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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

9699 SOCIOLOGY

9699/33 Paper 33 (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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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 describes both examples (if described but not identified award a maximum of 4)

SECTION B

0–4 marks
Answers at this level will be characterized 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 and 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 *family.* [3]

0 no attempt to define family
1 family is explained in a simplistic way such as 'the people you live with'
2 the meaning of the family further expanded by showing wider understanding such as relatives
3 an accurate sociological definition of family that does not have to contain examples but which will include reference to kin by blood and marriage as well as adoption. Specific examples do not have to be given

(ii) Identify and briefly describe *two* features of an extended family. [6]

Up to 3 marks to be awarded for **each** example such as kinship, adoption, emotional or financial support or naming of kin who would make up a given family group.

0 no example offered
1 an example of a family is identified e.g. but no detail is offered.
2 as above plus a limited description of the named example
3 an example of a family 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 in modern industrial societies the family is undergoing loss of function [16]

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt weak descriptions of different types of families. Also place here answers which rely solely on the work of Laing, Leach and Cooper.

Band 2 5–8
In this band the candidate will offer a supported defence of the proposition that the family has experienced a loss of function in modern industrial societies; this can be supported either by theory or empirical data. Others can argue that the family still maintains function even if to a somewhat limited extent. 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. There will be a thorough exploration of both the arguments for the decline in function and the replacement of the family by other agencies and the effect of changing roles within families and marriage; they will also explore the continuing importance of functions carried out by families. Useful reference can be made of the work of key thinkers such as Fletcher, Parsons, Rosser and Harris as well as views such as those of the New Right. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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2 (a) (i) Define the term *status*. [3]

0 no attempt to define status
1 status is explained in a simplistic way such as 'who you are'
2 the meaning of status is further expanded by showing wider understanding but this may not be linked to sociological understanding
3 an accurate sociological definition of status as a social position is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* reasons why an individual's status within the family may change. [6]

Up to 3 marks to be awarded for **each** example that shows change which could include any rite of passage

0 no example offered
1 an example of a named status is identified but no detail is offered
2 as above plus a limited description of the named change
3 an example of a changed status 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 in modern industrial societies there is equality between all family members. [16]

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. They may offer a description of the different family members that can be found.

Band 2 5–8
In this band candidates will either support or reject the proposition outlined in the question and offer examples of how equality does or does not exist. This can be supported by some empirical data such as that of Young and Willmott or Oakley, if both are identified then one will be limited. 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 of both sides of the argument and a range of key thinkers will be included that goes beyond the Young and Willmott/Oakley debate. Members will be interpreted to include children as well as adults and some answers may also make reference to the elderly. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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3 (a) (i) Define the term *pupil sub-culture*. [3]

0 no attempt to define pupil sub-culture
1 pupil sub culture is explained in a simplistic way such as 'pupils culture'
2 the meaning of pupil sub-culture further expanded by showing wider understanding but this may not be linked to sociological understanding
3 an accurate sociological definition of pupil sub-culture as groups of pupils who form separate attachments with their own norms and values that are different from main stream culture is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* pupil sub-cultures. [6]

Up to 3 marks to be awarded for **each** example such as counter school, ritualist, conformist

0 no example offered
1 an example of pupil sub-culture is identified but no detail is offered
2 as above, plus a limited description of the named pupil sub-culture
3 an example of a pupil sub-culture 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 systems in modern industrial societies are meritocratic. [16]

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the supposed advantages of education.

Band 2 5–8
In this band answers will either be a supported defence of the proposition that is most likely to be from functionalist theorists such as Parsons. An alternative answer will be one that disputes the question most probably from the Marxist perspective. 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. There will be support for the contention as well as the contrary argument and this may look at aspects such as class, gender and ethnicity. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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4 (a) (i) Define the term *canalisation*. [3]

0 no attempt to define canalisation
1 canalisation is explained in a simplistic way such as 'growing up'
2 the meaning of canalisation further expanded by showing wider understanding but this may not be linked to sociological information
3 an accurate sociological definition of canalisation as the way in which boys and girls are steered into their gender roles 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 canalisation influences educational achievements of boys and girls. [6]

Up to 3 marks to be awarded for **each** example such as subject choice, role models, stereotypical values that will influence the results that pupils gain

0 no example offered
1 an example of canalisation is offered
2 as above, plus a limited description of the named influence
3 an example of canalisation 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 patriarchy is the most significant factor influencing the educational achievement 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 how education systems have changed over time.

Band 2 5–8
In this band the answer will either be a supported defence or challenge to the question. Some may develop arguments based on meritocracy and see patriarchy as no longer relevant, whereas others will argue that it still exists. Candidates who note that there may be a debate and make limited use of theory or evidence, 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 way in which education systems in modern industrial societies have become more equal as well as the feminist critique of this. Candidates may well begin to explore the complexity of the topic by including issues such as patriarchal ideology and control of the curriculum. Key thinkers such as Stanworth, Spender and McRobbie can be referred to with credit. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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5 (a) (i) Define the term *social control*. [3]

0 no attempt to define social control
1 social control is defined in a simplistic way such as 'the police'
2 the meaning of social control is further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of social control as "the way in which organisations such as religious ones encourage or enforce conformity" is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* ways in which religion acts as a means of social control. [6]

Up to 3 marks to be awarded for **each** example such as collective conscience, shared values, promise of reward/punishment

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

There is no requirement for this answer to contain evaluation.

(b) Evaluate the contribution of functionalist theories to our understanding of the role of religion in society. [16]

Band 1 0–4
In this mark band candidates may well describe functionalist views of the role of religion uncritically. Answers which make one or two weak points should be placed towards the bottom of the band.

Band 2 5–8
In this band there will both be description of functionalist views that will at least point out some of the strengths of the perspective. Evidence can be either from theory or from empirical data. Answers that also make a critique of the theory even if it is somewhat limited should be placed 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 there be a detailed assessment of functionalist theory but this will be juxtaposed by others from which Marxism, Weber's theories, feminism and post modernism are most likely to be used. Answers may well focus on classical theorists and credit those candidates who are able to use more contemporary material successfully. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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6 (a) (i) Define the term *denomination*. [3]

0 no attempt to define denomination
1 denomination is explained in a simplistic way such as 'a group'
2 the meaning of denomination is further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of a denomination as a religious organisation smaller then a church but larger than a sect is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* religious denominations. [6]

Up to 3 marks to be awarded for **each** example that demonstrates that an accurate organisation has been identified or describes the individual denomination such as the Methodist, Baptist, Calvinist etc. Allow any non Christian examples that fit the criteria

0 no example offered
1 an example of a denomination is identified but no detail is offered
2 as above plus a limited description of the denomination
3 an example of a denomination 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 power of religious organisations has declined 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.

Band 2 5–8
In this mark band candidates may offer a supported agreement with the proposition most probably based on the work of the classical theorists. There may be some attempt to define secularisation and to consider the complex way in which it can be interpreted. 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 such as that of Shiner, Martin, Wilson, Berger and others. There will be a detailed exploration of the meaning of secularisation and the way in which information is gathered. It will be examined through several aspects such as disenchantment, disengagement etc. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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7 (a) (i) Define the term *stereotype*. [3]

0 no attempt to define stereotype
1 stereotype is explained in a simplistic way such as 'cartoons'
2 the meaning of stereotype further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of a stereotype as a misleading and frequently insulting representation is given but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* examples of stereotypes of young people. [6]

Up to 3 marks to be awarded for **each** example of a stereotype such as delinquent, student, hoodlum or one taken from a study

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

There is no requirement for this answer to contain evaluation.

(b) "Most crime is committed by young working class men." Evaluate this claim.

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may list the type of crimes that the working class or young may or may not commit.

Band 2 5–8
In this mark band answers will most likely support the proposition based on crime statistics. If the possibility of other groups being responsible for criminal behaviour is acknowledged but will be undeveloped, these answers should be marked towards 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 there be consideration of the appearance of high rates of crime amongst working class males but also aspects of white collar crime and Marxist views about who benefits from crime. Useful reference can be made to the work of key thinkers such as Merton, Sutherland, Miller, Cohen and Finn amongst others. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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8 (a) (i) Define the term *anomie*. [3]

0 no attempt to define anomie
1 anomie is explained in a simplistic way such as 'unhappy'
2 the meaning of anomie is further expanded by showing wider understanding, but this may not be linked to sociological knowledge
3 an accurate sociological definition of anomie as "a state in which the norms of society have been weakened leaving the individual feeling normlessness" is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* ways in which an individual can respond to anomie. [6]

Up to 3 marks to be awarded for **each** example such as suicide, conformity, innovation

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

There is no requirement for this answer to contain evaluation.

(b) "Functionalist theories have limited use in explaining the causes of crime and deviance." Evaluate this claim. [16]

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Some answers may include quasi commonsensical comments about the supposed causes of crime or offer answers that confuse crime and deviance without answering the question.

Band 2 5–8
In this mark band there will either be a supported agreement or disagreement with the question. Most candidates may focus on descriptions of functionalist theories and will most likely limit their answers to the work of Durkheim and Merton. 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. Candidates will clearly show that functionalist studies concentrate on aspects of social control and shared norms. There should be consideration of at least one other theory (if only one then it should be detailed). If several theories are used well then place the mark at the top of the band. The work of key thinkers such as Merton, Lemert, Cohen, Young and Chambliss, as well as many others, can be used with credit. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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9 (a) (i) Define the term *automation*. [3]

0 no attempt to define automation
1 automation. explained in a simplistic way such as 'automatic'
2 the meaning of automation further expanded by showing wider understanding, but this may not be linked to sociological understanding
3 an accurate sociological definition of automation as a continuous manufacturing process is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* ways of organising work other than automation.[6]

Up to 3 marks to be awarded for **each** example such as craft, assembly line, mechanised

0 no example offered
1 an example is identified but not developed
2 as above, plus a limited description
3 an example 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 industrial conflict is unnecessary under modern systems of management. [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 industrial conflict.

Band 2 5–8
In this band there will be either a supported acceptance or rejection of the proposition. Candidates will either explain why, in modern systems of management, conflict is unnecessary and supporting their answer with reference to a management system such as Fordism. Or they may argue that there are still many reasons why conflict can still arise. 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 will there be a detailed discussion of management systems but also will the reasons be mentioned why industrial conflict may or may not happen. Useful reference can be made of key thinkers such as Edwards and Scullion, Aglietta, Hyman, and Daniel and Millward. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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10 (a) (i) Define the term *cyclical unemployment*. [3]

0 no attempt to define cyclical unemployment
1 cyclical unemployment is explained in a simplistic way such as 'not having a job.'
2 the meaning of cyclical unemployment is further expanded by showing wider understanding but this may not be linked to sociological understanding
3 an accurate sociological definition of cyclical unemployment as unemployment that has a pattern to its occurrence is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* social consequences of unemployment. [6]

Up to 3 marks to be awarded for **each** example such as poverty, alienation, criminality

0 no example offered
1 an example of a consequence identified
2 as above, plus a limited description of the consequence
3 an example of the consequence 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 for people employment is the most important source of identity in modern industrial societies. [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 people and/or employment.

Band 2 5–8
In this band there will be either a supported acceptance or rejection of the proposition, but this will be supported either by reference to key thinkers or contemporary evidence. Candidates who note that there may be a debate, but who do not develop both arguments, should be placed towards 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. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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11 (a) (i) Define the term *hegemony* in relation to the mass media. [3]

0 no attempt to define hegemony
1 hegemony is explained in a simplistic way such as 'it's found in the papers'
2 the meaning of hegemony is further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of hegemony in relation to the mass media "as a way by which the agenda is controlled by means of sharing ruling class ideology" is given, but this may be purely theoretical and does not have to contain examples

(ii) Identify and briefly describe *two* ways the mass media can be used to support the interests of the ruling class. [6]

Up to 3 marks to be awarded for **each** example such as appointment of staff, selecting certain stories, promoting views of events, advertising

0 no example offered
1 an example identified but no detail is offered
2 as above, plus a limited description of the example
3 an example 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 acts as an agency of state ideological control. [16]

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe other agencies of social control such as the police.

Band 2 5–8
In this band the candidate will either argue that the mass media does or does not act as a from of ISA. A definition of ideological control my well be attempted and if this is successfully done, mark towards the top of the band. 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. There will be a clear explanation of the debate between conflict theorist and pluralists. In this band not only will the candidate outline the argument but they will also use the work of such key theorists as G.M.G., Rosengren and Windall, amongst others. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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12 (a) (i) Define the term *catharsis* in relation to the mass media. [3]

0 no attempt to define catharsis
1 catharsis is explained in a simplistic way such as 'showing feelings'
2 the meaning of catharsis is expanded by showing wider understanding but this may not be linked to sociological information
3 an accurate sociological definition of catharsis as "the way in which experiencing strong feelings through viewing them can help the individual purge those feelings" is given, but this may be purely theoretical and does not have to contain examples.

(ii) Identify and briefly describe *two* ways in which the mass media can mislead its audience. [6]

Up to 3 marks to be awarded for **each** example such as stereotypes, biased reporting, censorship. Do not accept lying

0 no example offered
1 an example of the process is identified but no detail is offered
2 as above, plus a limited description of the process
3 an example of the process 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 has a direct effect on its audience. [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 audiences.

Band 2 5–8
In this mark band there will be either a supported acceptance or rejection of the proposition. Answers will either take one theory such as uses and gratifications and show how that attempts to show the way media messages are received by audiences. Candidates who note that there may be a debate by using at least one other theory 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 there be an accurate assessment of several theories but the difficulties in coming to a conclusion on this issue will be noted. Useful reference can be made of many key thinkers including McQail, Lazarsfeld and Butcher and Katz. Evaluation in this mark band may be implicit.

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, leading to a balanced conclusion.

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