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**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary Level and GCE Advanced Level**

# MARK SCHEME for the October/November 2009 question paper for the guidance of teachers

## 9699 SOCIOLOGY

**9699/31** Paper 31 (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.

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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 describes both examples.

**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 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 *nuclear* family. [3]**

0 no attempt to define nuclear family
1 nuclear family explained in a simplistic way such as 'small family'
2 the meaning of nuclear family further expanded by showing wider understanding related to wider kin but this may not be linked to sociological examples
3 an accurate sociological definition of a nuclear family is given but this can be theoretical and does not have to contain examples

**(ii) Identify and briefly describe two differences between the way children are brought up in different societies. [6]**

Up to 3 marks to be awarded for **each** example such as education, play, exploitation examples should reflect **different** societies
0 no example offered
1 an example of a childhood activity is identified but no detail is offered
2 as above plus a limited description of the named activity
3 an example of a childhood activity 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 family has lost all but it's 'basic and irreducible functions' in modern industrial societies. [16]**

Band 1 0–4
Candidates in this mark band are likely to limit their answers to descriptions of different types of families or list functions of the family.
Band 2 5–8
In this band the candidate will either offer a supported defence of the proposition that the family has basic functions and may recognise the functionalist implication in the question. Others can argue that the family has a range of other functions and this can be from the Marxist view that the family exploits the working class or the feminist view that it is females who are exploited. Candidates who note that there may be a debate but who do not develop this 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 a reduced level of functions for the family and a continuation. Useful reference can be made to the work of such key thinkers as Parsons, Fletcher, Delphy & Leonard, Oakley, Allan & Crow. Reward candidates who explore issues of family diversity in relation to family functions. 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 *lone parenthood*. [3]**

0 no attempt to define lone parenthood
1 lone parenthood is explained in a simplistic way such as 'lonely parents'
2 the meaning of lone parenthood is further expanded by showing wider understanding of single parenthood but this may not be linked to sociological understanding
3 an accurate sociological definition of lone parenthood that notes the caring role of the single parent but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two reasons why there has been an increase in lone parent families in modern industrial societies. [6]**

Up to 3 marks to be awarded for **each** example such as divorce, changing attitudes, changing levels of social support
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 nuclear family is under threat 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 an explanation as to the 'threats' to the family being caused by the supposed problems of modern societies.
Band 2 5–8
In this band candidates will either support or reject the proposition outlined in the question. Those who see the family under threat are most likely to quote from ease of divorce, changing law, changing moral standards and the contradictions of capitalism. Those who see it as continuing to be strong may quote the rate of remarriage, life cycle of the family. Candidates who note that there may be a debate but who do not develop this 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 concentration on modern industrial societies and candidates will offer a detailed assessment of a range of views that may include the work of such key thinkers as Chester, Chandler, The Social Attitudes Surveys, Bernardes, Hart, Parsons and Fletcher. 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 *correspondence principle*. [3]**

0 no attempt to define the correspondence principle
1 the correspondence principle is explained in a simplistic way such as 'writing'
2 the meaning of the correspondence further expanded by showing wider understanding of the links between work and education but this may not be linked to sociological understanding
3 an accurate sociological definition of the correspondence principle as linked to the work of Bowles and Gintis is given but the link may be by implication

**(ii) Identify and briefly describe two ways in which schools prepare young people for the workplace. [6]**

Up to 3 marks to be awarded for **each** example such as external rewards, acceptance of hierarchy, fragmentation, or school organisation
0 no example offered
1 an example of a link of the workplace is identified but no detail is offered
2 as above plus a limited description of the identified link
3 an example of a link plus a description that shows accurate sociological understanding that may reflect of the work of Bowles and Gintis or Davis and Moore (it is not a requirement that they are named)
There is no requirement for this answer to contain evaluation

**(b) 'Education systems in modern industrial societies help to maintain the power of the ruling class.' Assess this view. [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 to be gained from successful education.
Band 2 5–8
In this band answers will either be a supported defence of the proposition from a conflict theory perspective. An alternative answer will be one that disputes the question most probably from a functionalist view. Candidates who note that there may be a debate but who do not develop this 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 a detailed assessment of the fuctionalist/Marxist debate but other views can usefully be included as well as issues of ethnicity and gender. Reward those candidates who use a range of views such as Bowles & Gintis, Willis, Giroux, Ritowski, Parsons and Davis & Moore. 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 *compensatory education*. [3]**

0 no attempt to define compensatory education
1 compensatory education explained in a simplistic way such as 'making up for things'
2 the meaning of compensatory education further expanded by showing wider understanding of the concept as filling a gap with education but this may not be linked to sociological information
3 an accurate sociological definition of compensatory education as a means of providing students with something they have been lacking is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of compensatory education schemes. [6]**

Up to 3 marks to be awarded for **each** example such as operation headstart, EPAs, remedial and enrichment schemes, EAZs
0 no example offered
1 an example of a compensatory education scheme is named
2 as above plus a limited description of the scheme
3 an example of a compensatory education scheme is offered plus a description that shows accurate sociological understanding of the scheme
There is no requirement for this answer to contain evaluation

**(b) Evaluate the view that in modern industrial societies education promotes social mobility. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Some candidates may offer positive explanations of the benefits to be had from social mobility.
Band 2 5–8
In this band the answer will either be a supported defence or challenge to the question. Those who support the view that education enables social mobility will most likely focus on the work of Talcott Parsons. Others may reject it from the view of conflict theorists or interactionists. Candidates who note that there may be a debate but who do not develop this 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 several theories of education and useful reference can be made of the work of such key thinkers as Mac An Ghaill, Stanworth, Bourdieu, Douglas, Halsey and Finn. 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 *resacrilisation.* [3]**

0 no attempt to define resacrilisation
1 resacrilisation defined in a simplistic way such as 'to do with religion'
2 the meaning of resacrilisation further expanded by showing wider understanding 'to do with objects and actions being sacred' but this may not be linked to sociological knowledge
3 an accurate sociological definition of resacrilisation as 'the returning of sacred values to objects and actions that had previously lost them' but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of resacrilisation. [6]**

Up to 3 marks to be awarded for **each** example such as new religious movements, interest in the sacred, belief in the sacred, revivalism
0 no example offered
1 an example of resacrilisation is identified but no detail is offered
2 as above plus a limited description of the identified process
3 an example of resacrilisation is identified plus a description that shows accurate sociological understanding of renewed interest in the scared

There is no requirement for this answer to contain evaluation

**(b) Evaluate the view that secularisation has occurred 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 argue that the problems of the world are either caused by religion or can be cured by careful adherence to religious principles.
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 but who do not develop this mark at the top of the mark band.
Band 3 9–12
Answers show a more thorough understanding of the secularisation thesis and are supported with a good range of material should be placed in this mark band. Useful reference can be made to such key theorist as Wilson, Bruce, Glock & Stark, Martin and Casanova as well as the classical theorists. 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 *religious sect*. [3]**

0 no attempt to define sect
1 sect explained in a simplistic way such as 'a group'
2 the meaning of a sect is further expanded by showing wider understanding of the process as a small religious group but this may not be linked sociological knowledge
3 an accurate sociological definition of a sect as a small religious group lead by a charismatic leader that imposes high levels of commitment on its members but this can be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two problems associated with measuring the extent of religious belief. [6]**

Up to 3 marks to be awarded for **each** problem such as accuracy of records, purpose of records, individual motivation
0 no example offered
1 an example of a problem is identified but no detail is offered
2 as above plus a limited description of the problem
3 an example of a problem 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 acts as a conservative force 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 or others that blame the lack of religious faith for the problems of the world today.
Band 2 5–8
In this mark band candidates may support the proposition with examples of how religion has lost its power in the world today, especially in modern industrial societies. Others may argue that religion continues to have 'something eternal' about it and give examples of religious revivalism to support their view. Candidates who note that there may be a debate but who do not develop this 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. Useful reference may be made to the work of such key thinkers as Malinowski, Parsons, Bruce, Greeley, O'Toole, Maduro, Armstrong and Holm as well as the classical theorists. 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 *anomie.* [3]**

0 no attempt to define anomie
1 anomie explained in a simplistic way such as 'being alone'
2 the meaning of anomie expanded by showing wider understanding of the way in which anomie can be experienced but this may not be linked to sociological knowledge
3 an accurate sociological definition of anomie is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of studies that have used the concept of anomie to explain crime and deviance. [6]**

Up to 3 marks to be awarded for **each** example of a study quoted
0 no example offered
1 an example of a study is given but no detail is offered
2 as above plus a limited description of how the study made the link
3 an example of a study is given and the link between anomie and crime and deviance clearly made. There is no requirement for this answer to contain evaluation

**(b) Evaluate Durkheim's view that crime serves the function of helping to maintain social control. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Others may offer list like answers that name ways in which crime and deviance do/do not help maintain social control.
Band 2 5–8
In this mark band there may be some confusion between crime and deviance, candidates will either support or challenge the view. Possibly candidates will identify the functionalist implication in the question and offer a support of the proposition based on the work of such key thinkers as Durkheim. Those who challenge the question will take a conflict view with crime as the result of ruling class oppression. Those who do both but who do not develop this 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. Several theories about the nature of crime will be analysed and in this mark band there will be no confusion between crime and deviance. Useful reference can be made to the work of such key thinkers as Durkheim, Merton, Cohen, Cloward & Ohlin and Taylor. Also reward those candidates who raise issues of gender as well as ethnicity and class. 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 *delinquency*. [3]**

0 no attempt to define delinquency
1 delinquency explained in a simplistic way such as 'being naughty'
2 the meaning of delinquency further expanded by showing wider understanding by linking the answer to norms
3 an accurate sociological definition of delinquency is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of delinquency. [6]**

Up to 3 marks to be awarded for **each** example such as breaking norms or any specific examples of such actions
0 no example offered
1 an example of delinquency is identified but no detail is offered
2 as above plus a limited description of the delinquent act
3 an example of delinquency 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 delinquency is the result of labelling by the observer. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Others may offer explanations as to why delinquent behaviour is wrong.
Band 2 5–8
In this mark band there will either be a supported agreement or disagreement with the question. Some candidates may answer based on the work of interactionists like Becker. Candidates who note that there may be a debate but who do not develop this 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. Reward candidates who clearly show a range of interactionist evidence such as Becker, Lemert, Young, Cohen but also those who offer alternative theories about the causes of deviance. 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 *industrial action*. [3]**

0 no attempt to define industrial action
1 industrial action explained in a simplistic way such as 'taking action'
2 the meaning of industrial action further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of industrial action is offered but this may be purely theoretical and does not have to contain examples but may give statistical details

**(ii) Identify and briefly describe two examples of conflict in the workplace. [6]**

Up to 3 marks to be awarded for **each** example such as strike, work to rule, go slow, absenteeism
0 no example offered
1 an example of an industrial conflict is identified but no detail is offered
2 as above plus a limited description of the named conflict
3 an example of an industrial conflict is identified plus a description that shows an accurate sociological understanding
There is no requirement for this answer to contain evaluation

**(b) 'Attempts to prevent job losses are the main reason why industrial conflict occurs' Assess this view. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the effects of unemployment.
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 evidence as details about unemployment and strike statistics. Candidates who note that there may be a debate but who do not develop this 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 detailed analysis of the types of industrial conflict as well as an assessment of different types of unemployment will be offered as well as reference to such key thinkers as Littler & Salaman, Edwards & Scullion and Duncan. 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 *white collar worker*. [3]**

0 no attempt to define white collar worker
1 white collar worker explained in a simplistic way such as 'a worker with a white collar'
2 the meaning of a white collar worker further expanded by showing wider understanding of the position within the work force but this may not be linked to sociological understanding
3 an accurate sociological definition of a white collar worker as that of clerical, managerial or professional is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two ways of categorising the workforce. [6]**

Up to 3 marks to be awarded for **each** example such as craft, trade, managerial, technical, primary, tertiary, skilled, unskilled
0 no example offered
1 an example of a description is identified but not described
2 as above plus a limited description of the type of job identified
3 an example of a job type is identified plus a description that shows accurate sociological understanding of the ways in which employment and identity are linked
There is no requirement for this answer to contain evaluation

**(b) Evaluate the view that the social class of the employee is the most important factor in determining job satisfaction. [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 work and different types of leisure activities with little or no reference to work satisfaction or class.
Band 2 5–8
In this band there will be either a supported acceptance or rejection of the proposition. If candidates acknowledge that there is a link between the social class of an individual and the nature of the work they do they are most likely to support their answer with reference to the work of such key thinkers as Parker. Others may concentrate on the nature of satisfying and unsatisfying work and overlook the element of class. Candidates who note that there may be a debate but who do not develop this 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 analysis of the studies of work satisfaction that may well concentrate on the work of such key thinkers as Parker, Blauner, Beynon, Gallie, Zuboff, Kling and Braverman. Some candidates may relate issues of gender and ethnicity to work satisfaction. 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 *bias* in relation to the mass media. [3]**

0 no attempt to define bias
1 bias explained in a simplistic way such as 'being unfair'
2 the meaning of bias is further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of bias in relation to the mass media as the unfair and distorted view of an event, individual or group is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two ways in which media bias is created. [6]**

Up to 3 marks to be awarded for **each** example such as selection, presentation, textual
0 no example offered
1 an example of the way bias is created but no detail is offered
2 as above plus a limited description of the example selected
3 an example of the creation of bias is identified plus a description that shows accurate sociological understanding
There is no requirement for this answer to contain evaluation

**(b) 'The mass media plays a key role in promoting ruling class ideology'. Assess this view. [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 types of media.
Band 2 5–8
In this band the candidate will either argue that the mass media does or does not have control of ideology. This is most likely to take the conflict theory versus pluralist debate. Those that acknowledge that there may be a debate but who do not develop this 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 arguments both for and against the idea of ideological control but will support their answers with a range of material such as Blumler, Gurevitch and Bagdikian as well as an exploration of different Marxist theories. 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 *representation* in relation to the mass media. [3]**

0 no attempt to define representation
1 representation explained in a simplistic way such as 'an image'
2 the meaning of representation expanded by showing wider understanding but this may not be linked to sociological information
3 an accurate sociological definition of a representation is given as the way in which the media portrays images of individuals or groups based on external observations but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two groups who are negatively represented by the mass media. [6]**

Up to 3 marks to be awarded for **each** example such as elderly, women, ethnic minorities, the young, the working class
0 no example offered
1 an example of negative representation is identified but no detail is offered
2 as above plus a limited description of the negative representation
3 an example of a negative representation 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 may be responsible for the continuation of patriarchy 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 patriarchy in general with little or no reference to the mass media.
Band 2 5–8
In this mark band there will be either a supported acceptance or rejection of the proposition. It is most probable that answers will either deny the proposition from a broadly pluralist view or agree with it based on a feminist one. Candidates who note that there may be a debate but who do not develop this 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 an accurate evaluation of the feminist and pluralist views but there may well be reference to such key thinkers as Ross, Gunter, Tuchman and McRobbie; useful comparisons can be made with other groups that may also be dominated. 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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