CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the October/November 2

0495 SOCIOLOGY

0495/13 Paper 1, maximum raw mark 90

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Section A: Research Methods

1 In their research, sociologists will often ask questions in ord test hypotheses. A popular method used for doing this is que questionnaire consists of a series of written questions that c Positivist sociologists tend to prefer closed questions, where open questions instead.

Using questionnaires means a large sample can be research frame can be found. If a stratified sample is used, then repres collected and generalisations can be made. Questionnaires typically produce quantitative data and in this way are similar to structured interviews and official statistics.

(a) What is meant by the following terms?

(i) Open questions [2]

2 marks for a full definition such as: respondents are free to answer the questions in any way they like. For the second mark there needs to be some development to show how it is different from a closed question e.g. there are no pre-set options.

1 mark for a partial definition such as: answer how you like.

(ii) Structured interview [2]

2 marks for a full definition such as: a set of standardised/pre-set questions (1 mark) are read out to the respondent by the researcher (1 mark).

1 mark for a partial definition such as: asking set questions.

(iii) Sampling frame [2]

2 marks for a full definition such as: the source from which a sample is drawn, for example the census, class register, phone book etc. Full marks can be given without an example.

1 mark for a partial definition such as: census/register/list etc.

(b) Describe one strength and one limitation of using a large research.

2 marks for a strength (1 if identified e.g. can generalise, 2 for limitation (1 if identified e.g. time consuming, 2 for developing

Possible strengths :

- Generalisations can be made from the large sample grou
- There is more chance of gaining a cross-sectional and re
- Findings are more likely to be accurate
- A large sample can gather a lot of information – can then be linked to generalisation/representativeness
- Other reasonable response.

Possible limitations :

- Time consuming – it takes longer to research a larger number of people
- Costly in terms of the team of researchers and/or resources needed for the research
- More difficult to analyse findings from a large sample group as there is more data to deal with
- Other reasonable response.

Do not credit time and cost if they have not been developed with an explanation.

(c) Describe one advantage and one disadvantage of using sociological research.

2 marks for an advantage (1 if identified e.g. easily available,
for a disadvantage (1 if identified e.g. gives no reasons, 2 for

Possible advantages :

- Available on a range of different topics
- Information is gathered frequently meaning data is up to
- Cheap and easily available
- Typically compiled from large, national samples to which sociologists would never get access themselves.
- Good to spot patterns and trends and make comparisons (reliable)
- Other reasonable response.

Possible disadvantages :

- Data from statistics should be treated with caution because definitions used may not have been clearly operationalised or defined
- Statistics are simply numbers, they do not give reasons or explanations for any trends seen (validity issues)
- May be biased e.g. statistics generated by and/or for a particular institution (e.g. the government) may be used to present that institution in a positive light
- They only provide a snapshot and can be argued to be out of date as soon as they are published
- Other reasonable response.

Do not credit time and cost if they have not been developed with an explanation.

(d) Describe two types of survey used in sociology.

2 marks available for each type of survey described (1 if ident developing).

Possible types :

- Social survey – a series of questions given to respondent to find out about a topic of interest e.g. an opinion poll
- Cross-sectional survey – a cross-section of the populatio issues. A one-off, quick method giving a 'snapshot' view
- Longitudinal survey – studies of the same group of people conducted over time. Allows social change to be examined
- Pilot survey (do not accept pilot study) – an attempt to test out the survey before the main research is carried out
- Questionnaires/interviews etc. should be accepted as explanations of surveys without a specific type being identified first (1 mark only). If both answers are given 2 marks can be credited.
- Internet survey – surveys completed online and returned to the researcher
- Other reasonable response.

(e) Describe two ways that questionnaires can be distributed. [4]

2 marks available for each way that questionnaires can be distributed (1 if identified e.g. by post, 2 for developing).

Possible ways :

- By hand – questionnaires are handed out to the respondents by the researcher or by members of the research team;
- By post – posted out to the chosen sample for self-completion;
- Read out – this may be the case if the questionnaire is being conducted over the phone (as an interview questionnaire) or for access reasons;
- The internet – increasingly used to access a large and/or global and/or specialist sample;
- Allow any form of electronic distribution e.g. Facebook, Twitter, text (if they specify two different forms and explain each, full marks can be given)
- Other reasonable response.

(f) Describe two strengths and two limitations of using ques research.

2 marks for each strength (1 for each one identified e.g. gains developing) and 2 marks for each limitation (1 for each one id 2 for developing).

Possible strengths :

- Cheap, quick and easy to use;
- Researcher can access large numbers of people in a vari
- Using closed questions will allow statistics to be produced in order to measure trends;
- Using open questions will allow in-depth information/qualitative data to be gathered
- Using standardised questions means findings can be compared over time or between different social groups;
- Because there is no face-to-face contact, more truthful answers may be achieved, particularly when asking about personal or embarrassing issues;
- Other reasonable response.

Do not credit time and cost if they have not been developed with an explanation. Closed and open questions can both be referred to and both are worthy of credit.

Possible limitations :

- People tend to get fed up of questionnaires quickly and so may not fill them in meaning the researcher gets a low response rate;
- People may not take them very seriously and so just rush their answers or give silly replies, reducing validity;
- If the questionnaire is made up largely of closed questions then the researcher will be unable to determine what people think due to of the lack of detail in their answers;
- If there is no researcher present then questions may not be understood and/or the person the researcher intended to complete the questionnaire may not actually be the one to do so;
- Cost – sending a large amount of questionnaires out can cost a lot of money
- Time – it can take a long time to analyse the responses from questionnaires/could take a long time to receive all responses back
- Other reasonable response.

Do not credit time and cost if they have not been developed with an explanation. Closed and open questions can both be referred to and both are worthy of credit.

Section B: Culture and Socialisation

2 The way people behave in society is strongly influenced by t and social control. Nurture is therefore thought by sociologis nature.

(a) What is meant by the term *social control*?

2 marks for a full definition: The enforcement and conformity either by law or social pressure. Allow for reference to any ag references to examples of formal or informal social control (simply mentioning formal/informal control alone is not enough to gain credit).

1 mark for a partial definition such as: how we are made to conform.

(b) Describe two examples of informal social control. [4]

Candidates may tackle this question by describing processes of informal social control and can refer to any agency.

2 marks available for each example of informal social control described (1 mark if identified or explained).

Possible answers:

- Mass Media e.g. role modelling
- Family/parents e.g. manipulation/canalisation
- Religion e.g. re-socialisation
- Workplace e.g. re-socialisation
- Education/school e.g. hidden curriculum
- Peer Group/friends e.g. peer pressure
- Imitation
- Expectations
- Positive sanctions/rewards
- Negative sanctions/punishments
- Other reasonable response.

(c) Explain why nurture is thought to be more important tha people behave.

0–3: A few vague, descriptive comments about nature and nu this level. Candidates may not be clear on the difference betw talk generally with little sense of any engagement with sociolo generic answer is likely. Responses may be short and un/und

4–6: Answers are likely to show a clear understanding of som between nature and nurture. It is likely that the socialisation p and social control will be discussed. These will be used to show how behaviour is shaped and is not something we are born with/into. Examples (such as feral children) will back up the points made and specific processes of socialisation are likely to be referred to e.g. education and the hidden curriculum, media and role modelling etc.

At the bottom of the band (4 marks) only one reason may be discussed in detail or more than one in a list like way.

At the top end (6 marks) more than one reason will be discussed in a reasonable level of detail. Candidates will refer to specific processes of socialisation (e.g. canalisation, imitation etc.) and social control (e.g. positive and negative sanctions) here.

(d) To what extent can it be argued that in modern industrial most important agency of socialisation?

The key to this question is for candidates to demonstrate an u is becoming increasingly influential and important in a media

0–3: Answers in this level are likely to be short, vague and co to be any real understanding of how or why the media could b important agency of socialisation. There may be some gener with few if any links to the process of socialisation. Confusion may be confused with socialising.

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 is becoming increasingly important in terms of socialisation in a world in which its importance is growing. Examples may be vague and/or sparse; a generic answer may be seen here. Some links will be made between the media and the process of socialisation. However, the focus may not be on the sociological process (e.g. role modelling) or may discuss the process implicitly rather than explicitly. At the top of the level expect some specific examples to be discussed, e.g. social networking sites, satellite and cable TV, digitalisation, media on demand, globalisation 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. This is likely to be through discussion of other key agents of socialisation such as the family, peer group, education, workplace and religion and the processes they use. Candidates may also discuss how the influence of the media is different for different individuals e.g. may have more impact on the younger generation. For full marks, a judgement should be made as to the extent to which the media is the most influential agent of socialisation in the modern industrial world.

3 Sub-cultures exist in most societies and are particularly pop

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

2 marks for a full definition such as: A smaller group of peopl have their own distinctive set of norms and values that marks the rest of society e.g. a youth sub-culture.
1 mark for a partial definition such as: Goths or Punks.

(b) Describe two shared values. [4]

Definition of values – important and lasting beliefs shared by members of a culture about what is good, fair, right and just.

2 marks available for each shared value described (1 if identified e.g. education). Examiners will need to credit a wide range of possible answers here to recognise the international context and diversity of the candidates. The crucial point here is that candidates recognise in their response that a value is something considered to be important and worth striving for. Credit shared values within subcultures e.g. anti-school subcultures value disruptive behaviour within lessons.

Ensure that you only credit answers relating to values rather than answers relating to norms.

Possible answers:
- Education
- Religion
- Money
- Family
- Justice
- Hard work
- Helping others
- Respect
- Morality
- Material goods
- Other reasonable response.

(c) Explain why sub-cultures are particularly popular with yo

0–3: A few vague, descriptive comments about young people be seen at this level. Candidates may not be clear on what a with general culture. Points may not be made specifically abo cultures. Candidates may talk generally with little sense of an concepts or reasons for sub-cultures to be popular with youn likely with few, if any, specific examples given. Responses m developed.

4–6: Answers are likely to show a clear understanding of why sub-cultures are particularly popular with young people in this level. It is likely that specific sociological reasons are discussed, such as shared interests, rite of passage, solution to problems, sense of belonging, friendship, peer group pressure, media, resistance, rebellion, status frustration etc.

At the bottom of the band (4 marks) only one reason may be discussed in detail or more than one in a list like way.

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

(d) To what extent is primary socialisation more influential than secondary socialisation? [8]

The key to this question is for candidates to demonstrate an understanding of both primary and secondary socialisation and to discuss how and why primary socialisation may be more influential.

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 primary or secondary socialisation. The concept of socialisation may not be understood or may be confused. There may be some general points made 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 processes of primary and secondary socialisation are different, as are the 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, e.g. family and primary socialisation – imitation, sanctions, manipulation, canalisation etc; other agents of secondary socialisation – education, media, religion, peer group, workplace and the processes of socialisation within each of these. However, there is unlikely to be a wide range of processes discussed here. 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 primary socialisation is more influential than secondary.

Section C: Social Stratification and Ineq

4 Poverty, which can be absolute or relative, may affect some s others.

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

2 marks for a full definition such as: poverty defined as lackin necessary to maintain human health / not having the basics t

1 mark for a partial definition such as: not enough to live on/lack of the basics/lack of food and water.

(b) Describe two reasons why individuals may find themselves in a poverty trap. [4]

2 marks available for each reason described (1 if identified e.g. way of life/unemployment/ benefits are too low etc.).

The answer must address the poverty trap in its explanation rather than reasons for poverty.

Poverty trap: any self-reinforcing mechanism which causes poverty to persist, often from generation to generation.

Possible answers :

- The over generosity of the welfare state – the 'nanny state', creating a dependency culture
- The inadequacies of the welfare state where benefit levels are too low to lift people out of poverty
- The culture of poverty – the poor form an underclass who are resigned to their situation and do not take the opportunities offered to them
- The cycle of deprivation – one aspect of poverty can lead to another aspect =(a vicious circle)
- The unequal structure of power and wealth in society – Marxist arguments e.g. the poor remain poor because they are exploited by the rich
- Other reasonable response.

(c) Explain why some social groups are more likely to experi

There are a variety of different social groups that could be dis
likely to be linked to gender, age, ethnicity, class and disabilit
range of these with breadth or one in more detail.

0–3: A few vague, descriptive comments about social groups
seen at this level. Candidates may not be clear on what is me
they're more likely to experience poverty than others. Points
about particular social groups and so a generic answer is likel
generally with little sense of any engagement with sociological concepts or reasons for some social groups being more likely to experience poverty than others. Responses may be short and un/under developed.

4–6: Answers are likely to show a clear understanding of why some social groups are more likely to experience poverty than others and be able to focus clearly on specific social groups. It is likely that specific sociological reasons are discussed, such as social exclusion, unemployment, prejudice, discrimination, education, language, capital, culture, norms and values, childcare responsibilities etc.

At the bottom of the band (4 marks) only one reason may be discussed in detail or more than one in a list like way.

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

(d) To what extent is poverty a feature of modern industrial s

The key to this question is for candidates to demonstrate an u
absolute and relative poverty and their continued existence in
to discuss such concepts as the poverty line, the poverty trap
inequalities, consumer society, Rowntree study, Mack and La
income, feminisation of poverty, welfare state, state benefits,
marginalisation, Marxism, capitalism, the underclass, the wid
the poor etc. They may also focus discussion on those group
poverty, such as lone parent families, the unemployed, the lo
people, women, children, older people and some ethnic minorities.

0–3: Answers in this level are likely to be short, vague and common sense. There is unlikely to be any real understanding of whether poverty is a feature of modern day societies, how it is experienced or by whom. There may be some general points made about being poor 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 poverty is a relative term and affects different people differently. Some candidates may also recognise that how extensive poverty is depends on how it is defined, although this is unlikely within this band. Some candidates may have focused their answer on class divisions rather than poverty explicitly – they cannot score more than 6 marks if so. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples, knowledge and/or trends. 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 of poverty specifically 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 poverty is a feature of modern industrial societies.

5 In all societies individuals have different amounts of status d class. Social class can also affect the job an individual does opportunities.

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

2 marks for a full definition such as: the amount of prestige or person has in the eyes of other members of a group or societ society which can be achieved/ascribed or high/low.

1 mark for a partial definition such as: how important a person is/how status is measured in terms of wealth and/or possessions.

(b) Describe two examples of social classes. [4]

2 marks available for each example of a social class described (1 if identified e.g. upper class). If candidates describe two classes of the same rank e.g. the upper class and the bourgeoisie and justify them both separately they can score full marks.

Possible answers:

- Upper class/bourgeoisie/ruling class – power, elitism, aristocracy, social closure;
- Middle class – money, hard work, professions, education, deferred gratification;
- Working class/proletariat/subject class/lumpenproletariat – manual work, traditional industry, manufacturing, immediate gratification;
- Underclass – welfare state, benefits, dependency, social exclusion, poverty;
- Lower class – as above for working/underclass;
- Higher class – as above for middle/upper class;
- Other reasonable response.

Do not accept any other form of stratification, the answer must refer to two social classes.

(c) Explain how a person's employment opportunities may b class.

In order to engage fully with the question it is expected that c trends of unemployment as they link to social class. Candidat of employment and rates of pay typically experienced by diffe Opportunities for promotion, 'perks' of the job, company bene in relation to social class. It is likely that candidates may also education and qualifications. Allow reference to social class s dependency or old boys network. This is a perfectly valid and

0–3: A few vague, descriptive comments about employment/unemployment and how it affects and is affected by social class are likely to be seen at this level. Candidates may not be clear on what exactly employment opportunities are or their links to social class or why they exist. Points may not be made specifically and so a generic answer is likely. Candidates may talk generally with little sense of any engagement with sociological concepts or reasons for how or why employment opportunities are affected by social class. Responses may be short and un/under developed.

4–6: Answers are likely to show a clear understanding of how employment opportunities and possibly rates of unemployment are affected by social class in this level. It is likely that specific sociological reasons and/or examples are discussed, such as lack of experience, lack of qualifications, discrimination, attitudes, cultural capital, social capital, social closure, privileged background, social networks etc.

At the bottom of the band (4 marks) only one example may be discussed in detail or more than one in a list like way.

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

(d) To what extent is de-skilling a feature of employment in societies?

The key to this question is for candidates to demonstrate an u
skilling and how and why it may be a relevant feature of empl
societies. There should be no credit given for candidates who
life such as education or who talk wholly generically about ski
context of the workplace and/or employment.

De-skilling – the skills needed for a job are lost when ICT tak
an unfulfilled and dis-satisfied workforce. This may be discussed in the context of globalisation, outsourcing, automation and ICT/technology. Concepts such as Fordism, Post-Fordism, under-employment, flexibility, unemployment, growth of the service sector, McDonaldisation, industrialisation and de-industrialisation. In simple terms, candidates should be exploring whether changes to employment and working practices have led to a de-skilling of the workforce or not.

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 de-skilling or the role it plays in employment in modern industrial societies. There may be some general points made about employment and work 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 de-skilling in employment and/or some examples at a simple level of this. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples and knowledge of the process and the surrounding debate. 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 de-skilling is a feature of employment in modern industrial societies.

Section D: Power and Authority

6 Suffrage is thought by many to be a source of power for indiv individual votes is clearly influenced by their social character

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

2 marks for a full definition such as: the right to vote (this alon most countries there is a legal age for doing this.

1 mark for a partial definition such as: voting.

(b) Describe two consequences for women of getting the right to vote. [4]

2 marks available for each consequence described (1 if identified e.g. equality with men).

Possible answers:

- Women have the same voting rights as men so promoting equality of opportunity
- Attitudes towards women become more egalitarian
- Women start to have greater equality and rights in other areas of society e.g. workplace, education etc.
- Women are made more visible in the public sector
- Women to be seen to have equal status with men
- Women pay taxes and so should also have a voice and a say in national politics
- Increased power for women in society
- Negative responses should also be credited e.g. women now having too much power
- Different parties being elected due to changes in the electorate
- Other reasonable response.

(c) Explain why political representation is thought by many t unrepresentative of society.

Remember that candidates will be coming from a wide ra which may not be democratic, so expect variety in the re accordingly.

Factors such as hereditary monarchy, low take-up of the right the bourgeoisie, lack of access to politics for the poor, minorit etc., those in politics often drawn from a narrow social and ed ability to control the media etc. may be discussed.

0–3: A few vague, descriptive comments about political representation and how biased/unrepresentative this is are likely to be seen at this level. Candidates may not be clear on what a political representation is and so confuse it with politics generally. Points may not be made specifically about bias and/or unrepresentativeness. Candidates may talk generally with little sense of any engagement with sociological concepts or reasons for why political representation is often criticised. 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 is meant by political representation and how/why it is often said to be biased and/or unrepresentative in this level. It is likely that specific sociological reasons and/or examples and/or patterns and trends will be discussed.

At the bottom of the band (4 marks) only one reason may be discussed in detail or more than one in a list like way.

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

(d) To what extent do social characteristics such as gender, class affect voting behaviour?

Candidates may focus on all four of the social characteristics a smaller number in more depth. Either approach is acceptab may also be credited if relevant.

Candidates will be answering the question from a wide range expect variety in the responses seen.

The key to this question is for candidates to demonstrate an understanding of the idea that not everybody votes in the same way and that different social groups tend to vote differently. There should also be recognition of the fact that this may now be changing in the Postmodern world. If considering the UK then the following trends may be discussed : CLASS – working class = Labour, middle and upper class = Conservative – now experiencing some degree of class de-alignment; Partisan de-alignment, move away from the traditionally dominant political parties to other parties such as Scottish and Welsh Nationalists; ETHNICITY – ethnic minorities more likely to vote Labour; GENDER – women more likely to vote Conservative (although this is changing); AGE – younger people more likely to vote away from the mainstream parties or to vote Labour. However, factors such as geographical location, role of the media, party image, opinion polls, floating voters, tactical voters and the two party decline may now all be as much or more relevant in determining voting preferences.

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 characteristics and/or how these may affect voting choices. There may be some general points about politics or voting 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 voting patterns are affected by certain factors in society e.g. class, age etc. Examples may be vague and/or sparse; a generic answer may be seen. At the top of the level expect some specific examples or trends to be used. 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 social characteristics such as gender, age, ethnicity and social class affect voting behaviour.

7 Different societies have very different political systems. How organised and distributed within these societies is a matter o

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

2 marks for a full definition such as: when we willingly obey p right for them to tell us what to do.

1 mark for a partial definition such as: following orders/having force.

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

2 marks available for each feature described (1 if identified e.g. total control).

Possible answers :

- Power concentrated in the hands of one ruler
- The dictator (ruler) has absolute authority
- Obedience to the dictator is based on fear, threats and/or coercion – people obey because they are forced to do so
- The state has total control over people's lives – the police, media and legal system, for example, are all directly controlled by the government/dictator
- More prone to being overthrown/revolution
- Other reasonable response.

(c) Explain how governments in a democracy try to stay in p

Democracy – government by the people e.g. the people elect
our behalf. Candidates thus need to consider how governmen
means other than force and coercion. Some candidates may
answers, others may talk about the processes used more gen
to credit. Typical points made may include use of the media,
political speeches, parliamentary debate, manifestos, meetin
scale events, celebrity endorsement, charismatic leaders, par
pressure groups and NSM's, popular policies, social change,
etc.

0–3: A few vague, descriptive comments about how governments try to stay in power and win votes are likely to be seen at this level. Candidates may not be clear on what a democracy is or the tactics used to stay in power and win votes and so confusion is likely. Candidates may talk generally with little sense of any engagement with sociological concepts or reasons for how governments try to stay in power and win votes. Responses may be short and un/under developed.

4–6: Answers are likely to show a clear understanding of how governments try to stay in power and win votes in this level. It is likely that specific sociological reasons are discussed, perhaps with specific examples as well.

At the bottom of the band (4 marks) only one way 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 level of detail.

(d) To what extent do you agree with the Pluralist view that p democratic societies?

The key to this question is for candidates to demonstrate an u theory of power distribution in democratic societies and to ass

Pluralist approaches believe a range of interests and groups power is spread out amongst these groups so no one single v government's policies are similarly influenced by manifold gro example of this could be the existence of pressure groups an groups allow people to participate in the political process and to influence decisions. On the other hand, the conflict view (linked with Marxism) believes that some groups are much more powerful than others and so they dominate the political and decision making process. Money, access to the media and status makes some groups in society far more likely to be listened to by the government than others. Conflict theorists also point out the typically narrow range of backgrounds of those in senior positions in government and other formal agencies of control. This view sees those with power and influence being drawn from and serving the interests of the elite bourgeoisie. In modern societies, however, things are thought to be more equal.

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 Pluralist theory of power distribution although there may be some general points about power made 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 Pluralism and diversity but at a basic level. 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 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 Pluralist theories of power being widely distributed in democratic societies are correct.