

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

9699 SOCIOLOGY

9699/32

Paper 3 (Essay), maximum raw mark 75

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 must be read in conjunction with the question papers and the report on the examination.

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CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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GENERAL MARK BANDS

SECTION A

- (i) 0 no relevant definition
 1 weak attempt with little sociological reference
 2 accurate but limited definition
 3 accurate sociological definition
- (ii) Up to 3 marks available for each example **either**
 0 no relevant example offered
 1 an example identified
 2 an example identified and a limited description offered
 3 an example identified and described accurately
or 1 mark for each clearly identified example, maximum of 2 available and 1–4 marks available for answers that may offer one description but which accurately identifies both examples (if described but not identified award a maximum of 4).

SECTION B

0–4 marks

Answers at this level will be characterised by limited knowledge and understanding. There will be few, if any, references to appropriate studies and thinkers. Key aspects of the question may be overlooked or misinterpreted. Much of the material covered may be irrelevant or, at best, tangential to the question. There will be little or no relevant analysis and evaluation. It is likely that points will be made in the form of assertions rather than being supported by appropriate evidence and reasoning.

5–8 marks

Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and/or omission of key points, particularly at the lower end of the mark band. However, there will be evidence that the candidate has made a fair effort to answer the question as set. Answers justifying marks at the upper end of the mark band are likely to include references to appropriate studies and/or thinkers. There will be some attempt at analysis and evaluation, though this may be unconvincing overall. Conclusions may lack balance and/or coherence, particularly at the lower end of the mark band.

9–12 marks

Answers will demonstrate a reasonable knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address each part of the question. The question will be interpreted accurately and appropriate material selected. The candidate will demonstrate some ability to analyse and evaluate the material and to reach a balanced and coherent conclusion. For this mark band, however, we should not expect detailed or sophisticated analysis and evaluation. Indeed, much of the evaluative content may be implicit rather than explicitly stated; for example, the appropriate juxtaposition of contrasting arguments and theories is a form of implicit evaluation.

13–16 marks

Answers will demonstrate a high level of knowledge and understanding. There will be little, if any, inaccuracy and reference will be made to a wide range of relevant studies and thinkers. All aspects of the question will be addressed in reasonable detail. The analysis will be balanced, logical and incisive. There will be some explicit evaluation and conclusions will be clear and coherent. At the higher end of the mark band, we should expect to see evidence of originality and sophistication in the presentation of arguments, the treatment of theoretical perspectives, and the conclusions drawn. If all of these elements are present a mark of 16 should be awarded.

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1 (a) (i) Define the term *household*.

- 0 no attempt to define household.
- 1 explained in a simplistic way such as 'a working house'.
- 2 the meaning of household further expanded by showing wider understanding, however this may not be linked to sociological examples but rather describes any group who share e.g. a holiday.
- 3 an accurate sociological definition of a household as one in which a group, usually adults, share a home and running costs but do not have to be related. This can be theoretical and does not have to contain examples.

(ii) Identify and briefly describe two features of a commune. [6]

Up to 3 marks to be awarded for **each** example not based on kinship, such as collective living, open/closed, possibly based on production.

- 0 no example offered.
- 1 an example of a feature is identified but no detail is offered.
- 2 as above plus a limited description of the named feature.
- 3 an example of a feature is identified plus a description that shows accurate sociological understanding.

There is no requirement for this part of the answer to contain evaluation.

(b) Evaluate the view that the nuclear family is the dominant family type in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt no answer to the question but rather describe different types of families.

Band 2 5–8

In this band the candidate will offer either a supported defence or rejection of the proposition and this can be supported either by theory or empirical data, most likely to be the functionalist march of progress theory. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the functionalist view be supported with evidence but there will be an exploration of diversity of family types. There will be a thorough exploration of both the arguments and the work of such key thinkers as Pahl, Anderson, Laslett and Modood. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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2 (a) (i) Define the term *gender*.

- 0 no attempt to define gender.
- 1 gender is explained in a simplistic way such as 'boys or girls'.
- 2 the meaning of gender is further expanded by showing wider understanding.
- 3 an accurate sociological definition of gender as a social construction will be given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two reasons why gender roles are changing in modern industrial societies. [6]

Up to 3 marks to be awarded for **each** example such as legal changes, changing norms, feminism.

- 0 no role offered.
- 1 a role is identified but no change is offered.
- 2 as above plus a limited description of the role and change.
- 3 an example of a role is identified plus a description that shows accurate sociological understanding of the way in which that role has changed.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that marriage is no longer valued in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. They may offer a list of the supposed inadequacies of modern marriages.

Band 2 5–8

In this band candidates will either support or reject the proposition outlined in the question. Answers may well focus on divorce statistics to show the lack of value attached to marriage or take the functionalist view that remarriage shows that its value remains. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be consideration both that the value of marriage has fallen and that it remains. Answers must be in the context of modern industrial societies. Key thinkers such as Chester and Hart can be referred to with credit. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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3 (a) (i) Define the term *elite self-recruitment*.

- 0 no attempt to define elite self-recruitment.
- 1 elite self-recruitment is explained in a simplistic way such as 'getting yourself a job'.
- 2 the meaning of elite self-recruitment is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 an accurate sociological definition of elite self-recruitment as the way in which members of the ruling classes give jobs to those like themselves, thereby keeping occupancy of these positions for their own social strata, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of elite self-recruitment. [6]

Up to 3 marks to be awarded for **each** example, such as nepotism, or any occupation/career dominated by one social group.

- 0 no example offered.
- 1 an example of elite self-recruitment is identified but no detail is offered.
- 2 as above plus a limited description of elite self-recruitment.
- 3 an example of elite self-recruitment is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation

(b) Evaluate the view that education has had little influence on opportunities for social mobility. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe specific systems such as the tripartite system.

Band 2 5–8

In this band answers will either support or reject the proposition or dispute the question, most probably from a functionalist view and argue that systems are meritocratic. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Key thinkers such as Bowles and Gintis and Davis and Moore will be the most likely starting point but issues such as elite self-recruitment, control of the curriculum and ideological control may be introduced at the top end of the mark band. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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4 (a) (i) Define the term *hidden curriculum*.

- 0 no attempt to define hidden curriculum.
- 1 hidden curriculum explained in a simplistic way such as 'it is hidden'.
- 2 the meaning of hidden curriculum further expanded by showing wider understanding but this may not be linked to sociological information.
- 3 an accurate sociological definition of hidden curriculum, e.g. that which is learnt through school but forms no part of the formal syllabus, is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of the way in which the hidden curriculum operates within education. [6]

Up to 3 marks to be awarded for **each** example such as Bowles and Gintis, control of behaviour or attitudes to gender or ethnicity.

- 0 no example offered.
- 1 an example of the hidden curriculum is offered.
- 2 as above plus a limited description of the named example.
- 3 an example of the hidden curriculum is offered plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that school factors are the most important influence on the educational achievements of pupils. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may ignore the question and talk about other factors such as material circumstances.

Band 2 5–8

In this band the answer will either be a supported defence or challenge to the question. Support can either be from theory or from empirical data that assesses the in-school/out-of-school factors. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a developed assessment of the question. Support can either be from theory or from empirical data that assesses the in-school or out-of-school factors and this will be supported by the work of such key thinkers as Willis, Ball, Finn and Douglas. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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5 (a) (i) Define the term *totemism*.

- 0 no attempt to define totemism.
- 1 totemism defined in a simplistic way such as 'a totem pole'.
- 2 the meaning of totemism further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 an accurate sociological definition of totemism as the worship of symbols in simple societies but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two ways in which religion can strengthen the collective conscience. [6]

Up to 3 marks to be awarded for **each** example such as rituals, reinforcing norms, punishment of those who break the norms.

- 0 no example offered.
- 1 an example of a way that religion strengthens the collective conscience identified but no detail is offered.
- 2 as above plus a limited description of the way that religion strengthens the collective conscience.
- 3 an example of the way that religion strengthens the collective conscience is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that religion prevents social change. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may argue that the problems of the world are caused by religion or the lack of it.

Band 2 5–8

In this band there will either be a supported defence of the question or a challenge to it. Evidence can be either from theory or from empirical data but if theory is used it will most likely rely on classical theorists. Candidates who note that there may be a debate that religion may either cause or prevent change but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. A discussion of the Marxist explanations of control should be offered and compared with functionalist views on social cohesion, value consensus and liberation theology. Credit both the use of theory and contemporary examples. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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6 (a) (i) Define the term *religiosity*.

- 0 no attempt to define religiosity.
- 1 religiosity explained in a simplistic way such as 'religious'.
- 2 the meaning of religiosity further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 an accurate sociological definition of religiosity as involvement in religious activities but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two reasons why church attendance has declined in many modern industrial societies. [6]

Up to 3 marks to be awarded for **each** example that demonstrates decline, such as decline in levels of belief, more choice, less social pressure.

- 0 no example offered.
- 1 a reason is identified but no detail is offered.
- 2 as above plus a limited description of the reason.
- 3 a reason is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that secularisation is occurring in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. There may be answers that simply list the supposed benefits of religion. Others may just try to define secularisation.

Band 2 5–8

In this mark band candidates may offer a supported argument for or against secularisation. This may be supported either by attendance data or by reference to the classical theorists. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Both sides of the debate will be addressed and will be well supported with evaluation of the meaning of religiosity as well as church attendance, NRM and reference to key thinkers such as Wilson, Turner and Bruce. It is not essential for candidates to cover all these aspects to enter this band, as long as they support their debate well. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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7 (a) (i) Define the term *victim study* in relation to crime and deviance.

- 0 no attempt to define victim study.
- 1 victim study explained in a simplistic way such as 'studies of victims'.
- 2 the meaning of victim study further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 an accurate sociological definition of victim study given, as surveys which seek to investigate who has been the victim of crime by surveying large numbers of people, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two limitations of official crime statistics in modern industrial societies. [6]

Up to 3 marks to be awarded for **each** example, such as not all crime reported or recorded and changing categorisations.

- 0 no example offered.
- 1 an example of a limitation is identified but no detail is offered.
- 2 as above plus a limited description of the limitation.
- 3 an example of a limitation is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that the middle class commit less crime than other groups in modern industrial societies. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Many answers may dismiss it, quoting crime statistics.

Band 2 5–8

In this mark band there may be some confusion between crime and deviance and candidates may concentrate on deviance rather than crime. Answers will most likely concentrate either on white-collar crime or the crime of the working class. Candidates who note that there may be a debate but who do not develop this may receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates offer a detailed assessment of the significance of white-collar crime but they will also look at Marxist views about who benefits from crime. There will be some consideration of the extent of blue-collar crime and credit should be given to candidates who cover several theories. Useful reference can be made to key thinkers such as Sutherland, Croal, Cicourel and Taylor, Walton and Young. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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8 (a) (i) Define the term *utilitarian crime*.

- 0 no attempt to define utilitarian crime.
- 1 utilitarian crime explained in a simplistic way such as 'useful crime'.
- 2 the meaning of utilitarian crime further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 an accurate sociological definition of utilitarian crime as criminal activity undertaken for profit is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two examples of crime which are not utilitarian. [6]

Up to 3 marks to be awarded for **each** example such as vandalism, rape, graffiti.

- 0 no example offered.
- 1 an example of a crime is identified but no detail is offered.
- 2 as above plus a limited description of the crime.
- 3 an example of a crime is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the usefulness of Marxist theories in explaining the nature of crime and deviance. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Others may offer simplistic descriptions of Marxist theories.

Band 2 5–8

In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may focus on the strength of Marxist views and refer to such key thinkers as Chambliss. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only may there be an exploration of Marxist/neo-Marxist views but there will also be a consideration of at least one other view. The work of such key thinkers as Taylor, Walton and Young can be usefully referred to, as well as Becker and many others. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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9 (a) (i) Define the term *blue-collar worker*.

- 0 no attempt to define blue-collar worker.
- 1 the meaning of blue-collar worker explained in a simplistic way such as 'wear blue clothes'.
- 2 blue-collar worker further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 an accurate sociological definition of a blue-collar worker as one who undertakes manual labour is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two reasons why blue-collar workers may lack job satisfaction. [6]

Up to 3 marks to be awarded for **each** example such as lacking fulfilment, sense of achievement/satisfaction, identity.

- 0 no reason offered.
- 1 a reason is identified.
- 2 as above plus a limited description of the reason.
- 3 a reason is identified plus a description that shows accurate sociological understanding of the ways in which work can give satisfaction.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the usefulness of the 'post-industrial society thesis'. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe different types of societies that may be post-industrial.

Band 2 5–8

In this band the candidate will either accept or reject the proposition but this answer will be supported by reference to such key thinkers as Zuboff. Candidates who note that there may be a debate, and clearly understand what the thesis is, but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. There will be a detailed interrogation of the thesis and the changing nature of work. Alternative views about the way in which the nature of work may develop will be explored. Give credit to the use of such key thinkers as Bell, Braverman, Gershunny and Mandel. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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10 (a) (i) Define the term *non-work obligation*.

- 0 no attempt to define non-work obligation.
- 1 non-work obligation is explained in a simplistic way such as 'not working'.
- 2 the meaning of non-work obligation is further expanded by showing wider understanding but this may not be linked to sociological understanding.
- 3 an accurate sociological definition of non-work obligation as an activity which the individual has to undertake but which is not part of their employment is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two differences between paid employment and other types of work. [6]

Up to 3 marks to be awarded for **each** difference, such as paid/not, set time/not, contract/not.

- 0 no difference offered.
- 1 a difference is identified but not developed.
- 2 as above plus a limited description of the difference.
- 3 a difference is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that an individual's leisure activities reflect the nature of their paid employment. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe in a list-like form different types of leisure and ignore the link to work in the question.

Band 2 5–8

In this band there will be either a supported acceptance or rejection of the proposition but answers in this band are likely to be supported by the work of Parker. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. In order to enter this band it must be clear that candidates are making the link between work and leisure and how individuals use their leisure time. These should not just be linked to economic factors, unless they are related to work. The answer may usefully refer to issues of unequal employment and employment. Useful reference can be made of key thinkers such as Roberts and Clarke and Critcher. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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11 (a) (i) Define the term *manipulation* in relation to the mass media.

- 0 no attempt to define manipulation.
- 1 manipulation explained in a simplistic way such as 'moving'.
- 2 the meaning of manipulation further expanded by showing wider understanding but this may not be linked to sociological knowledge.
- 3 an accurate sociological definition of manipulation in relation to the mass media as the process whereby the owners of the media make sure that the views they want are published/broadcast, in order to control audience response, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two factors that enable the owners of the mass media to manipulate views in society. [6]

Up to 3 marks to be awarded for **each** factor such as control of the agenda, monopolies, political influence.

- 0 no factor is identified.
- 1 a factor enabling manipulation is identified but no detail is offered.
- 2 as above plus a limited description of the factor enabling manipulation in the mass media.
- 3 an example of a factor enabling manipulation in the mass media is identified plus a description that shows accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the view that the mass media fails to represent the interests of minority groups. [16]

Band 1 0–4

In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe different sorts of marginal groups.

Band 2 5–8

In this band the candidate will argue either that the mass media does or that it does not represent social groups and this will be supported by the use of work by conflict theorists and pluralists. Candidates who note that there may be a debate but who do not develop this should receive a mark at the top of the mark band.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. In this band not only will the candidate outline the argument that the media does fail to represent the less powerful and support this by the use of the work of such as the GMG, but they will also outline the pluralist view that the media are a reflection of society and may usefully quote from such key thinkers as Whale. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.

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12 (a) (i) Define the term *hyperreality* in relation to the mass media.

- 0 no attempt to define hyperreality.
- 1 hyperreality explained in a simplistic way such as 'big reality'.
- 2 the meaning of hyperreality expanded by showing wider understanding but this may not be linked to sociological information.
- 3 an accurate sociological definition of hyperreality as the blurring of understanding between reality and imagery is given but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe two purposes for which audiences use the mass media. [6]

Up to 3 marks to be awarded for **each** purpose such as any social use or applied theory.

- 0 no purpose is identified.
- 1 a purpose is identified but no detail is offered.
- 2 as above plus a limited description of the purpose.
- 3 a purpose is identified plus a description that shows an accurate sociological understanding.

There is no requirement for this answer to contain evaluation.

(b) Evaluate the contribution of the neo-Marxist theorists to our understanding of how the mass media influences audiences. [16]

Band 1 0–4

In this mark band candidates may make some quasi-commonsensical comments about the mass media or offer a simplistic statement about Marxism or neo-Marxism.

Band 2 5–8

In this mark band there will be either a supported description of neo-Marxist views or a rejection of them. Candidates who use other theories of the role of the mass media but who do not develop these should receive a mark towards the top of the band. Candidates may well treat all Marxist/neo-Marxist theories as one with no attempt to distinguish between them.

Band 3 9–12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be an accurate assessment of the Neo-Marxist theories, but these will be juxtaposed against pluralist/Marxist ones. Useful reference can be made of the work of Katz and Lazarsfeld, Philo, Blumler and Gurevitch and Bagdikian. Evaluation in this mark band may be limited.

Band 4 13–16

Knowledge will be applied with a high degree of accuracy, showing a careful analysis of the work referred to and an evaluation which, at its best, will be detailed and leading to a balanced conclusion.