
SOCIOLOGY

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Paper 3 Social Inequality and Opportunity

May/June 2019

MARK SCHEME

Maximum Mark: 75

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **18** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	<p>Explain how language codes may influence educational achievement.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general observations about educational achievement, with no further development, would be worth up to 2 marks. One or two simple points about how language may influence educational achievement would fit the upper part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two ways in which language codes may influence educational achievement would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers are likely to draw on the work of Bernstein on restricted and elaborated language codes, though the links may be implicit. Contributions from other thinkers such as Labov, Chomsky and Dewey might also be considered.</p>	9
1(b)	<p>‘The education system is a barrier to social mobility.’ Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about education, with few clear links to social mobility, would be worth up to 3 marks. A simple account of one or two ways in which education may contribute to social mobility, would fit the higher part of the band.</p>	16

Question	Answer	Marks
1(b)	<p>7–11</p> <p>Answers at this level will provide a sound account of the relationship between education and social mobility. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few accurate but underdeveloped points about how education may contribute to social mobility would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or a wider range of relevant points will be covered. Functionalist and Marxist views of the relationship between education and social mobility may feature in good answers, though the links may be implicit. Answers towards the top of the band may also consider other views (feminist, social democratic, postmodernist) about the relationship between education and social mobility.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16</p> <p>Answers that fit this band will demonstrate a good understanding of the relationship between education and social mobility. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different views about the relationship between education and social mobility. To go higher, the assessment must be directly focused on the view that education is a barrier to social mobility. For example, a good assessment might question the meritocracy thesis and use a mix of evidence and theory to illustrate how the education system favours some groups over others. There would also be scope to question the extent to which educational qualifications alone are a key to success in employment.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
2(a)	<p>Explain how gender stereotyping may influence the educational performance of female pupils.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A basic attempt to explain the concept of gender stereotyping, with no further development, would be worth up to 2 marks. A simple account of one or two ways in which gender stereotyping might influence the educational performance of female pupils would trigger the higher part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two ways in which gender stereotyping might influence the educational performance of female pupils would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of points. Good answers are likely to include references to relevant studies, such as Warrington and Younger, Mackenzie, Lobban, Elliot. Concepts that might be used in high quality responses include: labelling, gendered curriculum, hidden curriculum, equal opportunities, gender segregation, and identity.</p>	9
2(b)	<p>‘Functionalist theories have little value in explaining educational achievement.’ Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about educational achievement, with no further links to the question, would be worth up to 3 marks. One or two simple points about the functionalist view of educational achievement would fit the higher part of the band.</p>	16

Question	Answer	Marks
2(b)	<p>7–11 Answers at this level will provide a sound account of functionalist theories of educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two functionalist ideas about educational achievement would be worth up to 9 marks. To go higher, the account must be more detailed and/or cover a wider range of points about functionalist theories. functionalist contributors to the debate about educational achievement include Durkheim, Parsons, Davis and Moore, Merton, Pateman. Concepts that might be used in a good answer include: equality of opportunity, marketisation, meritocracy, state control, selection, streaming, cultural capital, cultural deprivation.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16 Answers that fit this band will demonstrate a good understanding of functionalist theories of educational achievement. There will also be an assessment of the view on which the question is based. Lower in the band the assessment may be confined to a juxtaposition of different theories and explanations of educational achievement. To go higher, the answer will include an explicit assessment of the idea that functionalist theories have little value in explaining educational achievement. High scoring answers might distinguish between different functionalist theorists and consider both strengths and limitations in their ideas about educational achievement. Study evidence might also be used to assess, for example, the effectiveness of selective education, the impact of marketisation and the effectiveness of schemes to deliver equality of opportunity in education.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
3(a)	<p>Explain the links between poverty and high mortality rates in developing countries.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to explain what is meant by high mortality rates, with no further development, would be worth up to 2 marks. A simple account of one or two links between poverty and high mortality rates would trigger the top half of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two links between poverty and high mortality rates would be worth up to 7 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of points.</p> <p>Links between poverty and high mortality rates include:</p> <ul style="list-style-type: none"> • The impact of poor housing conditions on health. • The difficulty of implementing health education programmes among the poor. • Poor diet. • High incidence of work related accidents among low paid workers. • The stress associated with poverty. • Greater exposure to the adverse impact of natural disasters, such as famine. 	9
3(b)	<p>‘Government policy is the main factor determining whether a country can achieve economic growth.’ Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. Some general observations about the problems of development would be worth up to 3 marks. A few points about government policies designed to promote development, with no further expansion, would fit the top half of the band.</p>	16

Question	Answer	Marks
3(b)	<p>7–11 Answers at this level will provide a sound discussion of the view that government policy is the main factor determining whether a country can achieve economic growth. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of how development might be affected by choice of government policies would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Good answers may distinguish between different types of government policies, such as free market policies versus state centred initiatives. The reasons why some policies may be successful may also be considered in answers that reach the higher part of the band.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16 Answers that fit this band will demonstrate a good understanding of the view that government policy is the main factor determining whether a country can achieve economic growth. There will also be an assessment of this view. Lower in the band, the assessment may be delivered through juxtaposition of different perspectives on the role of government policies in stimulating development (neo-liberal versus Marxist views, for example). To go higher, there must be an explicit analysis of how far it can be said that government policy is the main factor determining whether a country can achieve economic growth. Case studies and empirical evidence may be used to assess the impact of different policy approaches. Good analytical responses might also question whether government policies alone are sufficient to stimulate development. Who benefits from government policies could also be a matter for discussion.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
4(a)	<p>Explain the factors leading to migration from rural to urban areas in developing countries.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the growth of urban areas in developing countries, with no further links to the question, would be worth up to 2 marks. One or two simple points about the factors leading to the rapid growth of urban areas in developing countries would fit the higher part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two factors leading to migration from rural to urban areas in developing countries would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of factors.</p> <p>Factors leading to rural to urban migration in developing countries include:</p> <ul style="list-style-type: none"> • Pull factors: ‘bright lights’, educational opportunities, higher standard of living, better welfare facilities, and access to aid. • Push factors: rural poverty; natural disasters affecting the countryside, the consequences of rural depopulation, land reform leading to loss of farms. 	9
4(b)	<p>‘Cultural factors explain why some countries have developed more rapidly than others’. Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about economic development in the context of the question would be worth up to 3 marks. A simple attempt to explain what is meant by ‘cultural factors’, with no further development, would fit the higher part of the band.</p>	16

Question	Answer	Marks
4(b)	<p>7–11</p> <p>Answers at this level will provide a sound account of the reasons why some countries are more economically successful than others, with particular reference to cultural factors. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two cultural factors that might explain why some countries are more economically successful than others would be worth up to 9 marks. To go higher, the points considered must be more detailed and/or cover a wider range of factors. Good answers are likely to include a clear understanding of what is meant by ‘rapid development’ and an awareness of the distinction between cultural and structural factors as separate ways of explaining rates of development.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16</p> <p>Answers that fit this band will demonstrate a good understanding of the reasons why some countries have developed more rapidly than others, with particular reference to cultural factors. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may rely on juxtaposition of different explanations for differential rates of development between countries. To go higher, the assessment will provide an explicit analysis of whether cultural factors alone can explain different levels of economic success between countries. The assessment might draw on the different approaches to development of the neo-liberals, interventionists and Marxists. Good answers might also distinguish between different developing countries, noting perhaps that Western models of development based on free market capitalism may be more relevant for some developing countries than for others. Examples of the development process in particular developing countries might be used to help support key analytical points.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
5(a)	<p>Explain the role of the media in agenda setting.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general observations about the role of the media, with no particular reference to agenda setting, would be worth up to 2 marks. An attempt to define what is meant by agenda setting, with no further development, would trigger the higher part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of the role of the media in agenda setting would be worth up to 7 marks. To go higher, the account will be more developed; for example, points may be supported by references to relevant studies (Hall, Chibnall, Fiske, Cohen, Young, Gerbner, Simon and Xenos) and might include examples of agenda setting in relation to the media.</p>	9
5(b)	<p>‘Media owners control the content of the media.’ Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the content of the media, with no direct links to the question, would be worth up to 3 marks. A few points about media ownership, with no direct reference to shaping the content of the media, would fit the higher part of the band.</p>	16

Question	Answer	Marks
5(b)	<p>7–11 Answers at this level will provide a sound account of the role of media owners in controlling the content of the media. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two ways in which owners may control the content of the media would be worth up to 9 marks. To go higher, the account offered will be more detailed and/or cover a wider range of points. Concepts that might be used in addressing the issues raised by the question include: media manipulation, hegemony, propaganda, ideology, media representation, hyper-reality, ownership and control, cross-media ownership. The pluralist, Marxist and postmodernist theories of the media would also provide a useful base for analysing the role of media owners in controlling the content of the media.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16 Answers that fit this band will demonstrate a good understanding of how the media may shape social reality. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may be limited to a few basic points for or against the idea that the media owners control the content of the media. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate about the extent to which owners control the content of the media. For example, high scoring answers might distinguish between distinct types of media and consider whether this has a bearing on who controls the content of the media. Another way of supporting a sound evaluation would be effective use of studies to help illustrate the impact the role of media owners and other relevant social agents in shaping media content.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
6(a)	<p>Explain the cultural effects model of media influence.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general points about media influence, with no further development in relation to the question, would be worth up to 2 marks. A simple account of one or two features of the cultural effects model would fit the higher part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two features of the cultural effects model would be worth up to 7 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Good answers might note the neo-Marxist underpinnings of the cultural effects model, possibly mentioning relevant thinkers such as Hall, Newbold, Chandler, Spinks. References to cultivation theory and/or audience reception theory should be rewarded as variants of the cultural effects model.</p>	9
6(b)	<p>‘People who watch violent media will act violently towards others.’ Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about violence in the media, with no direct links to the question, would be worth up to 3 marks. One or two simple points about media influence, with no particular reference to violence, would fit the higher part of the band.</p>	16

Question	Answer	Marks
6(b)	<p>7–11 Answers at this level will provide a sound discussion of the idea that watching violent media will lead people to act violently towards others. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of the relationship between violent media and acting violently would be worth up to 9 marks. To go higher, the account will be more detailed and/or refer to a wider range of relevant points. For example, good answers might draw on relevant concepts such as catharsis, hypodermic syringe, two-step flow model, cultural effects theory, media effects, hyper-reality, and desensitisation. Answers might also include examples of studies of media violence, such as Bandura, Gerbner, Huesmann and Miller.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16 Answers that fit this band will demonstrate a good understanding of the idea that watching violent media will lead people to act violently towards others. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may be based on contrasting models of media effects (hypodermic syringe, two-step flow, uses and gratification, cultural effects). To go higher in the band, there will be an explicit analysis of how far watching violent media lead people to act violently towards others. This might include, for example, a discussion of whether some groups are more likely to be influenced by violent media than other groups. High quality answers might also include an evaluation of research evidence on the impact of media violence.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
7(a)	<p>Explain the functionalist theory of religion.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general observations about the role of religion, with no reference to functionalist theory, would be worth up to 2 marks. One or two simple points about the functionalist theory of religion would fit the higher part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two features of the functionalist theory of religion would be worth up to 7 marks. To go higher, the account would need to be more detailed, with effective use of references to relevant thinkers (Durkheim, Malinowski, Radcliffe-Brown, and Parsons) and concepts (collective conscience, sacred and profane, value consensus, totemism, civil religion, ritual, and tension-management).</p>	9
7(b)	<p>'Religion is a form of ideology that serves the interests of the ruling class.' Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the role of religion in general, would be worth up to 3 marks. One or two simple points about how religion may serve the interests of the ruling class would fit the higher part of the band.</p>	16

Question	Answer	Marks
7(b)	<p>7–11 Answers at this level will provide a sound account of the idea that religion serves the interests of the ruling class. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two ways in which religion may serve the interests of the ruling class would be worth up to 9 marks. To go higher, the account must be more detailed and/or cover a wider range of points about the role of religion in preventing conflict. Good answers are likely to situate the discussion in the context of theoretical debates about the role of religion, including the Marxist perspective and the contrasting views of functionalists and Weberians. Some candidates might also use appropriate examples to support their arguments about the role of religion in serving the interests of the ruling class.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16 Answers that fit this band will demonstrate a good understanding of the idea that religion serves the interests of the ruling class. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may be based on a simple juxtaposition of different theories of religion. Higher in the band, there will be an explicit analysis of how far religion serves the interests of the ruling class. For example, candidates might consider particular instances of where religion has acted to support and/or oppose ruling class interests. Good answers might also consider whether religion supports ruling class interests by suppressing conflict (through promoting false consciousness, for example), as Marxists argue, or whether it prevents conflict occurring in the first place, as functionalists believe.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	

Question	Answer	Marks
8(a)	<p>Explain how sects differ from other religious organisations.</p> <p>0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to explain what is meant by a sect, with no other links to the question, would be worth up to 2 marks. A simple account of one or two differences between sects and other religious organisations, such as churches or cults, would trigger the top part of the band.</p> <p>5–9 At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two differences between sects and other religious organisations would be worth up to 7 marks. To go higher, the explanations offered would have to be more detailed and/or there would be coverage of a wider range of differences between sects and other religious organisations. High scoring answers might, for example, explore the concept of dissent as a way of describing the distinguishing features of a sect. Good answers might also consider differences in organisation and/or belief between sects and other religious organisations.</p>	9
8(b)	<p>‘Religious influence is still strong in modern industrial societies.’ Assess this view.</p> <p>0–6 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the nature of religion today, with no particular reference to whether religious influence remains strong, would be worth up to 3 marks. A simple account of the idea that religious influence has declined (the secularisation thesis) would trigger the top half of the band.</p>	16

Question	Answer	Marks
8(b)	<p>7–11 Answers at this level will provide a sound account of the idea that religious influence in modern societies remains strong. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of the debate surrounding the secularisation thesis would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of relevant points. For example, good answers may explain the thinking behind the idea that religious influence in modern societies, rather than waning, remains strong today. Examples from studies might be used to support the claim that religious influence remains strong.</p> <p>There is no requirement for assessment at this level although it may be present.</p> <p>12–16 Answers that fit this band will demonstrate a good understanding of the idea that religious influence in modern societies remains strong. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on a juxtaposition of different views about the secularisation thesis. To go higher, answers will include an explicit assessment of how far religious influence remains strong today. This might include, for example, a questioning of how religious influence is defined/measured and whether there has been a religious revival in modern industrial societies in recent times. Concepts that might be used to support the assessment include: post-secularisation, religious consumerism, resacrilisation, religious diversity, rationalisation, and religiosity.</p> <p>Answers at this level must achieve three things:</p> <p>First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.</p>	