Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

SOCIOLOGY **9699/31**

Paper 3 **October/November 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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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 home factors that may prevent working-class children achieving educational success.** **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 simple points about educational achievement, with no reference to home factors, would be worth up to 2 marks. One or two simple points about how home factors may influence educational achievement, would fit the upper part of the band. **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 home factors may prevent working class children from achieving educational success 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 material from relevant studies, though the links may be implicit. Concepts that might be used in a high scoring answer include, for example, material deprivation, poverty, cultural capital, language codes, and social inequality.	**9**

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Question	Answer	Marks
1(b)	**'Lack of cultural capital is the reason why pupils from some minority ethnic groups underachieve in education.' Assess this view.** **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 social position of minority ethnic groups, with no further links to the question, would be worth up to 3 marks. One or two general points about the influence of ethnicity on educational achievement levels would fit the higher part of the band. **7–11** Answers at this level will provide a sound account of the reasons why some minority ethnic groups have low levels of educational achievement, including reference to cultural capital. 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 lack of cultural capital may result in some minority ethnic groups underachieving in education would be worth up to 9 marks. To go higher, the account must be more detailed and/or cover a wider range of points. Concepts that might be used in a good answer include: social construction of knowledge, ideology, language codes, formal and hidden curriculum, meritocracy, cultural and material deprivation, labelling, habitus, ethnocentric curriculum. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the reasons why some minority ethnic groups have low levels of educational achievement, including reference to cultural capital. 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 explanations of why some minority ethnic groups underachieve educationally. To go higher, the answer will include an explicit assessment of the idea that lack of cultural capital is the main reason why some minority ethnic groups have low levels of educational achievement. High scoring answers might distinguish between different minority ethnic groups and perhaps include references to relevant studies of ethnicity and educational achievement levels (Gillborn, Hinsliff, Foster, Aymer and Okitikpi, Blair, Hallam, Gazeley and Dunne). 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.	**16**

Question	Answer	Marks
2(a)	**Explain the influence of social class on pupil sub-cultures.** **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 points about pupil sub-cultures with no reference to social class would be worth up to 2 marks. One or two simple points about how social class may influence pupil sub-cultures would trigger the higher part of the band. **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 social class may influence pupil sub-cultures 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 might distinguish between different types of pupil sub-culture, such as pro and anti-school, and may also include references to relevant studies, such as Willis, Padfield, Woods, Mac an Ghaill, Blackman, Sewell, Shain.	**9**

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Question	Answer	Marks
2(b)	'**What is taught in schools reflects the interests of the rich and powerful.' Assess this view.** **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 formal school curriculum would be worth up to 3 marks. One or two simple points about how the rich and powerful may influence education would fit the higher part of the band. **7–11** Answers at this level will provide a sound account of the claim that the rich and powerful determine what is taught in schools. 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 the formal curriculum may be influenced by the rich and powerful would be worth up to 9 marks. To go higher, the account must 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, habitus, ethnocentric curriculum, power, ISA. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the claim that the rich and powerful determine what is taught in schools. 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 how the school curriculum is shaped. To go higher, the answer will include an explicit assessment of the claim that the rich and powerful determine what is taught in schools. High scoring answers might distinguish between different elite groups and perhaps suggest limitations to how far the rich and powerful can influence the school curriculum. Good responses might also question why the rich and powerful would want to influence the school curriculum. 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.	**16**

Question	Answer	Marks
3(a)	**Explain the different forms of development aid.** **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 aid, with no further development, would be worth up to 2 marks. A simple account of one or two types of aid would trigger the top half of the band. **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 two or three types of aid would be worth up to 7 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of aid programmes. Different types of aid include: • Non-repayable grants • Repayable loans • Non-monetary assistance such as technological and military help • Development finance, such as credit guarantees and favourable trading terms • Bilateral or direct aid • Humanitarian assistance • Multilateral or indirect aid	**9**

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Question	Answer	Marks
3(b)	**'Cultural theories of poverty underestimate how difficult it is for the poor to escape poverty.' Assess this view.** **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 nature of poverty, with no further links to the question, would be worth up to 3 marks. One or two simple points about cultural theories of poverty would fit the top half of the band. **7–11** Answers at this level will provide a sound account of the idea that cultural theories of poverty underestimate how difficult it is for the poor to escape poverty. 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 cultural theories may underestimate how difficult it is for the poor to escape poverty 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 include references to the culture of poverty theory and/or the New Right perspective on poverty. Concepts that may feature in higher scoring answers include: cultural deprivation, cycle of poverty, structural theories of poverty, multiple deprivation, and the poverty trap. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the idea that cultural theories of poverty underestimate how difficult it is for the poor to escape poverty. 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 of poverty, such as the neo-liberal, interactionist, feminist and Marxist viewpoints. To go higher, there must be an explicit analysis of whether (or how far) cultural theories of poverty underestimate how difficult it is for the poor to escape poverty. Good analytical responses might distinguish between different forms of poverty (absolute/relative, first world/third world) and perhaps argue that some groups might find it harder to escape poverty than other groups. Another line of argument in high scoring answers might be to suggest that some cultural theories are more nuanced than others in their view of how easy or difficult it is for the poor to escape poverty. 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.	**16**

Question	Answer	Marks
4(a)	**Explain the world systems theory of development.** **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 what is meant by development would be worth up to 2 marks. One or two simple points about world systems theory would fit the higher part of the band. **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 world systems theory would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of points. The concept of a 'world system' will emerge clearly in high quality answers. Good responses may also mention complexity theories, which are a development of the general world systems approach.	**9**

Question	Answer	Marks
4(b)	**'All countries pass through the same stages of development.' Assess this view.** **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 development, with no direct links to the question, would be worth up to 3 marks. A simple attempt to describe some stages of development would be worth up to 6 marks. **7–11** Answers at this level will provide a sound account of the view that all countries pass through the same stages of development. 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 theory of development that endorses the view that all countries pass through the same stages would be worth up to 9 marks. Modernisation theory is an example of a theory that identifies the same stages of development for all societies; there are elements of this type of 'evolutionary' thinking in other theories of development, including Marx's work and the functionalist, Edmund Spencer. To go higher in the band, the material offered must be more detailed and/or cover a wider range of theories. Good answers are likely to include a clear understanding of the various stages of development identified in, for example, modernisation theory. Examples of development in particular countries or regions may be used to illustrate key points in answers that reach the higher part of this band. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the view that all countries pass through the same stages of development. There will also be an assessment of this view. Lower in the band, the assessment may rely on juxtaposition of different theories of development. To go higher, the assessment will provide an explicit analysis of how far all countries pass through the same stages of development. The assessment might question the validity of evolutionary theories and reflect on the ideological underpinnings of this approach to understanding development. Good answers might also distinguish between different developing countries, noting that while some appear to be following western models of development, others have less in common with the industrialisation that occurred in the West in the nineteenth century.	**16**

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Question	Answer	Marks
4(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
5(a)	**Explain the role of the media in creating moral panics.** **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 moral panics, would be worth up to 2 marks. One or two simple points about the role of the media in creating moral panics would trigger the higher part of the band. **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, but underdeveloped account of the role of the media in creating moral panics 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 (Cohen, Young, Hall, Livingstone and Hargrave) and include reference to concepts such as stereotyping, self-fulfilling prophecy, folk devils, hyper-reality, media sensationalism.	**9**

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Question	Answer	Marks
5(b)	**'The new media has weakened the power of the traditional media.' Assess this view.** **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 new media, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the impact of the new media on the traditional media would fit the higher part of the band. **7–11** Answers at this level will provide a sound account of how the power of the traditional media has been impacted by the growth of the new 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 the new media may have weakened the power of the traditional 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: hegemony, ideology, media representation, citizen journalism, digital divide, democratisation of the media, censorship. The pluralist, Marxist and post-modernist theories of the media would also provide a useful base for analysing the relationship between the new media and the traditional media. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of how the power of the traditional media has been impacted by the growth of the new media. 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 new media has weakened the power of the traditional media. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate. For example, high scoring answers might distinguish between different types of traditional media and consider whether some have more power than others in the new digital age. Good use of studies to help illustrate the impact of the new media on would be another way of supporting a sound assessment of the issues raised by the question. 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.	**16**

Question	Answer	Marks
6(a)	**Explain how content analysis is used in the study of the media.** **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 define what is meant by content analysis, with no further development in relation to the question, would be worth up to 2 marks. A simple account of one or two ways in which content analysis is used in the study of the media would fit the higher part of the band. **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 content analysis is used in the study of 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. Good answers might include examples of how content analysis might be used in studying the media and useful contrasts might be drawn with semiotics.	**9**

Question	Answer	Marks
6(b)	**'The hegemonic model of media influence has more strengths than the mass manipulation model.' Assess this view.** **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 factors affecting media influence, with no direct links to the question, would be worth up to 3 marks. A simple attempt to explain the hegemonic model of media influence would fit the higher part of the band. **7–11** Answers at this level will provide a sound discussion of the hegemonic and mass manipulation models 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 the two models 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 contextualise the two models in terms of the Marxist theory of the media and draw clear contrasts and comparisons between the two models. There may also be good use of concepts such as ideology, propaganda, mass culture, high culture, agenda setting, media bias and distortion. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the of the hegemonic and mass manipulation models 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 confined to identifying some strengths and limitations of each model. To go higher in the band, there will be an explicit analysis of how far, and in what ways, the hegemonic model is superior to the mass manipulation model. This might include, for example, a discussion of whether the idea of the media having an indirect influence on viewers (implied in the hegemonic model) is more convincing than the idea of it having a direct influence, as implied by the mass manipulation model. Good answers might also refer to studies that have applied the hegemonic model, such as the work of the Glasgow Media Group. 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.	**16**

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Question	Answer	Marks
7(a)	**Explain how new age movements differ from other religious groups.** **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 religious groups, with no clear reference to new age movements, would be worth up to 2 marks. One or two simple points about how new age movements differ from other religious groups would fit the higher part of the band. **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 new age movements differ from other religious groups 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 concepts. Sociologists who have contributed to the study of new age movements include: Bruce, Colls, O'Beirne, and Kelly. Concepts that might feature in high scoring answers include: postmodernity, cultural defence, remoralisation of self and society, secularisation, religious symbolism, sects, church, cults, spiritual shopping, privatised religion.	**9**

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Question	Answer	Marks
7(b)	**'The growth of fundamentalist religions is a response to the uncertainty of postmodern society.' Assess this view.** **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 postmodernity, with no further links to the question, would be worth up to 3 marks. An explanation of what is meant by fundamentalist religions would fit the higher part of the band. **7–11** Answers at this level will provide a sound account of the idea that the growth of fundamentalist religions is a response to the uncertainty of postmodern 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 why the growth of fundamentalist religions might be seen as a response to the uncertainty of postmodern society 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 today. Good answers may situate the discussion in the context of the secularisation debate. Some candidates might also draw appropriate links to the processes of globalisation and the breakdown of established social orders in many parts of the world. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the idea that the growth of fundamentalist religions is a response to the uncertainty of postmodern society. 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 explanations for the growth of fundamentalist religions. Higher in the band, there will be an explicit analysis of how far the growth of fundamentalist religions is a response to the uncertainty of postmodern society. For example, candidates might consider evidence about the extent to which membership of fundamentalist religions has grown in recent times and how this might be mapped to the idea of 'uncertainty' which is associated with the concept of postmodernity. The concept of ideology and power might also be used to analyse the dynamics and aims of fundamentalist groups and how they differ from other religious organisations. 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.	**16**

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Question	Answer	Marks
8(a)	**Explain how religion contributes to social change.** **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 the role of religion, with no direct reference to the question, would be worth up to 2 marks. A simple account of one or two ways in which religion may contribute to social change would trigger the top part of the band. **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 religion may contribute to social change 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 ways in which religion may contribute to social change. High scoring answers might refer to particular examples of religious organisations working to bring about change; liberation theology, for example, or the contribution of Methodists and Anglicans to the anti-slavery movement in the nineteenth century. Weber's ideas might also feature in good answers, particularly his work on the role of religion in the birth of capitalism.	**9**

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Question	Answer	Marks
8(b)	**'The extent to which secularisation has occurred has been exaggerated.' Assess this view.** **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 assertions about the extent of religious belief today would be worth up to 3 marks. A simple account of what is meant by secularisation would trigger the top half of the band. **7–11** Answers at this level will provide a sound account of the idea that the extent to which secularisation has occurred has been exaggerated. 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 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 use concepts such as religious revival, resacrilisation and religious diversity to illustrate why it might be thought that the extent of secularisation has been exaggerated. Evidence might also be used to show that levels of religiosity remain high in many countries today. There is no requirement for assessment at this level although it may be present. **12–16** Answers that fit this band will demonstrate a good understanding of the idea that the idea that the extent to which secularisation has occurred has been exaggerated. 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 perspectives on secularisation. To go higher, answers will include an explicit assessment of whether the extent of secularisation has been exaggerated. This might include, for example, questioning the accuracy of the indicators used to measure secularisation. The significance of new religious movements in relation to the secularisation debate might also be discussed and postmodernist claims about the growth of privatised, consumer oriented religion might be scrutinised. 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.	**16**

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