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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

**9699/32** Paper 32 (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. (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 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 *ideological state apparatus* in relation to the family. [3]**

0 no attempt to define ISA
1 ISA explained in a simplistic way such as 'being given ideas'
2 the meaning of ISA further expanded by showing wider understanding of the concept as a way in which the young learn to accept the values of the state
3 an accurate sociological definition of ISA as a Marxist interpretation of the role of the family but this may be purely theoretical and does not have to contain examples or any evaluation of the accuracy of this theory

**(ii) Identify and briefly describe two ways in which families may control the behaviour of their members. [6]**

Up to 3 marks to be awarded for **each** example such as socialisation, status, sanctions
0 no example offered
1 an example of a control mechanism is identified but no detail is offered
2 as above plus a limited description of the named example
3 an example of control mechanism such as socialisation in general or a more targeted answer such as gender socialisation 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 families fulfil positive functions both for their members and society. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Others may attempt to list the supposed advantages or disadvantages of families without reference to the question.
Band 2 5–8
In this band the candidate will either offer a supported defence of the proposition that the functions of the family are positive and this will most likely be from a broadly functionalist view and this can be supported either by theory or empirical data. Others may take the Marxist view that it is functional for capitalist society but not for all its members 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. To enter this mark band candidates must address both parts of the question in relation to family members and society although at the lower end of the mark band there may be some lack of balance in this division. There will be a thorough exploration of both the arguments and useful reference can be made to the work of such key thinkers as Parsons, Zaretsky, Benston 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 leading to a balanced conclusion.

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

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

**(ii) Identify and briefly describe two family functions. [6]**

Up to 3 marks to be awarded for **each** example such as economic, socialisation, reproduction
0 no example offered
1 an example of a function is identified but no detail is offered
2 as above plus a limited description of the function
3 an example of a function 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 family life in modern industrial societies is characterised by equality between family members. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. They may offer descriptions of different family types as well as quote evidence from a variety of societies and not limit their answers to modem industrial societies.
Band 2 5–8
In this band candidates will either support or reject the proposition outlined in the question. Answers are likely to either take the view that family relationships are based on principles of equal but different and may well quote the work of Parsons, on the other hand they may rely on the work of feminists such as Oakley and see much inequality persisting. 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 some consideration of equality and to enter this mark band candidates will need to consider other family members and not confine themselves to conjugal partners. Both sides of the debate will be considered and candidates need to go beyond the Young and Willmot V Oakley debate. 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 leading to a balanced conclusion.

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**3 (a) (i) Define the term *positional theory*. [3]**

0 no attempt to define positional theory
1 positional theory is explained in a simplistic way such as 'your position'
2 the meaning of positional theory is further expanded by showing wider understanding but this may not be linked to sociological understanding
3 an accurate sociological definition of positional theory as social mobility in relation to your starting point on the social scale is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two material factors that influence educational outcomes. [6]**

Up to 3 marks to be awarded for **each** example such as family, income, affluence/lack of affluence, diet, housing circumstances.
0 no example offered
1 an example of a material factor is identified but no detail is offered
2 as above plus a limited description of the identified material factor
3 an example of material factor 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 educational systems serve the needs of the economy. [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 educational systems.
Band 2 5–8
In this band answers will either be a supported defence of the proposition such as that education provides role allocation and fits individuals for work in society. Reference may well be made to Parsons and the 'bridge' provided by education. An alternative answer will be one that interprets education as negative for the individual but serving the needs of capitalist economies or in the interests of the ruling class. 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 an outline of both functionalist and Marxist views of the role of education in maintaining the economy but also some consideration of the value of vocational schemes and qualifications. Some candidates may even quote from the work of such contemporary thinkers as Woolf (2002) who throws doubt on the link between higher education and economic growth. More likely is to be consideration of the work of Illich. 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 leading to a balanced conclusion.

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

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

**(ii) Identify and briefly describe two examples, apart from streaming, of the way in which pupils are grouped in schools. [6]**

Up to 3 marks to be awarded for **each** example such as banding, setting, mixed ability, by age
0 no example offered
1 an example of a grouping is offered
2 as above plus a limited description of the named grouping
3 an example of a grouping 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 the way in which pupils are grouped in schools is the most significant factor influencing educational achievement. [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 factors.
Band 2 5–8
In this band the answer will either be a supported defence or challenge to the question. Candidates will either support the ways in which streaming can influence educational outcomes most probably supported by the interactionist theorists or argue that educational systems in modem industrial societies are meritocratic and support this from a functionalist standpoint. 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 both the in school and the out of school factors that influence educational achievements and streaming will be assessed within this context. Key thinkers such as Douglas, Prosser and Wedge, Halsey, Hargreaves and Becker 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 leading to a balanced conclusion.

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**5 (a) (i) Define the term *ideology* in relation to religion. [3]**

0 no attempt to define ideology
1 ideology defined in a simplistic way such as 'ideas'
2 the meaning of ideology further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of religious ideology as a philosophical interpretation to explain the major issues and provide values based on religious teachings is given but this may be purely theoretical and does not have to contain examples

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

Up to 3 marks to be awarded for **each** example such as Christianity, Islam, Judaism
0 no example offered
1 an example of a global religion is identified but no detail is offered
2 as above plus a limited description of the identified global religion
3 an example of a global religion 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 oppresses some groups. [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 failure to follow the precepts of religion properly.
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. In order to reach the higher end of the band candidates must offer evidence which reflects the position of at least two social groups. 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. The way in which marginal and less powerful groups are controlled by religion will be explored as well as a consideration of the 'some' in the question. At the higher end of the band there will be groups noted for whom religion offers material benefits. The work of such key thinkers as Bruce, Wallis, Barker, Lyotard, El Saadawi amongst others 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 leading to a balanced conclusion.

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

0 no attempt to define liberation theology
1 liberation theology explained in a simplistic way such as 'liberal ideas'
2 the meaning of liberation theology further expanded by showing wider understanding but this may not be linked sociological knowledge
3 an accurate sociological definition of liberation theology as the emergence of radical revolutionary groups within elements of the Catholic church but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of expanding religions today. [6]**

Up to 3 marks to be awarded for **each** example such as Jehovah's Witnesses, Islam or any relevant sect or group
0 no example offered
1 an example of a religious group is identified but no detail is offered
2 as above plus a limited description of a religious group
3 an example of a religious group 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. Others may purely describe secularisation. There may be answers that simply list the supposed benefits of religion.
Band 2 5–8
In this mark band candidates will either offer a supported defence for the existence of secularisation or a supported challenge. Evidence will most probably be over reliant on the 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 question and are supported with a good range of material. In this mark band candidates will explore the meaning of secularisation showing a range of meanings. Useful reference can be made to the work of key thinkers such as Shiner, Martin, Wilson, Berger and Bruce amongst others. Credit those candidates who question how data is gathered. 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 leading to a balanced conclusion.

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**7 (a) (i) Define the term *white-collar crime*. [3]**

0 no attempt to define white-collar crime
1 white-collar crime explained in a simplistic way such as 'done by people wearing white collars'
2 the meaning of white-collar crime further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of white-collar crime as those crimes committed by non manual work frequently of high status but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of white-collar crime. [6]**

Up to 3 marks to be awarded for **each** example such as fraud etc.
0 no example offered
1 an example of a white-collar crime is identified but no detail is offered
2 as above plus a limited description of the white-collar crime
3 an example of a white-collar crime is identified plus a description that shows accurate sociological understanding of the nature of the crime
There is no requirement for this answer to contain evaluation

**(b) Evaluate the view that criminality is predominantly a working class activity. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Others may list reasons why the working class commit crimes or acts of deviance.
Band 2 5–8
In this mark band there may be some confusion between crime and deviance at the lower end. Candidates who support the proposition may do so by quoting statistics or by reference to suitable key thinkers. Others may reject the proposition in favour of a more even distribution or other groups and not the working class being responsible for crime. Candidates who note that there may be a debate, or those who identify different social groups, 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 a discussion based on the apparently high crime rates committed by the working class but also white-collar crime and a range of Marxist views. Useful reference can be made to key thinkers as Merton, Sutherland, Miller, Cohen and Finn. 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 leading to a balanced conclusion.

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

0 no attempt to define Chivalry Thesis
1 Chivalry Thesis explained in a simplistic way such as 'being helpful'
2 the meaning of Chivalry Thesis further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of the Chivalry Thesis as the way in which females are apparently dealt with lightly by the mostly male judicial system but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two limitations of official crime statistics. [6]**

Up to 3 marks to be awarded for **each** example such as inaccurate reporting and recording
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 named example
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 women commit very little crime. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Also place in this mark band answers which describe/list the activities that women supposedly carry out instead of committing crime.
Band 2 5–8
In this mark band there will either be a supported agreement or disagreement with the proposition in the question. Some candidates may note that recorded and actual crime are not the same. Place candidates who rely solely on the work of Pollock at the bottom of the band. 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. Candidates will clearly show that whilst females do commit less crime than males that this situation is not fixed. Credit the use of such key thinkers as Smart and Heidensohn as well as a consideration as to the reasons why female criminality may well be anonymous. 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 leading to a balanced conclusion.

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**9 (a) (i) Define the term *flexible labour market*. [3]**

0 no attempt to define flexible labour market
1 flexible labour market explained in a simplistic way such as 'a moving market'
2 the meaning of flexible labour market further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of flexible labour market as a changing employment structure that requires labour to be more responsive to employment trends but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two factors that influence levels of employment. [6]**

Up to 3 marks to be awarded for **each** example such as declining manufacturing sector, changing technology, unemployment
0 no example offered
1 an example of a factor is identified but no detail is offered
2 as above plus a limited description of the named factor
3 an example of a named factor is identified plus a description that shows accurate sociological understanding
There is no requirement for this answer to contain evaluation

**(b) Evaluate the validity 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 types of jobs with no reference to the question.
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 Braverman. 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 can be made to the changing nature of the workforce as well as changing technology. Use of such key concepts as McJobs can be given credit as well as the work of such key thinkers as Ritzer, Thompson and McHugh, Klein and Bradley. 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 leading to a balanced conclusion.

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

0 no attempt to define bureaucracy
1 bureaucracy explained in a simplistic way such as 'a business'
2 the meaning of bureaucracy further expanded by showing wider understanding but this may not be linked to sociological understanding
3 an accurate sociological definition of bureaucracy as an organisational structure characterised by hierarchy, rules and regulations is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two bureaucratic systems from different societies. [6]**

Up to 3 marks to be awarded for **each** example such as Ancient China or any relevant modem organisation such as the NHS
0 no example offered
1 an example of a bureaucratic system is identified but is not linked to employment
2 as above plus a limited description of the bureaucratic system
3 an example of a bureaucratic system 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 unemployment is distributed evenly between all social groups. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe problems associated with unemployment with no reference to the question.
Band 2 5–8
In this band there will be either a supported acceptance or rejection of the proposition. Answers may rely heavily on unemployment statistics and mark at the top of the band candidates who use accurate statistics and also comment on their reliability. 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. This is a rare topic about which there is little controversy about the unequal distribution of unemployment. Discriminate on the range of factors that are included that can be class, gender, age (at both ends of the spectrum) disability and ethnicity. Give credit for the inclusion of such key thinkers as Howard, Fagin and Little and Gallie. 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 leading to a balanced conclusion.

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**11 (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 'picture'
2 the meaning of representation further expanded by showing wider understanding but this may not be linked to sociological knowledge
3 an accurate sociological definition of representation in relation to the mass media as a fixed and frequently distorted image of a group is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two examples of media representations of disabled groups. [6]**

Up to 3 marks to be awarded for **each** example such as victim, incapable, heroic
0 no example offered
1 an example of representation is identified but no detail is offered
2 as above plus a limited description of the identified representation
3 an example of a 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 reflect the opinions of their audience. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may well describe the types of media available with no reference to the question.
Band 2 5–8
In this band the candidate will either argue that the mass media does or does not reflect the views/opinions of the audience but this will either be a supported pluralist view that it does or a conflict theory one that it does not. 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. In this band not only will the candidate outline the argument clearly for the possibility that the audience does have its views represented but also show that the media can also be seen as a means of ideological control. Give credit for the inclusion of such key thinkers as Philo and Hartman and Husband. 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 leading to a balanced conclusion.

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

0 no attempt to define gatekeeping
1 gatekeeping explained in a simplistic way such as 'guarding'
2 the meaning of gatekeeping expanded by showing wider understanding but this may not be linked to sociological information
3 an accurate sociological definition of gatekeeping as the way in which editors, journalists and owners control what is allowed to appear in the media is given but this may be purely theoretical and does not have to contain examples

**(ii) Identify and briefly describe two factors, other than gatekeeping, that influence the content of the mass media. [6]**

Up to 3 marks to be awarded for **each** example such as social structure, hegemony, production constraints
0 no example offered
1 an example of a factor is identified but no detail is offered
2 as above plus a limited description of the named factor
3 an example of a factor 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 'uses and gratifications theory' in explaining the influence the mass media have on audiences. [16]**

Band 1 0–4
In this mark band candidates may wish to support or reject the proposition uncritically. Other answers may describe the reasons why individuals use the media.
Band 2 5–8
In this mark band there will be either a supported acceptance or rejection of the proposition. Candidates will consider the usefulness or not of the model and if this is done by juxtaposition to another model place at the top of the band. 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 assessment of the uses and gratifications model but there will also be consideration of the HSM, market forces and cultural effects models. Attention will be drawn to the strengths and limitations of each model. 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 leading to a balanced conclusion.

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