for a strength (1 mark if identified i.e. developing) and 2 marks for a limitation (1 mark if identif developing).

Possible strengths:

- Easy to make comparisons between respondents, theref
- Easier to train researchers as reduces the need for interp
- Other reasonable response.

Possible limitations:

- Respondents lack the ability to develop meaning in their answers as questions are typically structured.
- Inflexible as respondent's answers are made to fit into a particular pre-selected category which therefore reduces validity.
- Other reasonable response.

(e) Describe <u>two</u> differences between structured and unstructured interviews. [4]

2 marks available for each difference (1 mark if identified i.e. structured are formal, unstructured are informal, 2 marks if described).

Possible differences:

- Structured interviews are more formal, unstructured interviews are more informal in terms of the questions asked and the style in which they are asked.
- In a structured interview, questions are asked in a standardised way, whereas in unstructured interviews, the interviewer is free to vary questions asked.
- In a structured interview there is no potential to follow up on answers given, whereas in unstructured interviews this can easily be done.
- In an unstructured interview the social characteristics of the interviewer may affect the results given i.e. gender, ethnicity, age, disability, sexuality, social class, whereas this should not be a factor in a structured interview.
- Other reasonable response.

(f) Describe two advantages and two limitations in usin sociological research.

2 marks available for an advantage (1 mark if identified i.e. development) and 2 marks for a limitation (1 mark if identifi bias, 2 marks for development).

Possible advantages:

- Higher response rate compared to more structured meth
- Respondents can answer in their own words and can mean, increasing the validity of the interview.
- If questions are unclear or misunderstood, the interviewer can explain the meaning of these questions to the respondent.
- A wide range of topics can be asked about.
- Valid data is likely to be gathered if the interviewer is able to build a rapport with the respondent.
- Other reasonable response.

Possible limitations:

- Skilled and highly trained interviewers***** are needed in order to elicit the required information from respondents through careful probing.
- The unstructured nature of the interview means that interviewer bias may occur.
- Responses may be low in reliability as each interview will be unique, and it is thus difficult to compare responses.
- Difficult to record (often lengthy) answers and it is thus difficult to have an accurate record of the interview.
- These kind of interviews can be time consuming and costly to carry out.
- Other reasonable response.

*** cost time and access must be fully explained/justified**

Section B: Culture and Socialisation

2 Some theorists believe that human behaviour is shaped by sociologists claim that human behaviour is learnt thro socialisation. This is sometimes referred to as the nurture-na

(a) What is meant by the term secondary socialisation?

2 marks for a full definition such as: the process by whic culture of society after primary socialisation in the family whi other agencies of secondary socialisation.

1 mark for a partial definition such as: the stage after primary socialisation.

(b) Describe <u>two</u> limitations in explaining human behaviour in terms of biological factors. [4]

2 marks available for each limitation described (1 mark if identified i.e. too simplistic).

Possible answers:

Candidates need to demonstrate that biological factors do not take into account the following when explaining human behaviour:

- differences between cultures i.e. norms/values and the importance of socialisation, etc.
- differences within and between societies i.e. due to social class, ethnicity, etc.
- differences over time
- differences based on role/position/power/status, etc.
- differences based on religion e.g. Christianity 'versus' Islam 'versus' Hinduism, etc.
- differences in social characteristics, socialisation and social control, i.e. gender, etc.
- Other reasonable response.

(c) Explain how individuals learn their gender roles [6]

0–3 A few vague, descriptive comments about gender roles and/or gender are likely to be seen at this level. Candidates may not be clear about what gender roles are, and are unlikely to engage with specific agencies and/or processes of learning these/or uses gendered examples rather than sociological language e.g. pink for girls, blue for boys. A generic answer is likely. There may be a focus on only males or females – one gender well covered can achieve 3 marks.

4–6 Answers are likely to show a clear understanding of how individuals learn their gender roles and successfully link this to specific processes for both males and females. It is likely that specific agencies such as the family, education, peers, media etc. Expect an explicit focus on the 'how' part of the question, perhaps through reference to imitation, role modelling, the hidden curriculum, canalisation, manipulation, positive and negative sanctions, peer group pressure etc. At the bottom of this band (4 marks), candidates may focus on just one agency, or will deal with more than one agency in a list-like way. If one agent is explained particularly well with lots of particularly sociological language, then credit with 5 marks. At the top end (6 marks), expect a discussion of more than one agency/process in a reasonable amount of detail.

(d) To what extent is human behaviour influenced by nurture

The key to this question is for candidates to demonstrate an human behaviour can be explained both nature and nurtur same for everyone and these differences are often linked ethnic position.

NB Candidate may address the 'extent' part of the question a

0–3 Answers in this level are likely to be short, vague unlikely to be any real understanding of the idea that human behaviour is influenced by nurture. Indeed, there may be confusion and uncertainty about what is actually meant by the term 'nurture', with few examples seen.

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of the idea that human behaviour is influenced by nurture, and there will be some examples used to show this. Examples may be vague and/or sparse; a generic answer may be seen. There is likely to be either a detailed explanation of the importance of genetic inheritance or the importance of socialisation. There may be references to feral children. At the top of the level expect some specific examples to be discussed i.e. family life, education and qualifications, life chances, work opportunities, wealth and income, subcultures, peer group, media, poverty etc. A two-sided answer may be seen here, although it is unlikely to be well developed or supported by evidence.

7–8 Answers will be well focused on the question and will develop points with relevant examples. Expect either depth or breadth. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to receive marks within this level. There will be a clear understanding of the nature/nurture debate. There will be consideration both of the possible influence of genetic inheritance and biology as well as the importance of the socialisation process in developing the individual. For full marks, a judgement should be made as to the extent to which human behaviour is influenced by nurture.

3 Some sociologists think that people conform to the rules of society through choice. Other sociologists believe that social conformity is achieved through coercion.

(a) What is meant by the term social conformity? [2]

2 marks for a full definition such as: when individuals obey the rules of society. Examples may be given but may not always be required to gain 2 marks.

1 mark for a partial definition such as: doing what's expected or conforming to rules/norms or values (of society).

(b) Describe two ways in which humans are made to confor

Any two points describing aspects of either formal or infor lead to humans obeying the rules in order to fit in. Candidat of social control in order to describe the two ways, or may tal or formal social control, for example. Either approach is acc on how humans are made to conform.

2 marks available for each way described (1 mark if identifie the police).

Possible answers:

- Formal social control – written sanctions that dictate what a person can and cannot do and which may have serious consequences if ignored.
- Informal social control – sanctions, probably unwritten, used informally to control us i.e. glares, punishments etc.
- Government – make the laws that tell us what we can and cannot do.
- Police – have the power of arrest and are seen as a deterrent to rule breaking.
- Family – positive and negative sanctions such as the naughty step, treats used to mould and shape human behaviour.
- Peers – pressure often applied, particularly on young people, to fit in with those around them i.e. smoking, underage drinking etc.
- Other reasonable response.

(c) Explain how young people learn to obey authority.

0–3 A few vague, descriptive comments about social control and how it is exercised over young people are likely to be seen at this level. Candidates may not be clear about the means by which young people are controlled, and so will present a more general discussion which demonstrates little sense of any engagement with sociological concepts or processes. Agencies such as education, family, police etc. may not be identified or will not be explicitly discussed. A generic answer is likely. Responses may be short and undeveloped or under-developed.

4–6 In this level, answers are likely to show a clear understanding of how young people are socially controlled, and how they learn to conform and obey authority. Reference to relevant agents of social control are to be expected, and the most likely references include family, education, peer group and the media. It is likely that specific processes such as rules, sanctions, hidden curriculum, deterrence, peer group pressure, formal and informal social control, power and authority will be discussed. Expect this explicit focus on the 'how' part of the question to explain how rewards and sanctions are imposed.

At the lower end of the band (4 marks) perhaps only one agent will be referred to, or more than one will be referred to in a list-like way or the processes discussed may be vague and/or generic.

At the top end (6 marks) expect more than one agent of social control/process to be discussed in a reasonable amount of detail.

(d) To what extent do people conform to social rules throug societies?

NB Some candidates may refer to charismatic, legal ra authority. This is an acceptable approach.

Remember to focus on the element of choice.

NB Candidates may address the 'extent' part of the question

0–3 Answers at this level are likely to be short, vague and common sensical. There is unlikely to be any real understanding of what is meant by conforming to social rules and how this links to modern industrial societies. There may be some general points about how agreement is reached in society, but these are unlikely to be explicit or accurate and the answer will lack sufficient breadth.

4–6 Answers at this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of the idea that society is based on consensus or coercion, but the answer will lack supporting details and evidence. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples about why people conform to social rules. A two-sided answer may be seen here, although it is unlikely to be well developed or be supported by relevant evidence.

7–8 Answers will be well focused on the question and will develop points with suitable examples. There will be a discussion of the nature of conformity in society. This may well take in the Functionalist and/or Marxist debates about the nature of social control although these theories need not be explicitly mentioned. Expect answers which include either depth or breadth. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score within this level. For full marks, a judgement should be made as to the extent to which people conform to social roles through choice in modern industrial societies, which could be mentioned at the start of the answer.

Section C: Stratification and Inequali

4 Stratification is found in all societies. Those at the bottom of be living in poverty and have restricted life chances.

(a) What is meant by the term *poverty*?

2 marks for a full definition such as: when an individual or gr to be able to survive in their society (absolute poverty) or i share in what is regarded as an acceptable standard of poverty). Examples may be given but will not always be required to gain 2 marks.

Candidates do not have to use the terms 'relative' or 'absolute'. They can describe either for 2 marks.

1 mark for a partial definition such as: being poor/not having enough/absence of life chances.

(b) Describe <u>two</u> problems faced by individuals living in poverty. [4]

2 marks available for each problem described (1 mark if identified i.e. poor life chances).

Possible answers:

- Lack of power/control/status – a lack of money often coincides with a lack of these things too.
- Dependency – this is often on the state and reduces autonomy and independence for individuals.
- Poor life chances – being poor is seen to adversely affect a person's chances to progress through life and to achieve material success.
- Lack of health facilities – poverty may equate to a poor standard of living and to a lack of access to health facilities and resources or to a service that is of poor quality.
- Poor housing – poverty is likely to prevent the owning of one's own house and so to make an individual reliant on the state/private renting/homeless/slums etc. Standards are likely to be unacceptable and may include a lack of water/heat etc.
- Poor educational opportunities – poverty may prevent an individual from gaining an education or may result in an education that is sub-standard. Poorer people are still less likely to achieve educational qualifications and/or to attend university.
- Discrimination – the poor are blamed for being poor.
- Other reasonable response.

(c) Explain why poverty is found in wealthy societies.

NB Answers may refer to government corruption. Answers t in society without explicit links to wealthy societies can score

0–3 A few vague, descriptive comments about pover individuals at the bottom of society, are likely to be may not be clear on why poverty is found in we generally with little sense of any engagement processes. A generic answer is likely. Responses m under developed.

4–6 Answers are likely to show a clear understanding of why poverty is found in wealthy societies at this level. A more detailed answer will be given that looks at the relative poverty to be found in all societies as well as the way in which advantaged groups maintain their advantage and fail to share their wealth with the rest of society. Social class and/or caste systems/corrupt governments may be considered here. Links are likely to be made to social factors such as education, housing, life chances, etc.

At the lower end of the band (4 marks) perhaps only one reason or point will be referred to or more than one will be referred to in a list-like way or the reasons discussed may be vague and/or generic.

At the top end (6 marks), expect more than one reason or point to be discussed in a reasonable amount of detail.

(d) To what extent does an individual's position in the stratification system influence their life chances? [8]

NB Candidates may address the 'extent' part of the question at the start of their answer.

0–3 Answers at this level are likely to be short, vague and common sensical. There is unlikely to be any real understanding of what is meant by the term 'stratification system' or whether this influences an individual's life chances. There may be some general points about class/caste and/or status and/or opportunities, but these are unlikely to be explicit or accurate and the answer will lack sufficient breadth.

4–6 Answers at this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of how the position in the stratification system influences the individual. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples, i.e. acknowledgement of the advantages to be experienced from having a high position in relation to welfare, education and opportunities as well as the limitations experienced by those at the bottom of the system. A two-sided answer may be seen here, although it is unlikely to be well developed or be supported by relevant evidence.

7–8 Answers will be well-focused on the question and will develop points with suitable examples. Answers may show that social position does determine life chances both for the advantaged as well as for those who are further down the social system. Also the idea of meritocracy can be used to show that it is possible to change life chances, but that in reality this happens for few people and that changes that come about are more due to changes in lifestyle than due to changes in social status. Expect answers which include either depth or breadth. Sociological language and

concepts are to be expected. There should be som
the argument to receive marks within this level. For
judgement should be made as to the extent to whic
stratification system influences their overall life chan

5 Social mobility is one means through which the status a change. Social mobility can be inter-generational or intra-gen

(a) What is meant by the term *inter-generational social mobil*

2 marks for a full definition such as: comparing an adult's present occupation with that of the family s/he was born into (usually measured against the father's occupation). This therefore shows how much social class movement there has been between or through two generations. Examples may be given but are not always required to gain 2 marks.

1 mark for a partial definition such as: moving your social position up or down.

(b) Describe <u>two</u> statuses that may be inherited at birth [4]

2 marks available for each status described (1 mark if identified i.e. gender). Candidates may give two id's e.g. Prince/Princess, King/Queen which will give 2 id marks but they will only be able to have 1 explanation mark, as the explanation will be the same. The described status must be an ascribed one.

Possible answers:

- Gender/sex – in many societies, being male/masculine still attracts a higher status than being female/feminine, for example (don't allow both gender and sex as the two statuses).
- Ethnicity – can be linked with issues of racism, discrimination and/or prejudice.
- Class/caste – linked to wealth/income/privilege – the upper class, for example, are ascribed their high status in society.
- Family position – the status of elder sibling, daughter or something similar.
- Title/status/wealth – the Royal family (i.e. King/Prince) is a good example here.
- Religion – family religion is often given at birth.
- Allow nationality.
- Other reasonable response.

(c) Explain some of the ways through which an individual ca

NB Answers can refer to upward or downward social mobility

0–3 A few vague descriptive comments about how an in status, are likely to be seen at this level. Candidates meant by social status or how an individual can cha include a more general discussion, which dem engagement with sociological concepts or processe generic, and will not contain references to specific short and undeveloped or under-developed.

4–6 Answers are likely to show a clear understanding of ways in which an individual can change their social status. Reference to relevant factors such as marriage, luck, education, work/job, promotion, financial windfall/inheritance leading to social mobility, is expected.

At the lower end of the band (4 marks), perhaps only one way will be referred to, or more than one will be referred to in a list-like way, or the factors discussed may be vague and/or generic.

At the top end (6 marks), expect more than one way to be discussed in a reasonable amount of detail.

(d) To what extent are social class differences disappearing in modern industrial societies? [8]

NB Candidates may address the 'extent' part of the question at the start of their answer.

0–3 Answers in this level are likely to be short, vague and common sense. There is unlikely to be any real understanding of what is meant by social class and/or differences. There may be some general points about how differences are disappearing because society is now more equal, or that they are not disappearing because differences still exist, but these points are unlikely to be explicitly linked to social class or be wholly accurate, and will lack range.

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding about the ways in which class is changing in relation to the changing job market and the growing middle class, the decline of deference and the loss of obvious markers of class such as dress codes. Issues of meritocracy may be touched upon but will not be fully developed. Examples may be vague and/or sparse; answers may be generic. At the top end of the level, expect some specific examples and points. A two-sided answer may be seen here, although it is unlikely to be well developed or be supported by relevant evidence.

7–8 Answers will be well focused on the question and will develop points with relevant examples. Answers are likely to include an outline of the way in which class is changing and distribution between the classes is altering, resulting in the shrinking of the working class. The impact of education in making mobility move upward will probably be covered as well as the ability to be downwardly mobile. The different lifestyles and continuation of privileged groups in modern industrial societies as well as other divisions such as those of gender and ethnicity are also likely to feature. Expect an answer which contains either depth or breadth. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score within this level. For full marks, a judgement should be made

as to the extent to which social class difference industrial societies.

Section D: Power and Authority

6 In the real world aspects of democracy can be found in dicta oligarchy can be found in democracies

(a) What is meant by the term *oligarchy*?

2 marks for a full definition such as: rule by a small group of people in a totalitarian society. Examples may be given but not always required to gain 2 marks.

1 mark for a partial definition such as: totalitarian power.

(b) Describe <u>two</u> features of democratic systems. [4]

2 marks are available for each feature described (1 mark if identified i.e. the right to vote).

Possible answers:

- Freedom of speech – open criticism of the government is possible and ordinary people are able to communicate with the decision makers.
- Right to vote – more than one political party exists and compete to gain power, and the majority of people in the society have the right to a free vote.
- Freedom of worship – people may choose whether they have a faith or not and, if they do, what this faith is.
- Right to a fair trial – a system of justice is in place that treats every individual fairly and with dignity.
- Media free of government control – different views and opinions are expressed within the media and may criticise the government in power.
- Other reasonable response.

(c) Explain how people can resist the power of oligarchical leadership. [6]

0–3 A few vague, descriptive and simple comments about people resisting power are likely to be seen at this level. Candidates may demonstrate a lack of understanding about what is meant by oligarchical leadership and so answers will instead include a more general discussion of the issues raised in the question little sense of any engagement with sociological concepts or processes. A generic answer is likely. Responses may be short and undeveloped or under-developed.

4–6 Answers are likely to show a clear understanding of how people can resist the power of oligarchical leadership in this level. An understanding of what is meant by an oligarchy is expected. Expect discussions about the nature of resistance as civil disobedience, law breaking, tax evasion, rebellion or any other way to resist.

At the lower end of the band (4 marks) perhaps only one or more than one way will be referred to in a list-like way or the processes discussed may be vague and/or generic.

At the top end (6 marks), expect more than one way to be discussed in a reasonable amount of detail. Answers that also accurately show that oligarchies can be found in a range of different societies will be marked at the top of the band.

(d) To what extent can aspects of dictatorship be found in d

NB Candidates may address the 'extent' part of the question

0–3 Answers at this level are likely to be short, vague unlikely to be any real understanding of what is m democracy. Simple points about how governments when there are elections, may feature in an answer, lack range. There may be some general points mad unlikely to be explicit, accurate or linked to the specif

4–6 Answers at this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of the idea that powerful groups get their own way by means such as control of the media and the political agenda. Other answers may demonstrate the ways in which democratic systems allow the people to be free to join in the political process i.e. voting. Examples used may be vague and/or sparse; a generic answer may be seen. At the top end of the level, expect some specific examples and points to be made. A two-sided answer may be seen here, although it is unlikely to be well developed or supported by relevant evidence.

7–8 Answers will be well-focused on the question and will develop points with suitable examples. In this mark band there should be a clear understanding of the way in which pressure groups and the media allow people to participate in democracy as well as the way in which practices such as stop and search, media controls and surveillance show dictatorial elements, for some groups of people at least. Expect answers which contain either depth or breadth. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to receive marks within this level, perhaps by discussing Marxist and Pluralist views. However, these theories do not have to be named explicitly to gain full marks.

For answers to gain full marks, a judgement should be made as to the extent to which aspects of dictatorship are found in democratic systems.

7 Modern forms of technology have made it possible for governments to introduce new forms of surveillance. These changes have implications for civil liberties.

(a) What is meant by the term *civil liberties*? [2]

2 marks for a full definition, such as: freedoms and rights guaranteed by law to all citizens, such as the right not to be arrested without charge, freedom of speech and religion. Examples may be given but are not always required to gain 2 marks.

1 mark for a partial definition such as: people have rights.

(b) Describe <u>two</u> forms of surveillance a government may us

2 marks available for each form of surveillance described (1

Possible answers:

- CCTV cameras – frequently found in public places t actions and behaviour.
- Internet surveillance/hacking into personal data, mobile chat and conversations etc.
- Phone tapping – used to intrude on private conversatio and by whom, often also has associations with the media.
- Secret police – intelligence agencies that operate in secrecy, and often operate beyond the confines of law to protect political power and suppress political dissent.
- Iris scanning – identification that uses mathematical pattern-recognition techniques on video images of the irises of an individual's eyes. This allows for the quick identification of an individual by the government, and is often used at passport control.
- Other reasonable response.

(c) Explain in what ways governments can limit civil liberties. [6]

0–3 A few vague, simple, descriptive comments about how governments can limit civil liberties are likely to be seen at this level. There is likely to be some confusion about what is specifically meant by 'civil liberties' and so answers may be characterised by a lack of examples. Answers may include more general discussions, and will contain little sense of any engagement with sociological concepts or processes. A generic answer is likely. Responses may be short and undeveloped or under-developed.

4–6 Answers are likely to show a clear understanding of the ways in which governments limit civil liberties at this level. Reference to relevant examples are to be expected, e.g. these can include use of censorship, secret police, the army, torture etc. Credit specific examples like Burma, Iraq etc. Reward answers with marks towards the top of the band when they also point to such actions in democracies, such as D notices and general media censorship.

At the lower end of the band (4 marks) perhaps only one or more than one way will be referred to in a list-like way or the ways/examples discussed may be vague and/or generic.

At the top end (6 marks), expect more than one way to be discussed in a reasonable amount of detail.

(d) To what extent do people in democratic societies posses

0–3 Answers at this level are likely to be short, vague unlikely to be any real understanding of what is and/or civil liberties. There may be some general sim and/or freedom, but these are unlikely to be explicit lack sufficient breadth.

4–6 Answers at this level are likely to contain sociolo using sociological language. There will be some u and protections do exist in some democratic societies, which may be contrasted to societies in which these are not to be found. Examples may be vague and/or sparse; a generic answer may be seen. At the top end of the level expect some specific examples, and answers that acknowledge that freedoms and protections are not equally applicable to all social groups in society. A two-sided answer may be seen here, although it is unlikely to be well developed or be supported by relevant evidence.

7–8 Answers will be well-focused on the question and will develop points with suitable examples. Responses may show that these supposed freedoms do not apply to all, for example prisoners and the mentally ill. Also others, like members of the armed forces, voluntarily give up their freedoms, and other groups (outside of mainstream culture) may not feel that they have the right to express their views, such as pro-euthanasia groups, for example. Expect answers which contain either depth or breadth. Sociological language and concepts are to be expected. There should be a consideration of both sides of the argument to score within this level. For answers to achieve full marks, a judgement should be made as to the extent to which people in democratic societies possess civil liberties.