CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the October/November 2

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 October/November 2014 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

Section A: Research Methods

1 Interpretivist sociologists believe that seeing and experienci participants' point of view is crucial for gaining valid data. Ob difficult sociological method to carry out as the researcher's *Hawthorne effect* occurring. It is also not very good for *reliab*

Observations are mostly used to collect *qualitative data*. One the researcher joining in with the activities of the group. By c observation is where the researcher remains separate from t their behaviour. Observations can also be done overtly or covertly.

Gaining access to groups for observation is often difficult and so snowball samples may have to be used. Observations are a form of primary data and so are often combined with secondary data to back up or compare findings.

(a) What is meant by the following terms?

(i) reliability [2]

2 marks for a full definition such as: if data is reliable it can be checked by another researcher, if another researcher can do the research in the same way and get the same results then the research is reliable.

1 mark for a partial definition such as: researchers get the same results/checking the data.

(ii) Hawthorne effect [2]

2 marks for a full definition such as: when the presence of an observer affects the actions of the group under study, preventing the observer from seeing natural behaviour.

1 mark for a partial definition such as: affecting behaviour.

1 mark only if referring to interviewer effect.

(iii) qualitative data. [2]

2 marks for a full definition such as: in depth data, usually presented in a written form. Typically used by Interpretivist sociologists to discover attitudes, reasons and beliefs.

1 mark for a partial definition such as: written data/detailed/in words etc.

(b) Describe two types of secondary data.

Candidates may choose to focus on either quantitative or qua
general type, or specify particular sources of secondary data.
The important point is that the two types chosen are different.
type – 2 marks for a full description, 1 mark if identified i.e. pe

Expect reference to types of secondary data such as:

- Quantitative – numerical data collected by someone othe
  be used to measure amounts and make comparisons;
- Qualitative – detailed and in depth data collected by someone other than the researcher that can be used to make sense of and understand interactions, situations and opinions;
- Statistics – these can be official (produced by the government) or unofficial (i.e. produced by university researchers or students). Numerical data on a wide range of topics such as crime rates, divorce and unemployment rates.
- Historical documents – anything from the past from which information can be drawn. These may be records, artefacts, photographs etc.
- Personal documents – letters and diaries are the most frequently used examples of these. Anne Frank's diary, for example. These can also include visuals as well as the written word. Allow any named type of personal document.
- Previous research – work done by other social scientists.
- Media materials – newspapers, magazines, novels etc.
- Other reasonable response.

(c) Describe one advantage and one disadvantage of using a snowball sample. [4]

Snowball sample – a non-random sample where the researcher makes contact with one relevant respondent and then asks them to put them into contact with further relevant respondents.

2 marks available for an advantage (1 if identified i.e. good for illegal groups, 2 for developing) and 2 for a disadvantage (1 if identified i.e. time consuming, 2 for developing).

Possible advantages:

- A good way to access relevant respondents if the topic under study is sensitive or illegal;
- May be the only way to gain a sample if no actual sampling frame exists for the particular group under study;
- Other reasonable response.

Possible disadvantages:

- As the sample have all been accessed through just one contact it is unlikely to be representative;
- May be time consuming and slow to acquire a reasonable sized sample group;
- Difficult to replicate and to check reliability.
- Other reasonable response.

Do not allow generic time and cost without explanation.

(d) Describe two primary research methods, other than obse qualitative data.

Primary method – research conducted by the researcher.
Qualitative data – in depth and detailed data normally present
2 marks available for each description of a primary method th
for each one if identified i.e. unstructured interview, 2 for each

Possible primary research methods:

- Open question questionnaire – a list of written questions are completed by the respondents themselves
- Semi structured interviews – qualitative data produced from the open questions and flexible interview style
- Unstructured interviews – no pre-planned questions, just general ideas and topic areas to cover. More like a conversation
- Group interviews – respondents discuss something together with the researcher present to listen, ask questions and follow up on interesting ideas
- Case study – the detailed and in-depth study of one particular group or situation to find out as much information as possible
- Other reasonable response.

(e) Describe one advantage and one disadvantage of doing research covertly. [4]

Covert – the researcher does not let the group/person under study know they are being researched. 2 marks for an advantage (1 if identified i.e. see natural behaviour, 2 if developed) and 2 marks for a disadvantage (1 if identified i.e. ethical issues, 2 if developed).

Possible advantages:

- Researcher can be confident that what they are seeing is real and natural behaviour
- If the group under study do not know they are being observed then reasonable to assume that there is no observer/Hawthorne effect
- Other reasonable response.

Possible disadvantages:

- Ethical issues – spying/deception
- Could be dangerous for the researcher if the group under study discover they are being researched
- Other reasonable response.

(f) Describe two strengths and two limitations of using non-sociological research.

Non–participant observation: researcher is completely separa and plays no part in what is going on. 2 marks for each streng objective, 2 for each one developed) and 2 marks for each li observer effect, 2 for each one developed). Candidates can d covert NPO.

Possible strengths:

- The researcher will always be a step apart from the research subjects and so more likely to remain objective
- Researcher will not have to engage in any dangerous, illegal or deviant behaviour
- Easy to record data and make notes
- Other reasonable response.

Possible limitations:

- The researcher always remains an outsider so can they never really understand what they see?
- If overt, always the potential for observer/Hawthorne effect to take place leading to validity issues
- Other reasonable response.

Section B: Culture and Socialisation

2 Sociologists believe that we learn how to act according to ou vary from one culture to another.

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

2 marks for a full definition such as: the learned and shared w
Key factors involved in a culture include norms, values and b
1 mark for a partial definition such as: a way of life.

(b) Describe two examples of how norms may vary from one culture to another. [4]

2 marks available for each example described (1 if identified i.e. clothes are different in different cultures). To score full marks candidates need to compare specific norms in different cultures. Examiners will need to credit a wide range of answers here. The crucial thing is that candidates recognise what is meant by a norm – the unwritten rules of society that determine acceptable behaviour – and can show how these are different in different cultures. Different cultures could include social class, gangs, societies, countries etc.

Possible answers:
- Dress codes
- Gender norms
- Marriage and divorce
- Behaviour
- Diet
- Sexuality
- Age norms
- Religion
- Other reasonable response.

(c) Explain how the family socialises children into their gender roles. [6]

0–3 A few vague, descriptive comments about the family or gender or roles are likely to be seen at this level. Candidates may not be clear on what is meant by socialisation and how it is delivered through the family or on gender roles. They may talk generally with 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 the family socialises children into their gender roles. It is likely that specific processes such as rules, sanctions, imitation, role models, manipulation, canalisation and informal social control will be discussed. Expect this explicit focus on the 'how' part of the question.

At the bottom of the band (4 marks) candidates may just have one example of gender role socialisation that they deal with well or more than one in a list like way.
At the top end (6 marks) expect discussion of more than one way the family socialises children into their gender roles in a reasonable amount of detail. Candidates will probably talk about both girls and boys here.

(d) To what extent do gender roles vary between cultures?

The key to this question is for candidates to demonstrate an u
by a gender role – the part played in society by males and fe
socially constructed i.e. that they are different in different cult
refer to different countries, societies, social classes, ethnic mi
etc.

0–3 Answers in this level are likely to be short, vague and c
to be any real understanding of what is meant by gende
or how these are different in different cultures. There may be some general points about gender and/or social roles and/or cultures but these are unlikely to be explicit, accurate or linked. Expect confusion here.

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of the differences in gender roles between different cultures. 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. family and domestic roles, employment, power and control, decision making, sexual roles, personality based i.e. caring, links to the media etc. 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 gender roles vary between cultures. There is likely to be discussion of both male and female roles here.

3 For society to run smoothly, it is essential that we have social order. This can be achieved through both formal and informal social control.

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

2 marks for a full definition such as: A society based on consensus, agreement, stability and shared values. This tends to occur in situations where people believe that they share common interests and goals. This is a Functionalist view of society.
1 mark for a partial definition such as: a stable society/keeping consensus/shared values etc.

(b) Describe two traditional gender roles for males.

2 marks available for each traditional male gender role descri

Possible answers:

- Breadwinner – the worker, bringing in the household wag
- Provider – head of the household, provides for the wife a
- Protector – linked to physical strength, able to protect the children
- Sexually dominant – the male predator, sex as a key part
- Unemotional – the male who keeps his emotions in check, hidden, doesn't cry etc.
- Instrumental – the active role, the decision maker, the 'doer' etc.
- Sport – idea that a lot of male gender roles are tied up with male sporting prowess and masculinity
- Hero – often seen in the media, the idea that the man can 'save' others who are more vulnerable i.e. women and children
- Other reasonable response.

(c) Explain how social change has affected lifestyle choices. [6]

The key to this question is for candidates to demonstrate an understanding of the idea that society has changed in terms of norms, values, expectations, behaviour and attitudes and that this may have resulted in changes to individual's lifestyles and choices. Candidates can focus on any aspect of lifestyle choices that they feel are relevant – this may involve gender, ethnicity, social class, age, sexuality, disability, work etc.

0–3 a few vague, descriptive comments about social change and lifestyle choices are likely to be seen at this level. Candidates may not be clear on what social change is or how it has affected lifestyle choices. They may talk generally with 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 social change has affected lifestyle choices in society in this level. It is likely that specific examples will be focused on and discussed, such as more freedom of choice, diversity, equal opportunities legislation, hybrid identities, convergence (i.e. gender), prevalence of the media etc. The postmodern idea of 'anything goes' may well come through in the answers. Expect this explicit focus on the 'how' part of the question.

At the bottom of the band (4 marks) candidates may only focus on one example of social change and how this has affected lifestyle choices or more than one in a list like way.
At the top end (6 marks) expect a range of points and examples in a reasonable amount of detail.

(d) To what extent is formal social control more effective tha

The key to this question is for candidates to demonstrate an u
between agents and processes of formal and informal social
most effective and why.

0–3 Answers in this level are likely to be short, vague and c
to be any real understanding of what is meant by formal
the differences between them. There may be some gen
roles but these are unlikely to be explicit, accurate or lin

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of the differences between formal and informal social control and the different agencies involved. 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. police-power of arrest; courts/judiciary – sentencing; government – law setting; education – hidden curriculum; family – imitation; media – role models, etc. 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 formal social control is more influential than informal. There may also be a realisation that how influential a form of control is depends on the individual concerned.

Section C: Social Stratification and Ineq

4 Many people believe that society is becoming more equal an social groups are now very similar. Not everybody would agr disadvantaged groups still exist in society.

(a) What is meant by the term *disadvantaged groups*?

2 marks for a full definition such as: Groups of people in socie access to life chances as others. These groups could be char ethnicity, social class, sexuality, poverty, discrimination etc. (Life chances may include such factors as education, employment, healthcare, wealth and income, leisure activities and housing).
1 mark for a partial definition such as: groups of people who do not have good life chances.

(b) Describe two groups of people in society who are most likely to be disadvantaged. [4]

2 marks available for each group of people described (1 if identified i.e. ethnic minorities).

Possible answers:

- Females – gender disadvantage through, say, the workplace, domestic roles etc.
- Ethnic minorities – where the minority group has less power than the majority and so are disadvantaged – who the minorities are differs in different societies
- Nonheterosexuals – prejudice and discrimination against homosexuals, bisexuals and transsexuals via the media, family, peer group, workplace etc.
- Age – children, teens and the elderly may all be disadvantaged in society through access to power, employment, unemployment, status etc.
- The poor/those with few material possession – this can arguably disadvantage people in education, job opportunities, lack of cultural capital, leisure pursuits etc.
- Lower class/underclass – lower caste – as poor but may also include reference to limited or no opportunities for social mobility
- Religious minorities i.e. Muslims in the UK
- White, working class young males – in a lot of Western societies this social group are particularly likely to be disadvantaged
- Allow reference to specific groups e.g. Black South Africans under apartheid
- Other reasonable response.

(c) Explain how working class jobs have changed in recent

Candidates may include reference to and discussion of the u
this is perfectly acceptable. The key is for them to recognise t
in terms of both technology and attitudes, the working class a
considerably and so have the jobs that they undertake.

0–3 A few vague, descriptive comments about social class a
Candidates may not be clear on what the working class
how these have changed in recent decades. They may
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 working class jobs have changed in this level. It is likely that specific examples will be focused on and discussed, such as elements of Marxist theory, de-skilling, embourgeoisement, fragmentation, overlap between where one class starts and another ends, decline of the manufacturing and production industries, rise of the service sector, globalisation, ICT, automation, feminisation of the workplace, changing gender roles, consumption, rise of the digital media job sector, call centres etc. Expect an explicit focus on the 'how' part of the question by reference to what they used to be and what they are now.

At the bottom of the band (4 marks) perhaps only one change to working class jobs will be discussed in detail or several in a list like way.
At the top end (6 marks) expect more than one change to be discussed in a reasonable amount of detail.

(d) To what extent are divisions between the middle class an disappearing?

The key to this question is for candidates to demonstrate an u society has changed in terms of class structure and norms, v attitudes, education, employment etc. and that this may have working and the middle classes. The idea being that the two c than ever before i.e. class convergence. Candidates need to terms 'working' and 'middle' class, how they were seen traditi perceived today. Some candidates may include the underclas working class which is perfectly acceptable to credit. In terms of divisions, candidates are free to focus on a wide range of factors that may include health, leisure, family, education, occupation, material goods, wealth and income, clothing, diet, gender roles etc. Candidates may focus on one of these areas in depth or several with breadth. At the top end expect to see concepts such as social mobility, embourgeoisement, proletarianisation, fragmentation, de-skilling, automation, white collar jobs, gender roles, pay, globalisation, consumption, value diffusion, convergence, hybridity etc. being used. Marxist theory and/or postmodernism may also be discussed at a basic level.

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 the working and middle classes and whether divisions between them are disappearing or not. Candidates may not talk about specific areas of social life when discussing any divisions, but talk vaguely instead. There may be some general points made about lifestyle and/or social class 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 working and middle class lifestyles at a basic level and what the divisions between them were. This will lead to a basic discussion of whether these divisions are now disappearing or not. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples of how working and middle class lifestyles are becoming very similar today and so divisions are disappearing. 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. Specific areas of social life will be discussed here. Expect either depth or breadth. Sociological language and concepts are to be expected. Theory may also be included. 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 divisions between the working and middle class are disappearing.

5 Males and females still play different roles in many societies and do not have gender equality. However, it is thought that life chances are becoming more equal over time.

(a) What is meant by the term *gender equality*? [2]

2 marks for a full definition such as: males and females have the same life chances and chances of success in society. Examples may be given here i.e. employment, education etc. This is typically reinforced through both the legal system and agents of socialisation.
1 mark for a partial definition such as: equality in society for males and females.

(b) Describe two examples of gender discrimination.

2 marks available for each example described (1 if identified i
females).
The key thing here is that candidates focus on the concept of
depending on whether they are male or female. Candidates
from different agents of socialisation or two different example
Either way is acceptable.

Possible answers:

- Education – subject choice; teacher attitudes; careers advice; setting and streaming; hidden curriculum etc.
- Workplace – horizontal segregation; vertical segregation; promotion rates; power and status; pay; benefits; getting a job; full time vs. part time work; maternity and paternity leave; the glass ceiling etc.
- Family – conjugal roles; domestic division of labour; tasks undertaken; females in part time work; expectations etc.
- Sports and recreation-separate teams with very different rewards and facilities e.g. male and female soccer teams
- Political and legal systems-differences in access to political system/participation Inequality under the law e.g. differing rights to custody of children
- Other reasonable response.

(c) Explain how the roles of men in society may be changing. [6]

Candidates need to recognise that a role is a part people play and that these are changing for men. Expect a comparison between the traditional roles played by men (breadwinner, protector, provider, hero, sporty, strong, unemotional, DIY, impregnator etc.) with more feminine roles (shared conjugal roles, childcare, more interested in appearance, more emotional, cooking, house husband, women in paid employment etc.). Candidates are likely to discuss examples from their own culture and contexts so expect a wide variety of responses here.

0–3 A few vague, descriptive comments about the roles played by men are likely to be seen at this level. Candidates may not be clear on what a role really is or how these are changing for men in society. They may 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 how the roles of men are changing in society in this level. It is likely that specific examples will be focused on and discussed. Expect an explicit focus on the 'how' part of the question.

At the bottom of the band (4 marks) perhaps only one role will be discussed in detail or several in a list like way.
At the top end (6 marks) expect more than one role to be discussed in a reasonable amount of detail.

(d) To what extent are life chances becoming more equal in

Life chances – the advantages or disadvantages people have
well or badly in society.

The key to this question is for candidates to demonstrate an u
by 'life chances' and to be able to link these to relevant social
males and females, ethnic groups, social classes, age groups
Behind this should be the idea that society has changed in ter
expectations, behaviour and attitudes and that this may have resulted in a more equal society where life chances are not constrained by a person's ascribed status. Thus discussion of meritocracy, achieved status, hard work and effort may be seen. Candidates can focus on any area of life chances that they feel is relevant – this may involve employment, unemployment, promotion, pay, the law, family life, education, media, politics, health, crime, gender roles, etc. Candidates may focus on one of these areas in depth or several with breadth.

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 life chances or how these link to particular social groups. There may be some general points made about life or males and females/ethnic groups etc. and/or equality but these are unlikely to be explicit, accurate or linked. Expect confusion here.

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 society has changed and this may have increased levels of equality and life chances for some social groups. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples or ideas or social groups to be referred to. 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 life chances are becoming more equal in modern industrial society. There should be a recognition here that prejudice and discrimination is still very prevalent and that levels of equality and thus life chances are very different in different societies, cultures etc. Candidates may talk specifically about their own culture and contextual experiences.

Section D: Power and Authority

6 Censorship is a form of power in society. Some groups, such power to control how we think about things and what we beli

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

2 marks for a full definition such as: Restrictions on freedom largely through the media. Examples may be given here.
1 mark for a partial definition such as: media controls/lack of f

(b) Describe two examples of propaganda. [4]

2 marks available for each example described (1 if identified i.e. biased publications).
Propaganda: a form of communication that is aimed at influencing the attitude of a community toward some cause or position. Facts are presented selectively to try and persuade the public, largely through the media.

Possible answers may refer to propaganda in contexts such as:
- Religion
- War
- Advertising
- News reporting
- Other reasonable response.

(c) Explain how the media may influence the outcome of elections. [6]

Candidates may engage with ideas concerning media effects theories but this is not necessary. The power of the media to influence voters is likely to be focussed upon. The media is increasingly recognised to be used by politicians to try and influence voters, spin doctors and PR may be discussed here, perhaps with specific examples. These are likely to be context specific depending on the candidate's background so expect wide variety here. A variety of media forms may be referred to i.e. TV, radio, the internet, the press etc. The link of celebrity culture with politics (i.e. Tony Blair's Labour Party and 'Cool Britannia'). Use of language, emphasis, tone and choice of words may also be discussed. Candidates may also refer to the party image that is created and maintained by the media and/or the way party leaders are portrayed.

0–3 A few vague, descriptive comments about how the media may influence the outcome of elections are likely to be seen at this level. Candidates may not be clear on how this is done. They may talk generally with 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 the media may influence the outcome of elections in this level and to be able to exemplify this with examples. It is likely that specific examples will be focused on and discussed. Expect an explicit focus on the 'how' part of the question and reference to specific areas/forms of the media.

At the bottom of the band (4 marks) perhaps only one way that the media may influence the outcome of elections may be discussed in detail or more than one in a list like way.
At the top end (6 marks) expect more than one way to be discussed in a reasonable amount of detail.

(d) To what extent is freedom of speech and expression a re society?

The key to this question is for candidates to demonstrate an u by freedom of speech and expression and to show how this is industrial society. Candidates can focus on any area of social this may involve gender, ethnicity, social class, age, sexuality discuss such factors within the context of the media, bias, gat workplace, peer groups, the law, pressure groups, censorship one of these areas in depth or several with breadth.

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 freedom of speech and expression or how this manifests itself in society. There may be some general points made about what you can and can not say/do but these are unlikely to be explicit, accurate or linked. Expect confusion here.

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 freedom of speech and expression and how this is seen in society. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples to be discussed. 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 freedom of speech and expression is reality in modern industrial society. There may be a recognition here that this is different in different societies and cultures – this should be duly rewarded – and that just because a society may be ‘democratic’, this does not necessarily bring with it freedom of speech and expression. Laws and guidelines still remain; the D-Notice, laws of libel etc.

7 In politics, many factors are influential in determining what th government acts. Most societies make use of opinion polls d

(a) What is meant by the term *opinion polls*?

2 marks for a full definition such as: surveys conducted by as population for their opinion on a specific issue. These are ofte
1 mark for a partial definition such as: asking people how the they think about something.

(b) Describe two factors that may influence voting behaviour. [4]

2 marks available for each way described (1 if identified i.e. family background e.g. social class).

Possible answers:

- Media – Governments may release selective information to encourage people to vote a particular way
- Media bias/selection – how the media portray leaders or policies or parties is thought to have a significant link to voting behaviour
- Social class – a person's social class position is often linked to their voting behaviour i.e. in the UK the working class have traditionally voted Labour
- Family background – how a family has traditionally voted and the political socialisation that this will lead to may well influence a person to vote a particular way
- Age – younger and older people typically have different priorities and so tend to vote for different political parties
- Peer group-adopting the beliefs and attitudes of peers and voting accordingly.
- Gender – women and men may vote differently
- Ethnicity – links clearly exist between voting behaviour and the way a person votes
- Geography – where a person lives (whether that is a specific region or urban/rural area) may have a big influence on how they vote
- Religion – lots of links exist between politics and religion i.e. Northern Ireland;
- Party Policies – voters typically say that it is the policies offered by particular parties that encourage them to vote for that political party
- Party leaders/image – the individuals in charge of particular political parties and the image that they present is thought to be crucial in determining how a person will vote
- Voters may use tactical voting if their party of choice appears to have little chance of winning according to the opinion polls
- Voters may decide not to vote/abstain from voting because of the predictions from the opinion polls
- Bandwagon effect – some voters may 'jump on the bandwagon' and vote for the party which the opinion polls predicts will win
- Other reasonable response.

(c) Explain how new social movements are able to influence

NSM – a loosely organised set of different groups who come
change. These often involve alternative ways of thinking and
membership. Good examples are feminist movements, green
gay movements.

0–3 A few vague, descriptive comments about new social m
at this level. Candidates may not be clear on what they
achieve or how they influence the public. They may talk
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 NSM is and how it can influence the public. It is likely that specific examples will be focused on and discussed. Expect an explicit focus on the 'how' part of the question, perhaps referring to campaigns, profile raising, publicity stunts, use of the media, celebrity endorsement etc.

At the bottom of the band (4 marks) perhaps only one way will be discussed in detail or more than one in a list like way.
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 opinion polls accurately reflect the vie political issues?

The key to this question is for candidates to demonstrate an u by the term 'opinion poll' and how accurate its predictions and of public opinion. Opinion polls are a type of social survey us in the run up to an election. Organisations such as MORI typi accuracy of the results gained is likely to depend upon the re generalisablity of the sample surveyed. Results are thus not a reasons have been put forward to explain why opinion polls c composition, people may not respond truthfully, may change their minds at the last minute, mat not actually bother to vote, questions may be poorly worded and so misunderstood, interviewer bias may effect validity of results, people may not have yet decided how to vote so will be recorded as 'don't knows'. The nearer to the election the poll is done, the more reliable the predictions are thought to be. However, they do give a snapshot of voting intention and can be a useful indicator of outcome. Candidates may focus on one of these areas in depth (if so, likely to be with a specific case study example of an election and opinion polls relating to it) or several with breadth.

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 an opinion poll and how it does or doesn't accurately reflect public opinion. There may be some general points made about voting and/or elections and/or public opinion but these are unlikely to be explicit, accurate or linked. Expect confusion here.

4–6 Answers in this level are likely to contain sociological ideas without necessarily using sociological language. There will be some understanding of what an opinion poll is and how it reflects public opinion. Examples may be vague and/or sparse; a generic answer may be seen. At the top 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 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 opinion polls accurately reflect the views of the public about political issues. A balanced debate is not required.