CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0495 SOCIOLOGY

0495/13 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

Interviews are a popular method used in sociological research. They attitudes and opinions rather than frequency, amounts or trends. produced.

Different types of interviews can be used, depending on the aims of t structured, semi-structured, unstructured or group interviews. I interaction and are thought to produce more valid data than questionn small samples and so it may be difficult to make generalisations from t A successful interview relies upon the skills and objectivity of the interviewer.

1 What is meant by the following terms? [6]

(a) (i) Generalisations

2 marks for a full definition such as: results from a study or investigation can be applied to the whole of the research population.

1 mark for a partial definition such as: apply to lots of people.

(ii) Objectivity

2 marks for a full definition such as: studying topics and people with an open mind and not allowing your own views and opinions to influence the findings.

1 mark for a partial definition such as: not biased.

(iii) Semi-structured interview

2 marks for a full definition such as: somewhere in between a structured and an unstructured interview, meaning that the researcher can have pre-set questions but also has the flexibility to follow up on interesting answers given by the respondent.

1 mark for a partial definition such as: some pre-set questions.

(b) Describe two reasons why the data collected using questionnaires may lack validity. [4]

Candidates need to demonstrate an understanding of what is meant by the term 'validity/valid data', namely, accurate and truthful information; and the term 'questionnaires', namely, a list of written questions which are completed by a number of respondents. Candidates may discuss questionnaires in a more general sense or may refer to specific types of questionnaires, i.e. self-completion, postal, closed question, open question, etc.

2 marks are available for each reason – 2 marks for a full description, 1 mark for a partial or confused description.

Expect reference to reasons such as:

- Pre-coded answers may not accurately reflect what a person thinks
- Closed questions are unlikely to result in insightful, in-depth answers
- Quantitative data questionnaires are used to measure frequency and amount, not opinions and beliefs
- Questions may easily be misunderstood if no one is there to explain them

- If the researcher is not there, then how do you know the the questionnaire actually did so?
- Quantitative data will not be detailed or in depth
- Respondents may not take them seriously and so will rus
- Questionnaires which are not directly administered so yo
- Other reasonable response.

(c) Describe one advantage and one disadvantage of using

2 marks available for an advantage (1mark if identified, i.e. simple to do, 2 marks for developing) and
2 marks for a disadvantage (1 mark if identified, i.e. can't make generalisations, 2 marks for developing).

Possible advantages:
- Simplest sample type so relatively cheap and easy to organise
- Everyone in the sampling frame has an equal chance of being selected = fair
- Other reasonable response.

Possible disadvantages:
- Unlikely to be representative of your research population
- Not cross-sectional, so generalisations are therefore difficult to make
- Other reasonable response.

(d) Describe one strength and one limitation of longitudinal studies. [4]

Longitudinal study: A study completed at intervals over a long period of time. 2 marks available for a strength (1 mark if identified, i.e. does not go out of date, 2 marks if developed) and 2 marks for a limitation (1 mark if identified, i.e. people drop out, 2 marks if developed).

Possible strengths:
- Allows researchers to build up a picture of social life that recognises change
- Allows researchers to build up a picture of social life that does not go out of date
- Allows researcher to really understand the situation and participants under study, due to the amount of time being spent on the investigation – thus improving the validity of the data
- Other reasonable response.

Possible limitations:
- Difficult to manage, as people's circumstances are constantly changing
- People may drop out of the study, move away or even die consequently reducing the continuity and representativeness of the sample.
- Takes a lot of time and money to complete
- Researcher may lose interest if the topic becomes an irrelevance
- Other reasonable response.

(e) Describe two ways in which an interviewer may affect the

2 marks available for each way (1 mark if identified i.e developed).

Possible ways:

- In an unstructured or semi-structured interview, the int able to follow up on answers given meaning results wil interviewer probes and follows up on.
- If the interviewer does not do a good job of helping the re then the data produced will be of low quality – results affected by the interviewer. Same point could also be made regarding obtaining quality results.
- Interviewer bias – where the interviewer influences the answers that the respondent gives
- Social desirability – where the respondent gives the kind of answer that they think the interviewer wants to hear
- Social characteristics of the interviewer affect the results given, i.e. gender, ethnicity, age, disability, sexuality, social class.
- Other reasonable response.

(f) Describe two strengths and two limitations of using qualitative data in sociological research. [8]

Qualitative data may be from a primary method (i.e. interview or observation) or a secondary source (i.e. diary or media materials).

2 marks available for each strength (1 mark if identified, i.e. depth and detail, 2 marks if developed) and 2 marks available for each limitation (1 mark if identified, i.e. expensive to conduct, 2 marks if developed).

Possible strengths:

- High response rate if it is an interview – personal experience, so hard to say no to
- Can gather a lot of depth and detail, allowing the interviewer to find out what the respondents really think
- Answers will be all in the respondent's own words, so should reflect their true thoughts and opinions
- If the respondent does not understand a question properly, interview format permits the interviewer to rephrase and explain
- Respondents are more likely to 'open up' and tell the truth if they have developed a bond with the researcher
- Opinions, beliefs and attitudes rather than 'facts'
- Other reasonable response.

Possible limitations:

- Takes time and money to complete, so it is unlikely that t
  meaning the representativeness of the data must be que
- If it is an interview or observation, the success of the da
  characteristics of the interviewer/observer
- Have to decide how best to record the data – i.e. in an i
  contact you can't make detailed notes so may forget info
  may feel uncomfortable if being recorded
- Unstructured interviews/open observations are a uniq
  therefore lack reliability and comparability
- Secondary sources may be lengthy and so the researcher will have to be selective in deciding which data to extract – thus resulting in issues of subjectivity and bias
- Other reasonable response.

Section B: Culture and Socialisation

2 Sociologists believe that individuals get their identities thr how we are expected to behave and are socially controlled to

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

2 marks for a full definition such as: the process of learning t values in a society; this can be either primary or secondary.

1 mark for a partial definition such as: learning to behave.

(b) Describe two ways through which individuals are socialised into their gender identities. [4]

2 marks available for each way described (1 mark if identified, i.e. imitation). Candidates may choose to find both of their ways from the same agent (i.e. focus on the family. First way: role modelling and second way: canalisation) or from two separate agents (i.e. mass media and religion). They may also focus on two processes i.e. imitation and sanctions. These are all acceptable answers.

Possible answers:

- Family – sanctions, role models, canalisation, manipulation, imitation, etc.
- Education – sanctions, formal methods of control, imitation, hidden curriculum, etc.
- Mass media – imitation, celebrity culture, role models, appearance, etc.
- Religion – rules, guidelines, dress codes, norms and values, etc.
- Workplace – dress codes, vertical and horizontal segregation, status, etc.
- Peer group – norms and values, conformity, peer pressure, imitation, status, role models, etc.
- Other reasonable response.

(c) Explain how formal social control leads to conformity in society. [6]

0–3 A few vague, descriptive comments about social control are likely to be seen at this level. Candidates may not be clear on what *formal* social control and/or conformity is and are unlikely to engage with specific agencies and/or processes of control. A generic answer is likely. There may be confusion between informal and formal social control.

N.B. Candidates who focus on *informal* agencies of social control may receive credit for their understanding of social control but should achieve no more than 2 marks.

4–6 Answers are likely to demonstrate a clear understanding of formal social control in this level, and candidates will be able to link this to conformity in society. It is likely that specific agencies such as the police, courts, prisons, etc. will be focused on. Expect an explicit focus on the 'how' part of the question, perhaps through reference to the power of arrest, sentencing, loss of freedom, deterrence, fear, etc.

At the lower end of the band (4 marks), candidates may focus on just one agency or may focus more than one in a list like way. 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 are the experiences of young people influ

The key to this question is for candidates to demonstrate an the experiences of young people are not the same for every to their social class position.

0–3 Answers in this level are likely to be short, vague an There is unlikely to be any real understanding of the people differ depending on their social class position uncertainty about what is meant by the term 'social clas

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 the experiences of young people are not the same and uniform, but that they differ depending on the social class position. Examples may be vague and/or sparse; a generic answer may be seen. At the top end 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, housing, poverty, capital, consumption, 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 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. Candidates may also argue that gender and/or ethnicity are equally as/more influential on young people. For candidates to receive full marks, they should demonstrate a judgement as to the extent to which the experiences of young people are influenced by social class.

3 Each society has its own cultural differences. What is considered as 'normal' in one society is thus very different to what is seen to be 'normal' in another society.

(a) What is meant by the term *cultural differences*? [2]

A culture is a way of life.

2 marks for a full definition such as: cultural differences refer to the ways that 'ways of life' are different, for example via norms, values, customs, tradition, dress, diet, gender roles, etc. These differences may be between or within societies.

1 mark for a partial definition such as: different cultures do things differently, like dressing.

(b) Describe two differences between childhood and adultho

2 marks available for each difference described (1 mark if i power). For a difference to be fully credited there must b childhood and adulthood.

Possible answers:

- Power/control – adults have this, children do not. Often li
- Responsibilities – adults have these, children do not. Th employment and/or family commitments
- Dependency – children are dependent on others, most adults are not. This is linked to employment, money, education, etc.
- Status and authority – adults tend to have a lot more of this than children, often acquired through hard work, effort, employment and education
- Other reasonable response.

(c) Explain how the behaviour of young people is socially controlled. [2]

0–3 A few vague, descriptive comments about social control are likely to be seen at this level. Candidates may not be clear on how young people are controlled, and so will talk generally with little sense of any engagement with sociological concepts or processes. Agencies such as education, family, police, etc., may not be identified or explicitly discussed. A generic answer is likely. Responses may be short and undeveloped or under developed.

4–6 Answers at this level are likely to show a clear understanding of how young people are socially controlled. References to relevant agents of social control are to be expected. 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 an explicit focus on the 'how' part of the question.

At the lower end of the band (4 marks) perhaps only one agent will be referred to or more than one 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 is gendered role behaviour dependent on the culture in which an individual lives? [8]

The key to this question is for candidates to demonstrate an understanding of the idea that the roles taken by males and females is different in different cultures, and so it is a social rather than a biological process.

0–3 Answers in this level are likely to be short, vague and will rely on common sense. There is unlikely to be any real understanding of what is meant by the term gender role or how these roles are different in different cultures. There may be some general points about roles and/or gender and/or culture but these are unlikely to be explicit, accurate or linked to the question.

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 the concept of

gendered role behaviour is not fixed and thus may b ways according to the culture in which an individual and/or sparse; a generic answer may be seen. At th specific examples, i.e. discussion of roles such as dom giver, protector, etc. Some comparison between cultu basic level, for example: 'in England women work but two-sided answer may be seen here, although it is u supported by evidence.

7–8 Answers will be well focused on the question and w examples. Culture may be interpreted in many different ways such as different country/society/ ethnic group/social class, etc. Comparisons made between cultures will be more complex and detailed than the preceding band above. For example, in Muslim societies the roles of women may be domestic and they may be subservient to men, whereas in Western cultures women are likely to engage in paid employment and are more likely to have more independence. 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 candidates to receive full marks, they should demonstrate a judgement as to the extent to which gendered roles are dependent upon the culture in which an individual lives. This is likely to look at both males and females.

Section C: Social Stratification and Ineq

4 Status can be either ascribed or achieved. Some groups hav other groups in society. Therefore, it is questionable whet industrial societies.

(a) What is meant by the term *ascribed status*?

2 marks for a full definition such as: a person's position in so characteristics they were born with and so is difficult to ch example here.

1 mark for a partial definition such as: position you're born with.

(b) Describe two ways in which status can be achieved. [4]

2 marks available for each way described (1 mark if identified, i.e. qualifications).

Achieved status: a position in society earned by a person's own efforts, hard work and achievements.

Possible answers:

- Gaining educational qualifications to increase your social position
- Marital status – achieved through the act of marrying
- Through occupation – gaining a good job with good benefits/pay
- Hard work – perhaps through training for a sporting event
- Improved social status/honour-achieving a recognised social honour like Knighthood
- Other reasonable response.

(c) Explain how privileged groups maintain power in society. [6]

Candidates may refer to discuss a range of 'privileged groups' with breadth, or discuss a smaller number of groups in more detail. Privileged groups may include discussion of gender, ethnicity, age, class, wealth, income, disability, sexuality, etc. A wide range of points could be referred to such as politics, education, status, money, capital, social closure, skills, social inequality, exploitation, Marxism, social mobility, de-skilling, patriarchy, racism, equality of opportunity, etc.

0–3 A few vague, descriptive comments about power are likely to be seen at this level. Candidates may not be clear about how privileged groups maintain power or, indeed, who these privileged groups are. They may present a general discussion which contains 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 w how they maintain power in this level. It is likely that concepts will be used. Expect an explicit focus on the 'h

At the lower end of the band (4 marks) only one privile more than one in a list like way.

At the top end (6 marks),candidates will discuss more how they maintain power will be analysed in a reasona

(d) To what extent do we have equality of opportunity in modern industrial society? [8]

The key to this question is for candidates to demonstrate an understanding of the idea that equal opportunities have been promoted and improved in modern society, but that these improvements may not have been wholly successful. Candidates may choose to focus on such areas as age, gender, ethnicity, wealth and income, disability, sexuality, etc. within their response. Institutions such as the workplace, education, law, media, politics, health, etc. may also be discussed. Candidates are likely to draw upon their own cultural and contextual experiences here.

0–3 Answers in this level are likely to be short, vague and rely on common sense. There is unlikely to be any real understanding of what is meant by the term 'equality of opportunity' or how this affects people in society. There may be some general points about equality but these are unlikely to be explicit, accurate or linked to a specific social group.

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 of equality of opportunity and answers will include examples of how this works in practice. Examples may be vague and/or sparse; a generic answer may be seen. At the top end of the level, expect some specific examples, i.e. discussion of females, ethnic minorities, the disabled, the poor, teenagers, the elderly, 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 examples. 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 candidates to receive full marks, they should demonstrate a judgement as to the extent to which we do have equality of opportunity in modern industrial society.

5 Systems of stratification exist in most societies. This often results in some social groups, such as ethnic minorities, having fewer life chances than others.

(a) What is meant by the term *life chances*? [2]

2 marks for a full definition such as: the chances a person has of obtaining desirable things, e.g. good health and high income, and of avoiding undesirable things, e.g. poor health and poverty.

1 mark for a partial definition such as: how much chance a person has to get good things in life.

(b) Describe two social groups, other than ethnic minoritie chances.

2 marks available for each social group with limited life identified, i.e. the elderly).

Life chances refer to the chances a person has of obtain desirable, e.g. good health and high income, and of avoidin health and poverty. The advantages or disadvantages peo doing well or badly in society. Relevant social groups may women, teenagers, the poor, the disabled, etc. Any reference to an ethnic minority group should not be credited.

Possible answers:

- The poor – lack of access to 'good' education and qualifications, lack of capital (social, economic, cultural, etc.), life expectancy, poor health
- Women – lack of equal employment opportunities, horizontal/vertical segregation, prejudice and discrimination, domestic burden and expectations
- Young people and those over 55 more likely to be unemployed
- Elderly – access to medical care/drugs restricted due to life expectancy
- Sexuality – homophobia, prejudice and discrimination, i.e. in employment opportunities
- Other reasonable response.

(c) Explain how some ethnic minorities may experience discrimination in society. [6]

Candidates need to be clear about what is meant by the term 'discrimination' and should be able to give examples of how some ethnic minorities experience it. The ethnic minorities focused on by the candidate are likely to reflect their particular experiences and context, so expect a variety here. Discrimination could be discussed in relation to workplace, politics, housing, education, media, etc. Areas to focus on may include such things as: language, culture, norms and values, scapegoating, status, poverty, welfare, prejudice, racism, unemployment, etc.

0–3 A few vague, descriptive comments about how ethnic minorities may experience discrimination are likely to be seen at this level. Candidates may not be able to give an example of any specific ethnic minorities or what discrimination they suffer, so will present a general discussion which contains little sense of any engagement with sociological concepts or processes. A generic answer is likely. Responses may be short and un/under developed.

4–6 Answers are likely to show a clear understanding of how some ethnic minority groups may experience discrimination in society. It is likely that specific processes, examples and ethnic groups will be focused on. Expect an explicit focus on the 'how' part of the question supported by examples.

At the lower end of the band (4 marks) candidates may focus on just one ethnic minority group or may focus on just one form of discrimination or may deal with more of either in a list like way.

At the top end (6 marks), expect discussion of more than one ethnic minority group and form of discrimination in a reasonable amount of detail.

(d) To what extent does social mobility exist in modern indu

The key to this question is for candidates to demonstrate an by the term 'social mobility', how it works in modern industri has been. Social mobility is the ability for an individual in a class 'ladder', and is thus linked to ideas about ascri meritocracy. It can be measured either inter-generationally (c with that of his father) or intra-generationally (comparing a p his/her first occupation). Studies of social mobility may be re it is possible for individuals to move up the class structure, already at the top to stay there. Education is likely to be discussed by candidates. With relation to females, social mobility may also be discussed, as may marriage and changes in the occupational structure (more service sector and 'managerial' jobs in existence today).

0–3 Answers in this level are likely to be short, vague and rely on common sense. There is unlikely to be any real understanding of what is meant by the term 'social mobility' or therefore whether it exists at all. There may be some general points about jobs and/or status but these are unlikely to be explicit, accurate or linked to the question.

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 of social mobility and that this is linked to social class, status and occupation. 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 sociological points to be made. 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 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 candidates to receive full marks, they should demonstrate a judgement as to the extent to which social mobility exists in modern industrial society.

Section D: Power and Authority

6 Different societies have different political systems, example and authoritarian regimes.

(a) What is meant by the term *authoritarian regimes*?

2 marks for a full definition such as: a system where we wil believe it is right for them to have power over us (may refer t legal-rational authority).

1 mark for a partial definition such as: a system where we are not forced to obey others.

(b) Describe two features of a democracy. [4]

2 marks available for each feature described (1 mark if identified, i.e. freedom of choice).

Possible answers:

- More than one political party competing to gain power
- Regular elections for the public to vote in
- The majority of the people have the right to vote
- People can openly criticise the government
- A range of opinions and beliefs are expressed in the mass media
- The media are free from government control
- Citizens can communicate with those in power to openly express their views and opinions
- The formal agents of social control, such as the police and the courts, are free from direct government control
- The people hold political power/government by the people
- Other reasonable response.

(c) Explain how authoritarian regimes maintain power. [6]

Authoritarian – in its broadest sense, it means that the public willingly obey authority. The individual being told what to do believes that the person giving the orders has the right to do so. Thought to be three different types: (i) charismatic, e.g. Hitler, (ii) traditional, e.g. tribal chief and (iii) legal-rational, e.g. modern day, workplace/role based. Candidates may discuss all three types with breadth in their response, or will discuss one type in more detail or engage with the concept in a more generic way.

0–3 A few vague, descriptive comments about authority are likely to be seen at this level. Candidates may not be clear on what it really is or how it works and so talk generally with little sense of any engagement with sociological concepts or processes or examples. A generic answer is likely. Responses may be short and un/under developed.

4–6 Answers are likely to show a clear understanding o maintains power, be able to give examples and ma authority in this level. Expect an explicit focus on the 'ho

At the bottom of the band (4 marks) only one way may like way.

At the top end (6 marks) expect more than one way t amount of detail.

(d) To what extent is democracy the dominant political system in modern industrial societies? [8]

The key to this question is for candidates to demonstrate an understanding of what is meant by a democracy and other political systems in existence today. Candidates may discuss other political systems such as coercion, totalitarianism, dictatorships, oligarchies, aristocracy and authoritarian regimes. In terms of democracy, issues to do with freedom of speech, voting, elections, access to the media, power, censorship, force, justice, pluralism, existence of differing opinions, agents of social control, criticising the government and 'people power' may be discussed. Some candidates will choose to exemplify their answers with reference to specific examples whereas others will talk more generally, either approach is fine.

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 a democracy or other political systems. There may be some general points about who is in control and/or who has power but these are unlikely to be explicit, accurate or linked.

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 of a democracy and whether this does actually exist. This is unlikely to be complex, however. Other political systems may be referred to although this may be as simple examples (i.e. Hitler's Germany) rather than conceptual ideas. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples and/or knowledge to be shown. A two sided answer may be seen here, although it is unlikely to be well developed or evidenced.

7–8 Answers will be well focused on the question and will develop points with examples. Expect either depth or breadth. Sociological language and concepts are to be expected. There should be 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 democracies are the dominant form of power in modern industrial societies. This may be considered on a broad, international scale or within a specific modern society.

7 Political socialisation occurs in many ways and can influ views. However, political participation is declining in some m

(a) What is meant by the term *political socialisation*?

2 marks for a full definition such as: the process of learning p affect our views on politics, our participation in political activiti

1 mark for a partial definition such as: learning how we shoul

(b) Describe two influences on an individual's political views, apart from the media. [4]

2 marks available for each influence described (1 if identified, i.e. the family influence us).

Candidates are likely to describe agents of socialisation here; however it is still possible to get two different factors from one agent, the family for example.

Possible answers :

- Family – attitudes/membership of political parties or pressure groups or trade unions
- Peer group – attitudes of our peers are likely to shape our own political views and participation
- Workplace – different cultures: e.g. people who work in heavy industry have traditionally supported more left wing political parties
- Education – we learn a particular version of history here that may shape our political values and opinions; hidden curriculum
- Other reasonable response.

(c) Explain how pressure groups promote their views. [6]

Pressure Groups – organisations campaigning for a particular cause. There are two general types of pressure groups, those which defend their own interests (i.e. trade unions) and those which promote new initiatives, often known as promotional groups. Greenpeace is a good example here. Frequently, however, the groups are not so distinct and often overlap. Candidates may discuss both of these types, one specifically or a more generic combination, all of which are creditable. It is likely that candidates will exemplify their responses with specific examples of pressure groups and the actions they have taken to promote their views. This must be achieved to score in the 4–6 level.

0–3 A few vague, descriptive comments about pressure groups are likely to be seen at this level. Candidates may not be clear on what a pressure group actually is or be able to link it to how they promote their views and so talk generally with little sense of any engagement with sociological concepts, examples or processes. A generic answer is likely. Responses may be short and un/under developed.

4–6 Answers are likely to show a clear understanding of what a pressure group is, how it works and how they can promote their views in this level. It is likely that specific processes and examples will be discussed. Expect an explicit focus on the 'how' part of the question, probably with examples.

At the bottom of the band (4 marks) candidates may only dis way that pressure groups promote their views. Alternatively, but in a list like way.

At the top end (6 marks) expect more than one pressure gro than one way that they can promote their views in a reasonab

(d) To what extent do the media influence political views and

The key to this question is for candidates to demonstrate an understanding of the role that the media increasingly play within the election system and in terms of influencing voting behaviour and political views. In a global context where the media is so prevalent many think that it is crucial in deciding election results. Candidates may refer to models of media effects (the hypodermic syringe, for example) in their answer but this is not necessary. Expect discussion of the press, TV, the internet, consensus, representation, spin doctors, digitalisation, globalisation, news values, ownership, opinion polls, tactical voting, party image, charismatic leaders, publicity, etc. In evaluation, candidates may consider ideas to do with an active audience or, alternatively, that other agents of socialisation are more influential on voters and viewpoints – family, education, workplace, peer group, etc.

0–3 Answers in this level are likely to be short, vague and common sense. There is unlikely to be any real understanding of the extent to which the media may influence the way individuals vote in elections and/or their political views. There may be some general points about voting and/or political views and/or the media but these are unlikely to be explicit, accurate or linked.

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 the media can influence thoughts, views and voting patterns but these may be confused, partial and/or lacking in substance/evidence. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific ways to be discussed in relation to the question. A two sided answer may be seen here, although it is unlikely to be well developed or evidenced.

7–8 Answers will be well focused on the question and will develop points with examples. Expect either depth or breadth. Sociological language and concepts are to be expected. There should be 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 the media influences the way an individual votes in elections and their political views.