Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/31**

Paper 3 Social Inequality and Opportunity **May/June 2020**

MARK SCHEME

Maximum Mark: 75

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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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.

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Question	Answer	Marks
1(a)	**Explain the view that education serves the interests of the ruling class.** **0–4 marks** 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 define what is meant by the ruling class, with no further development, would be worth up to 2 marks. One or two simple points about how education may serve the interests of the ruling class would fit the upper part of the band. **5–9 marks** 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 education serves the interests of the ruling class 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. The main ways in which education may serve the interests of the ruling class are: • Re-production of the labour force. • Ideological control of working class pupils. • Maintenance of class distinctions and status. • Transmission of privilege in the form of cultural capital.	**9**
1(b)	**'Cultural deprivation is the main reason why pupils from working-class families underachieve at school.' Assess this view.** **0–6 marks** 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 underachievement, with no clear links to cultural deprivation, would be worth up to 3 marks. An account of what is meant by cultural deprivation, with no further development in relation to the question, would fit the higher part of the band. **7–11 marks** Answers at this level will provide a sound account of the postulated relationship between cultural deprivation and educational underachievement. 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 cultural deprivation might lead to educational underachievement 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 theories are likely to be used to contextualise debates about the impact of cultural deprivation. Good answers may distinguish between material deprivation and cultural deprivation and provide relevant examples of how each type of deprivation may influence educational achievement. Studies may also be used to assess the relevance of the concept of cultural	**16**

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Question	Answer	Marks
1(b)	deprivation in explaining educational underachievement. Relevant studies include, for example, Douglas, Ramachandran, Westergaard and Resler, Mac an Ghaill, Demack, Lupton, Willis. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the postulated relationship between cultural deprivation and educational underachievement. 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 explanations (material deprivation versus cultural deprivation; home factors versus school factors; class, gender and ethnicity as key factors) of educational underachievement. To go higher, the assessment must be directly focused on the claim that cultural deprivation is the main reason why working-class pupils underachieve at school. For example, a good assessment might include a critical analysis of ways in which other factors may be interlinked with cultural deprivation, contributing to a multi-causal explanation of educational underachievement. There would also be scope to question how different factors (variables) can be separated in order to establish causal priority in explaining educational underachievement. High scoring answers might question what is meant by cultural deprivation and suggest that cultural capital is a more relevant explanation for the difficulties faced by working-class pupils in the education system. Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
2(a)	**Explain how the hidden curriculum may influence pupil attitudes to education.** **0–4 marks** 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 define what is meant by the hidden curriculum, with no further links to the question, would be worth up to 2 marks. A simple account of one or two ways in which pupil attitudes to education may be influenced by the hidden curriculum would trigger the higher part of the band.	**9**

Question	Answer	Marks
2(a)	**5–9 marks** 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 in which pupil attitudes to education may be influenced by the hidden curriculum 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 cover several examples of how pupil attitudes to education may be influenced by the hidden curriculum and reference to studies may be used to support key points. Concepts that might be used in high quality responses include: teacher perceptions, ethnocentrism, sexism, social networks, pupil subcultures, pupil confidence and self-esteem.	
2(b)	**'The main purpose of education is social control.' Assess this view.** **0–6 marks** 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 social control in general, with no further links to the question, would be worth up to 3 marks. One or two simple points about the role or functions of education would fit the higher part of the band. **7–11 marks** Answers at this level will provide a sound account of the claim that the main purpose of education is social control. 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 education contributes to social control would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Concepts that might be used in a good answer include: cultural capital, social construction of knowledge, ideology, formal and hidden curriculum, correspondence theory, habitus, ethnocentric curriculum, gendered curriculum. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the claim that the main purpose of education is social control. 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 the role of education. To go higher, the answer will include an explicit assessment of the idea that the main purpose of education is social control. High scoring answers might question the determinism implicit in the idea that education contributes to social control. There would also be scope to question whether one educational function is more important than another. Post-modernist scepticism about	**16**

Question	Answer	Marks
2(b)	metanarratives in sociology might be used to debunk the over-arching nature of Marxist accounts that see education as an instrument of social control. Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
3(a)	**Explain the world systems theory of development.** **0–4 marks** 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 development, with no further links to the question, would be worth up to 2 marks. A simple account of one or two features of world systems theory would trigger the top half of the band. **5–9 marks** 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 world systems theory of development 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. Good answers may refer to the ideas of Wallerstein. High quality responses might also refer to complexity theories as a development of the general world systems theory; the work of John Urry, for example.	**9**
3(b)	**'Limited access to education is the main cause of poverty in developing societies.' Assess this view.** **0–6 marks** 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 nature of poverty in developing societies, with no further links to the question, would be worth up to 3 marks. One or two simple points about the causes of poverty would fit the top half of the band. **7–11 marks** Answers at this level will provide a sound account of the possible links between limited access to education and poverty in developing societies. 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	**16**

Question	Answer	Marks
3(b)	sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two ways in which limited access to education may lead to poverty in developing societies 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 might provide examples of how poor education may act as a barrier to upward social mobility. Studies of poverty may be quoted to support key points in answers that reach the higher part of this band and beyond. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the possible links between limited access to education and poverty in developing societies. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may be delivered through juxtaposition of different theories and explanations of poverty. To go higher, there must be an explicit analysis of the claim that limited access to education is the main cause of poverty in developing societies. Good answers might distinguish between cultural and structural accounts of poverty and perhaps link this to a consideration of whether education acts to maintain the existing social order (structural reproduction) or can be a source of social change (by helping people to escape poverty, for example). A strong evaluative response might reflect on whether limited access to education is more a consequence than a cause of poverty. Candidates might also use empirical evidence to demonstrate the links between educational levels and economic development in different countries, possibly using this to engage with the debate about whether certain standards of education are a prerequisite for development/modernisation. Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
4(a)	**Explain why development is a difficult concept to define.** **0–4 marks** 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 development, with no direct links to the question, would be worth up to 2 marks. One or two simple points about the difficulties in defining development would fit the higher part of the band.	**9**

Question	Answer	Marks
4(a)	**5–9 marks** 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 difficulties in defining development would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of explanations. Difficulties in defining development include: • Narrow economic definitions versus more inclusive definitions. • Economic indicators may be more relevant for some countries than for others. • No agreement about the best economic indicators of development. • Non-economic indicators may be too vague and/or hard to quantity. • Definitions may reflect political bias and be opposed for this reason. • Some definitions may be ethnocentric (the Hamburger Standard, for example).	
4(b)	**'Transnational corporations are the main obstacle to economic growth in developing societies.' Assess this view.** **0–6 marks** 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 the term 'transnational corporations', with no further links to the question, would be worth up to 3 marks. A few observations about the difficulties of achieving economic growth, with little or no reference to TNCs specifically, would fit the higher part of the band. **7–11 marks** Answers at this level will provide a sound account of the idea that TNCs are the main obstacle to economic growth in developing societies. 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 TNCs may be an obstacle to economic growth in developing societies would be worth up to 9 marks. To go higher, the reasons offered must be more detailed and/or cover a wider range of points. Good answers are likely to include a clear understanding of how TNCs operate and why it has been suggested that they hinder economic growth in developing societies. Case studies and other research evidence may be used to support key points in answers that merit the higher part of the band. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the idea that that TNCs are the main obstacle to economic growth in developing societies. There will also be an assessment of the view on which the	**16**

Question	Answer	Marks
4(b)	question is based. Lower in the band, the assessment may rely on juxtaposition of different views about the contribution of TNCs to economic growth (modernisation theories versus dependency theories, for example). To go higher, the assessment will provide an explicit analysis of whether TNCs are the main obstacle to economic growth in developing societies. Good answers might distinguish between different developing countries, noting perhaps that the role of TNCs is more significant for some than for others. High quality responses might also illustrate the dangers of overgeneralising about the impact of TNCs on economic growth. Some well framed answers might link the debate about the impact of TNCs to wider theories of development (modernisation theory, dependency theory, world systems theory). Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
5(a)	**Explain how media organisations have changed as a result of globalisation.** **0–4 marks** 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 media organisations, with no particular reference to the impact of globalisation, would be worth up to 2 marks. One or two simple points about how media organisations have changed as a result of globalisation would trigger the higher part of the band. **5–9 marks** 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 that media organisations have changed as a result of globalisation would be worth up to 7 marks. To go higher, the account will be more developed and/or cover a wider range of points. Ways in which media organisations have changed as a result of globalisation include: • Growth in media conglomerates. • Diversification into multi-media activities. • Expansion in multi-national media operations. • Opening up of free market in media services in many countries. • Increased focus on digital provision of media services.	**9**

Question	Answer	Marks
5(a)	• Rapid emergence of new giant media organisations, such as Netflix and Facebook.	
5(b)	**'Governments have little power over the media today.' Assess this view.** **0–6 marks** 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 simple attempt to explain the idea of censorship, with no further links to the question, would be worth up to 3 marks. One or two general points about control of the media, with little or no reference to government activity, would fit the higher part of the band. **7–11 marks** Answers at this level will provide a sound account of the idea that governments have little power over the media today. 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 reasons why it might be thought that governments have little power over the media today 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. Good answers may refer to developments such as the growth of the new media and the expansion of multi-national media organisations, as factors undermining the power of national and regional governments to control/regulate the media today. Concepts that might be used in addressing the issues raised by the question include: censorship, propaganda, ideology, media representation, media moguls, citizen journalism, media conglomerates, digital optimism/pessimism, dark web, fake-news. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the idea that governments have little power over the media today. 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 governments have little power over the media today. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate about the extent to which the modern media are able to avoid/negate government regulation. For example, high scoring answers might distinguish between different types of media and consider whether some (online media, for example) are harder for governments to control than others. Good responses might also reflect on how technological developments such as the internet and digitalisation might actually provide governments with new means of extending censorship and control over the media.	**16**

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Question	Answer	Marks
5(b)	Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
6(a)	**Explain the concept of hegemonic control in relation to the media.** **0–4 marks** 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 the idea of hegemony, with no further direct links to the media, would be worth up to 2 marks. A simple account of how the concept of hegemony has been used to explain the influence of the media would fit the higher part of the band. **5–9 marks** 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 concept of hegemonic control in relation to the media would be worth up to 7 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Studies based on the concept of hegemonic control, such as those by the Glasgow Media Group, may feature in high scoring answers. Good responses might also draw contrasts with the mass manipulation model of media influences as a well of illustrating the meaning of hegemonic control in relation to the media.	**9**
6(b)	**'Media influence is best explained by the two-step flow model.' Assess this view.** **0–6 marks** 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 media effects, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the two-step flow model would fit the higher part of the band. **7–11 marks** Answers at this level will demonstrate a clear understanding of the two-step flow model of media influence. 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 features of the two-step flow model 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. Good answers might distinguish between direct	**16**

Question	Answer	Marks
6(b)	(hypodermic-syringe, transmission) models of media effects and indirect models, such as the two-step flow model. The work of Katz and Lazarfield might be referred to directly in responses that reach the top of the mark band. Another feature of good answers might be a clear distinction between the two-step flow model and other normative models such as the uses and gratifications model. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the two-step flow model of media influence. 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 (two-step flow, uses and gratifications, cultural effects, hypodermic-syringe, transmission). To go higher in the band, there will be an explicit analysis of whether the two-step flow model provides the best explanation of media effects. This might include, for example, a discussion of the significance of opinion formers within social networks. Good answers might consider whether opinion formers have become more important or less important with the growth of social media and the internet. The wider concept of 'active audiences' might be questioned in answers that are strongly evaluative; for example, do audiences generally (or opinion formers specifically) really have primary significance in how media messages are interpreted, and do the media really have no direct influence? Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
7(a)	**Explain how globalisation may have led to a growth in religious fundamentalism.** **0–4 marks** 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 religious fundamentalism, with no clear reference to globalisation, would be worth up to 2 marks. One or two simple points about how globalisation may have led to a growth in religious fundamentalism would fit the higher part of the band. **5–9 marks** 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	**9**

Question	Answer	Marks
7(a)	sound account of one or two ways in which globalisation may have led to a growth in religious fundamentalism would be worth up to 7 marks. To go higher, the account would need to be more detailed, with good use of references to relevant thinkers and studies. Good answers might draw on Bauman's idea that fundamentalist religions develop to remove risk in an uncertain world where the impact of globalisation threatens established, traditional ways of life. Giroux's exploration of the links between globalisation and moral relativism might also feature in high quality responses.	
7(b)	**'Women have little power within religious organisations.' Assess this view.** **0–6 marks** 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 religious organisation, with no reference to the role of women, would be worth up to 3 marks. One or two simple observations about the role of women in religious organisations would fit the higher part of the band. **7–11 marks** Answers at this level will provide a sound account of the idea that women have little power within religious organisations. 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 women may lack power within religious organisations would be worth up to 9 marks. To go higher, the account must be more detailed and/or cover a wider range of points. Good answers are likely to situate the discussion in the context of debates about patriarchy in religion. Use of research evidence and/or examples from particular religions may be another feature of answers that merit the top of the band. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the idea that women have little power within religious organisations. 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 about where power lies in religious organisation. Higher in the band, there will be an explicit analysis of whether it is correct or not to see women as having little power within religious organisations. For example, candidates might consider whether the position of women within religious organisations has changed with recent efforts to raise the profile of women within certain religions. Good answers might distinguish between the position of women in different religious organisations and whether some religions are more supportive of gender equality than others.	**16**

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Question	Answer	Marks
7(b)	Answers at this level must achieve three things: • 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.	

Question	Answer	Marks
8(a)	**Explain how religious organisations have been affected by secularisation.** **0–4 marks** 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 secularisation, with no other links to the question, would be worth up to 2 marks. A simple account of one or two ways in which religious organisations have been affected by secularisation would trigger the top part of the band. **5–9 marks** 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 religious organisations have been affected by secularisation 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 effects. Ways in which religious organisations have been affected by secularisation include: • Falling membership. • Less social influence. • Need to adapt to secular world in order to remain popular. • Subject to greater criticism and challenge within society. • Weakening of position in public life.	**9**
8(b)	**'Religion contributes to value consensus in society.' Assess this view.** **0–6 marks** 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 simple account of what is meant by the idea of value consensus would be worth up to 3 marks. A few observations about the role of religion, with no particular reference to value consensus, would trigger the top half of the band.	**16**

Question	Answer	Marks
8(b)	**7–11 marks** Answers at this level will provide a sound account of the idea that religion contributes to value consensus in society. 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 what is meant by the idea that religion contributes to value consensus 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 might draw appropriate links to the functionalist theory of religion, with references to Durkheim in particular. Examples of how religion could contribute to value consensus might also feature in answers that trigger the top of this band and higher. There is no requirement for assessment at this level although it may be present. **12–16 marks** Answers that fit this band will demonstrate a good understanding of the idea that religion contributes to value consensus. 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 theories of religion (functionalist, Marxist, Weberian, feminist, postmodern). To go higher, answers will include an explicit assessment of how far religion contributes to value consensus in society. This might include, for example, a questioning of whether religion is a source of harmony in society or is it more often associated with social conflict and strife. Good answers might discuss the impact of secularisation on the role of religion, asking whether religious values are still mainstream values in secular societies today. Concepts that might be used to support the assessment include: religious diversity, patriarchy, ideology, collective conscience, sectarianism, cultural defence, social fragmentation, religious consumerism. Answers at this level must achieve three things: • 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.	