



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**SOCIOLOGY**

**0495/02**

Paper 2

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour 45 minutes (including 15 minutes' reading time)**

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**MAXIMUM MARK: 70**

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This document consists of **15** printed pages and **1** blank page.

## Section A: Family

- 1 There have been great changes in roles and expectations within the family and marriage over the last fifty years. Sociologists such as Wilmott and Young have suggested that the modern family has become symmetrical.

(a) What is meant by the term 'symmetrical family'? [2]

Conjugal roles are similar, shared or joint.

One mark for partial definition, e.g. A family who share the tasks in the home.

Two marks for clear definition, e.g. A family in which conjugal roles are similar but not identical.

(b) Describe two functions of the family. [4]

Candidates will be expected to describe two functions of the family.

Possible functions:

- Emotional support
- Economic support
- Physical care
- Regulation of sex
- Reproduction
- Socialisation
- Social control
- A place in society
- Other reasonable response.

One mark for each function identified (up to a maximum of two).

One mark for each description (up to a maximum of two).

(c) Explain how secularisation may have led to a decline in marriage. [6]

Candidates need to show an understanding of the relationship between secularisation and the decline in marriage.

Possible answers:

- Decline of popular involvement in institutionalised religion
- Decline in the authority and influence of religious organisations
- Changing attitudes to morality
- Loss of social significance of adherence to religious conventions and beliefs
- Former roles of church fulfilled by secular agencies e.g. education
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of the concept of secularisation and may talk about e.g. *fewer people getting married*. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers,

engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points.

#### Band 2 (4–6)

A clear and accurate explanation, showing good sociological knowledge and understanding of the relationship between secularisation and the decline in marriage. Sociological terms should be expected in this band. e.g. *Couples can live together without social stigma because of the declining influence and involvement of religious institutions in their lives.* This would be followed by explanation of factors leading to this. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors.

#### (d) Explain why adult children may remain in the family.

[8]

Candidates should show awareness of the various social factors which may lead to adult children remaining in the family. Consideration should also be given to cultures where it is expected for adult children to remain at home until they marry and/or are expected to stay at home to care for younger siblings or older relatives.

Possible answers:

- More young people going into higher education
- Some young people going to home universities
- Caring responsibilities in the home e.g. looking after younger siblings or parents/grandparents
- Expected in their culture before marriage
- Cost of living
- Unemployment
- Student debt
- Disability
- Government policies (e.g. affecting benefit system in the UK)
- Housing costs
- Lone parent
- Other reasonable response.

#### Band 0

No creditworthy response.

#### Band 1 (1–3)

Answers in this band will show only a limited awareness of why adult children may remain in the family. Candidates may not understand the difference between *adult children* and *children*. Responses may be short and undeveloped. e.g. 'saving money' expected without justification. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

#### Band 2 (4–6)

Answers in this band will show basic sociological knowledge and understanding of why adult children may remain in the family. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. e.g. *Young people live at home as they cannot afford their own accommodation because of unemployment and the high cost of housing. Younger people stay at home because it is expected in their culture etc.* At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

## Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why adult children may remain in the family and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout. e.g. *Young people live at home because of changes in their economic power and the relationship between the cost of housing and salaries. They are more likely to spend more time in education and be financially dependent. Younger people in some cultures stay at home until they marry as in traditional societies this is what is the expected behaviour of both males and females.* They can then expand on the explanation of this and other factors.

**(e) To what extent is there equality in male and female roles in the family? [15]**

Candidates should show awareness of the complexity and diversity of male and female roles.

Possible answers:

For

- Joint conjugal roles
- Decision making
- Power and status
- Time at home
- Involvement in childcare
- Involvement in housework
- Other reasonable response.

Against

- Segregated conjugal roles
- Women still responsible for most childcare and other caring responsibilities
- Women still responsible for housework
- Most women spend more time at home
- Women more likely to work part-time
- Women more likely to be out of the workforce during child-rearing years
- Domestic violence and abuse
- Other reasonable response.

Band 0

No creditworthy response.

## Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of equality or inequality in male and/or female roles in the family. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *Men and women are more equal now as they both go out to work.*

## Band 2 (5–8)

In this band candidates will show some basic knowledge of equality or inequality in male and/or female roles in the family. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band, candidates may address aspects of equality or inequality in both male and

female roles in the family. e.g. *More women are in paid work and men are more involved in housework and childcare. Some men are house husbands etc.*

A one-sided answer cannot score higher than 8 marks.

**Band 3 (9–12)**

Answers in this band will show good sociological knowledge and understanding of equality and inequality in male and female roles in the family. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may say that e.g. *despite more equality women do most of the housework and childcare*. They may also compare work status of men and women. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

**Band 4 (13–15)**

Answers in this band will show excellent knowledge and understanding of equality and inequality in male and female roles in the family. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent...?' part of the question through a focused conclusion. Candidates should show consideration of points for and against the equality of roles in the family, citing some of the examples given.

**Section B: Education**

- 2 Research has shown that social inequality is a major obstacle to educational achievement and, consequently, social mobility. Some schools are highly segregated due to factors such as setting, streaming and selection processes. Selective education is a feature of many modern industrial societies.**

- (a) What is meant by the term 'selective education'?** [2]

Take exams or selected according to ability/faith.

One mark for partial definition, e.g. Pupils have to sit an exam.

Two marks for clear definition, e.g. A system in which pupils are selected according to ability/faith for their education.

- (b) Describe two types of school.** [4]

Candidates will describe two different types of school.

Possible answers:

- Comprehensive school: not selective, mixed-ability, usually mixed gender; no exam, state school
- Grammar school: take entrance exam; may be single sex; high academic expectations; can be state or independent/private
- Academy: can be primary or secondary; funded by central government
- Faith school: particular religion, e.g. Muslim, Jewish, Catholic, Church of England

- Private school: fee-paying, may require entrance exam
- Independent/Public school: higher status private schools with very high fees
- Single sex school – boys/girls only
- Other reasonable response.

One mark for each type of school identified (up to a maximum of two).

One mark for each description of school identified (up to a maximum of two).

**(c) Explain how setting and streaming may influence educational achievement. [6]**

Candidates should show an understanding of the influence of setting and streaming on educational achievement.

Possible answers:

- Children in top sets/streams may have different choices to children in lower sets/streams
- Children in lower sets/streams may develop low self-image and develop anti-school culture
- Teachers may view children in different sets/streams differently leading to self-fulfilling prophecy
- Working class groups tend to be in lower sets. This may determine the level of qualification and therefore what they can do on leaving school
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of setting, streaming and educational achievement. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points. e.g. *The teachers are not bothered about pupils in the lower sets.*

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of the relationship between setting, streaming and educational achievement. Sociological terms should be expected. Candidates may discuss e.g. *teacher expectations and the self-fulfilling prophecy*. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors.

**(d) Explain why educational success may not always lead to social mobility. [8]**

Candidates should show understanding of the various reasons why educational success may not always lead to social mobility.

Possible reasons:

- Unemployment
- Economic factors
- Achievement not linked to need
- Changing job structure
- Class factors
- Gender factors
- Ethnicity factors

- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why educational success may not always lead to social mobility. Candidates may not understand what is meant by *social mobility*. Responses may be short and undeveloped. e.g. *lack of jobs* without justification. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)

Answers in this band will show basic sociological knowledge and understanding of why educational success may not always lead to social mobility. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Answers may concentrate on factors such as unemployment and ethnicity factors. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why educational success may not always lead to social mobility and will be well developed and explained. Answers may show awareness of the changing job structure and the increase in the number of individuals going into higher education. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

**(e) To what extent is social inequality a major obstacle to educational achievement? [15]**

Candidates should show an awareness of the various factors of social inequality which may affect educational achievement.

Possible answers:

For

- Underachievement of working class pupils
- Underachievement of some ethnic groups
- Underachievement of pupils living in deprived urban and rural areas
- Underachievement of pupils from lower income families
- Poor schools in poor areas
- Other reasonable response.

Against

- Compensatory education
- Extra resources in deprived areas
- Some pupils from deprived areas do achieve
- Other factors such as parental and teacher expectations
- Quality of the school
- Other reasonable response.

## Band 0

No creditworthy response.

## Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of how/why social inequality is a major obstacle to educational achievement. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *You don't have the same chances if you are born in the working class.*

## Band 2 (5–8)

In this band candidates will show some basic knowledge of how/why social inequality is a major obstacle to educational achievement. Alternatively, they may offer an answer which is list-like in nature. Answers may list factors of inequality and compare them with factors of privilege. There may be limited use of sociological terms or concepts. At the top of the band expect some under-development of points rather than just lists/description.

A one-sided answer cannot score higher than 8 marks.

## Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of how/why social inequality is a major obstacle to educational achievement. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question. Candidates may outline that e.g. *although in general children from lower social classes underachieve in education there are examples of children succeeding when other factors such as good schools are in place.*

## Band 4 (13–15)

Answers in this band will show excellent knowledge and understanding of how/why social inequality is a major obstacle to educational achievement. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Candidates may outline factors of underachievement and other factors which can compensate for social inequality e.g. *teacher expectation; nature of school* etc. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent...?' part of the question through a focused conclusion.

### Section C: Crime, deviance and social control

- 3 Labelling theory was developed by Howard Becker and seeks to explain the causes of criminal and deviant behaviour in society. This theory emphasises that criminal behaviour occurs as a result of the dominant social group labelling minority groups. The minority groups are seen to be committing acts which are against the social norms.**

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

Unwritten rules of society that determine acceptable behaviour.

One mark for partial definition, e.g. Doing what is expected.

Two marks for clear definition, e.g. These are the unwritten rules of society that determine acceptable.



**(b) Describe two ways of measuring how much crime is committed.****[4]**

Candidates will describe two ways of measuring crime.

Possible answers:

- Official statistics: annual, number and types of crime recorded
- Self-report studies: anonymous, usually completed by young people, do not represent all crimes as small sample
- Crime survey – large-scale, annual
- Victim surveys: ask people what crimes they have been a victim of
- Other reasonable response.

One mark for each way identified (up to a maximum of two).

One mark for each description of way identified (up to a maximum of two).

**(c) Explain how the media may influence levels of crime.****[6]**

Candidates need to demonstrate an understanding of the ways in which the media may influence levels of crime.

Possible answers:

- Agenda setting
- Moral panic
- Amplification spiral
- Stereotyping
- Labelling
- Imitation
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of how the media may influence levels of crime. Responses may be short and un/under developed. At the top of the band, there may be a tendency towards simplistic answers e.g. *copying actions from TV programmes*, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points.

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of how the media may influence levels of crime. Sociological terms should be expected. Candidates may refer to *moral panics* with examples and incidents of *stereotyping* and *labelling*. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors.

**(d) Explain why law enforcement agencies may treat some groups of offenders differently to other groups of offenders. [8]**

Candidates need to identify groups which are treated differently by the law enforcement agencies and discuss why this may be the case.

Possible answers:

- The police may target working class areas
- The courts may be more lenient with middle class offenders
- Discrimination and racism in the criminal justice system
- Different treatment of offences e.g. white collar crime
- Over representation of the lower classes and ethnic minorities in prisons
- Gender bias – chivalry thesis/leniency towards female offenders
- Different norms and values e.g. Rastafarian
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why law enforcement agencies may treat some groups of offenders differently to other groups of offenders. Candidates may not understand what is meant by *law enforcement agencies*. Responses may be short and undeveloped. e.g. *There are groups the police don't like*. Sociological terms and concepts are unlikely to be used. At the top of the band, candidates may offer more than one weak point.

Band 2 (4–6)

Answers in this band will show basic sociological knowledge and understanding of why law enforcement agencies may treat some groups of offenders differently to other groups of offenders. Candidates may say that e.g. *the police target working class areas and the courts are more lenient with middle class offenders*. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why law enforcement agencies may treat some groups of offenders differently to other groups of offenders and will be well developed and explained. Candidates may discuss statistical evidence of the proportion of working class and ethnic minorities in the criminal justice system, nature of their crimes and the treatment of white-collar crimes. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. At the top of the band explanations will be clear throughout.

**(e) To what extent can criminal behaviour be explained by labelling theory? [15]**

Candidates need to show an understanding of labelling theory and its relationship with criminal behaviour.

Possible answers:

For

- Police targeting
- Labelling of certain groups such as working class youths and minority ethnic groups
- Stereotypes
- Folk devils
- Moral panics
- Self-fulfilling prophecy
- Other reasonable response.

Against

- Unemployment
- Sub-culture
- Poor socialisation
- Underachievement in school
- Status frustration
- Poverty
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of how/why criminal behaviour can be explained by labelling theory. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. *If you get a name for committing crime you will be 'picked on' by the police.*

Band 2 (5–8)

In this band candidates will show some basic knowledge of how/why criminal behaviour can be explained by labelling theory. Alternatively, they may offer an answer which is list-like in nature but there will be no real attempt to address the issues raised by the question. There may be limited use of sociological terms or concepts. Candidates may discuss some stereotypes such as 'hoodies' as an example of labelling and incidents of 'moral panic' but responses may be underdeveloped and lack range. Answers may be simplistic and two-sided responses are unlikely. At the top of the band expect some under-development of points rather than just lists/description.

A one-sided answer cannot score higher than 8 marks.

Band 3 (9–12)

Answers in this band will show good sociological knowledge and understanding of how/why criminal behaviour can be explained by labelling theory. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may agree with the influence of labelling but state other reasons for crime such as poor socialisation. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

## Band 4 (13–15)

Answers in this band will show excellent knowledge and understanding of how/why criminal behaviour can be explained by labelling theory. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. *For example as well as agreeing that labelling in various ways may explain some criminal behaviour, there are many other factors such as sub-cultures and status frustration which are also relevant to it.* Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent...?' part of the question through a focused conclusion.

## Section D: Media

- 4 The growth of new media, such as the internet, has changed the nature of people's interactions with others. It has also made the censorship of ideas more difficult and may be creating a digital divide. In addition, the development of the internet is leading to convergence within the media.**

- (a) What is meant by the term 'convergence'?** [2]

The coming together of different forms of the media/The merging of mass communication outlets of print, television, the internet along with portable and interactive technologies through various media platforms.

One mark for partial definition. e.g. You can access the internet on your mobile  
Two marks for clear definition, e.g. Different forms of the media are linked together and can be accessed from various points.

- (b) Describe two examples of media censorship.** [4]

Candidates will describe two examples of media censorship.

Possible answers:

- D-notice
- Official Secrets Act
- Obscenity laws, e.g. Theatre and Art Exhibitions
- Censorship of new media, e.g. governments and servers
- Libel/slander laws
- Certification of films
- Watershed for television
- Discrimination laws
- Other reasonable response.

One mark for each example of censorship identified (up to a maximum of two).  
One mark for each description (up to a maximum of two).

**(c) Explain how use of the internet is changing the way people interact with each other. [6]**

Candidates need to demonstrate an understanding of the way people are using the internet as a means of social interaction and how this is changing how people interact with each other.

Possible answers:

- Social networking on internet
- Facebook
- YouTube
- Texting
- Email
- Less face to face/more virtual
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of how use of the internet is changing the way people interact with each other. Responses may be short and un/under developed. *For example, they may speak about dating on the internet.* At the top of the band, there may be a tendency towards simplistic answers, engaging with sociological ideas without using sociological language. Alternatively, candidates may offer a wider range of weak points.

Band 2 (4–6)

A clear and accurate explanation showing good sociological knowledge and understanding of how use of the internet is changing the way people interact with each other. *For example, as well as outlining the new ways of interaction, candidates may discuss the implications of less face to face contact.* Sociological terms should be expected. At the top of the band candidates will use sociological terms and concepts, referring to a range of factors.

**(d) Explain why the internet has made the censorship of ideas more difficult. [8]**

Candidates need to show an awareness of the difficulty of controlling access to the internet.

Possible answers:

- Worldwide access and usage
- Audience interaction/active audience
- Lack of controls and regulation
- Facebook sites
- YouTube
- Access to all types of material
- Self-censorship is not always effective
- Immediacy and instant access of the internet
- Other reasonable response.

Band 0

No creditworthy response.

Band 1 (1–3)

Answers in this band will show only a limited awareness of why the internet has made the censorship of ideas more difficult. Candidates may not understand what is meant by

*censorship*. Responses may be short and undeveloped. Sociological terms and concepts are unlikely to be used. e.g. 'no rules' without justification. At the top of the band, candidates may offer more than one weak point.

#### Band 2 (4–6)

Answers in this band will show basic sociological knowledge and understanding of why the internet has made the censorship of ideas more difficult. At the bottom of the band, candidates are unlikely to use sociological terms and concepts accurately. Responses may be underdeveloped and lacking in range. Candidates may explain some of the difficulties in censoring the internet e.g. *instant access*. At the top of the band, candidates may be beginning to use sociological terms and concepts with greater accuracy. However, some aspects of the answer may only be partially developed.

#### Band 3 (7–8)

Answers in this band will show good sociological knowledge and understanding of why the internet has made the censorship of ideas more difficult and will be well developed and explained. Sociological terms and concepts will be used accurately. Answers will be well focused on the question and there will be a range of reasons presented. Candidates may explain the differences between control of other media and the internet. e.g. *legislation*. At the top of the band explanations will be clear throughout.

### (e) To what extent are the new media creating a digital divide?

[15]

Candidates will need to accurately identify the new media and understand what is meant by the digital divide.

Possible answers:

For

- Limited access
- Quality of access
- Range of access
- Cost implications
- Age and affluence divide
- Depends on country and government
- Other reasonable response.

Against

- Schools have access in most modern industrial societies
- Libraries have access in most modern industrial societies
- Usage by age depends on education and affluence
- Many people of all ages in modern industrial societies have access to multi-media products
- Other reasonable response.

Band 0

No creditworthy response.

#### Band 1 (1–4)

Answers in this band may be vague and largely based on common sense showing limited knowledge of how/why the new media are creating a digital divide. Use of sociological terms or concepts is very unlikely. Responses may be short, undeveloped and one-sided. e.g. may speak about usage by young people.

**Band 2 (5–8)**

in this band candidates will show some basic knowledge of how/why the new media are creating a digital divide. Alternatively, they may offer an answer which is list-like in nature. There may be limited use of sociological terms or concepts. Responses may be underdeveloped and lack range. Candidates may list differences in usage according to factors such as age and/or affluence. Answers may be simplistic and two-sided responses are unlikely. At the top of the band expect some under-development of points rather than just lists/description.

A one-sided answer cannot score higher than 8 marks.

**Band 3 (9–12)**

Answers in this band will show good sociological knowledge and understanding of how/why the new media are creating a digital divide. Sociological terms and concepts will be used with greater accuracy and/or frequency. For the most part, answers will be well developed, focused on the question and there will be a range of points presented. Candidates may discuss the limitations in usage of the full range of the new technologies, explaining availability and other factors. There will be a two-sided response but this may be unbalanced. At the bottom of the band, candidates may provide a narrower range of points. At the top of the band, expect a wider range of points and clear focus on the question.

**Band 4 (13–15)**

Answers in this band will show excellent knowledge and understanding of how/why the new media are creating a digital divide. There will be a strong grasp of the argument as well as accurate and frequent use of sociological terms and concepts. Answers will be well developed, clearly focused on the question and discuss a wide range of points. Candidates may refer to differential usage through convergence and availability but indicate that it is a period of change and that, although there are general trends in usage there are exceptions for all factors. Responses will be two-sided and balanced. At the bottom of the band, some attempt at a conclusion will be made. At the top of the band, there will be a clear attempt to offer an assessment of the 'To what extent...?' part of the question through a focused conclusion.

