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MARK SCHEME

Maximum Mark: 75

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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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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)	Explain the view that education is an agency of social control. 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 define what is meant by ‘agency of social control’, with no further development, would be worth up to 2 marks. One or two simple points about the way education contributes to social control 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 education contributes to social control 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 thinkers such as Bourdieu, Althusser, Bowles and Gintis, Willis, though the links may be implicit. Concepts that might be used in a high scoring answer include, for example, the social construction of knowledge, correspondence theory, social capital, base and superstructure, ideology, indoctrination, power.	9
1(b)	‘Low parental income is the main reason why pupils from working-class families underachieve at school’. 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 educational underachievement, with no clear links to the impact of low parental income, would be worth up to 3 marks. A simple account of one or two ways in which low income contributes to underachievement by working class pupils, would fit the higher part of the band.	16

Question	Answer	Marks
1(b)	7–11 Answers at this level will provide a sound account of the relationship between low income and underachievement at school. 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 low parental income may contribute to the underachievement of working class pupils 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. Marxist theories are likely to be used to contextualise debates about the impact of low income on educational achievement. Good answers may distinguish between different strands of Marxist theory and/or draw relevant contrasts with functionalist theory. Studies may also be used to support key points about low income and educational achievement. Relevant studies include, for example, Douglas, Mac an Ghaill, Willis, Ball, Self and Zealey, Norman, Bamford, and Mirza. 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 relationship between low parental income and underachievement at school. 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 accounts of how far low income contributes to educational underachievement. To go higher, the assessment must be directly focused on the claim that low parental income is the main cause of educational underachievement by working-class pupils. For example, a good assessment might include a critical analysis of how far low income impacts on educational performance. Other factors affecting the educational performance of working class pupils are also likely to be considered. High scoring answers might question what is meant by educational underachievement and how it is measured. There is also scope to question why some working pupils perform better than others at school, including through reference to the influences of gender and ethnicity. 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 why IQ tests may be a poor measure of educational ability. 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. One or two points about the importance of intelligence in education would be worth up to 2 marks. A simple account of one or two limitations of using IQ tests to measure intelligence/educational ability 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 limitations of using IQ tests would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of points. Limitations of using IQ tests as an indicator of educational ability include: The tests are not culture-neutral and may exhibit bias towards particular groups. The tests favour those who are better prepared for this type of examination. Mental and physical health may affect the results of IQ tests. The concept of intelligence is problematic and possibly too broad to be reduced to the findings of an IQ test. The ecological validity can be questioned as IQ tests take place under artificial conditions.	9
2(b)	‘Modern education systems are meritocratic.’ 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 modern education systems, with no clear links to the idea of meritocracy, would be worth up to 3 marks. One or two simple points about the nature of meritocracy in relation to education would fit the higher part of the band.	16

Question	Answer	Marks
2(b)	7–11 Answers at this level will provide a sound account of the thinking behind the idea that modern education systems are meritocratic. 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 idea that modern education systems are meritocratic would be worth up to 9 marks. To go higher, the account must cover a wider range of points and/or include some consideration of whether modern education systems are meritocratic. Concepts that might be used in a good answer include: cultural capital, social construction of knowledge, language codes, formal and hidden curriculum, meritocracy, equality of opportunity, equality of outcome, material and cultural deprivation, streaming, 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 idea that modern education systems are meritocratic. 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 of education (Marxist, functionalist, feminist, post-modern). To go higher, the answer will include an explicit assessment of the idea that modern education systems are meritocratic. High scoring answers might distinguish between different types of education system and perhaps utilise the distinction between equality of opportunity and equality of outcome in answering the question. Answers at this level might also consider evidence from studies about the impact of factors such as class, gender, and ethnicity on educational achievement levels (Gillborn, Hinsliff, Foster, Aymer and Okitikpi, Blair, Abbott and Wallace, Elliot, Hallam, Gazeley and Dunne). There would be scope too to consider the ideological foundations to the claim that modern education systems are meritocratic. 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 modernisation 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. 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 modernisation theory 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 modernisation theory would be worth up to 7 marks. To go higher, the explanation offered will be more detailed and/or cover a wider range of points. The work of Rostow is likely to feature in high quality responses to this question. Good answers may distinguish the different stages in Rostow's model of 'take-off'.	9
3(b)	'International aid agencies make a positive contribution to 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. Some general observations about factors affecting development, without reference to international aid agencies, would be worth up to 3 marks. A basic account of the main characteristics of international aid agencies, with no further links to the question, would fit the top half of the band.	16

Question	Answer	Marks
3(b)	7–11 Answers at this level will provide a sound account of the contribution of international aid agencies to 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 or two ways in which international aid agencies may affect development (positive or negative) would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Neo-liberal theories of development tend to view international aid agencies in a positive light, highlighting their contribution to investment and training in developing countries. Critics of international aid agencies are usually associated with left wing perspectives, including dependency theory and the world systems perspective. 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 contribution that international aid agencies make to development. 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 perspectives on development, such as the neo-liberal, interventionist, and Marxist viewpoints. To go higher, there must be an explicit analysis of how far international aid agencies help rather than hinder the development process. For example, reference to relevant study findings might be used to illustrate points for and/or against aid agencies. Good analytical responses might also distinguish between different types of international aid agencies, arguing perhaps that some are more helpful than others in supporting development. 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 the limitations in defining development in economic terms only. 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, with no further links to the question, would be worth up to 2 marks. One or two examples of economic indicators that may be used in defining development 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 limitations in defining development in economic terms only would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of points. Limitations in defining development in economic terms only include: There is no consensus about the best economic indicators to use. Economic indicators may be unreliable due to factors such as lack of relevant data, inaccurate measurement, corrupt reporting. Economic indicators are rarely a true reflection of living standards, particularly in relation to the poor. Economic indicators provide only a partial insight into quality of life. Social and environmental factors also contribute significantly to quality of life and should therefore be included in definitions of development.	9
4(b)	‘Government corruption is the main obstacle to economic growth in developing societies.’ 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 government corruption, with no further links to the question, would be worth up to 3 marks. A simple account of one or two obstacles to economic growth would fit the higher part of the band.	16

Question	Answer	Marks
4(b)	7–11 Answers at this level will provide a sound account of the impact of government corruption on 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 one or two reasons why government corruption could be an obstacle to economic growth 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 what is meant by government corruption and how it can impact on growth. Examples of government corruption in developing societies might be used to illustrate key points. There might also be reference to other factors that act as obstacles to economic growth in answers that reach the top of the 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 obstacles to economic growth in developing societies, including the impact of government corruption. 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 views about the obstacles to economic growth in developing societies. To go higher, the assessment will provide an explicit analysis of how far government corruption specifically is the main obstacle to economic growth. 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 government corruption is more of an issue in some countries than others. Examples of successful and unsuccessful government development programmes might be used to support key analytical points. 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 the growth of the new media has affected how news is reported. 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 growth of the new media, with no particular reference to news presentation, would be worth up to 2 marks. One or two simple points about how the growth of the new media has affected the way news is reported, 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 how the new media has affected the way news is reported 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 and include particular examples of how news is presented using the new media. Concepts that may feature in good answers include: citizen journalism, hyper-reality, fake news, politically affiliated internet news sites, fact checking.	9
5(b)	‘Editors and journalists control the 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 control of the media, with no reference to editors and journalists, would be worth up to 3 marks. One or two simple points about the role of editors and journalists in producing media content, with no further development, would fit the higher part of the band.	16

Question	Answer	Marks
5(b)	7–11 Answers at this level will provide a sound account of how far editors and journalists control 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 editors and journalists may control 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: gatekeepers, agenda setting, hegemony, media representation, stereotypes, moral panics, hyper-reality, cultivation theory. The pluralist, Marxist and post-modernist theories of the media would also provide a useful base for analyzing who controls the 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 far editors and journalists control the 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 editors and journalists control the media. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate about who controls the media. For example, high scoring answers might distinguish between different types of media and consider whether some afford more control to editors/journalists than other. Good use of studies to help illustrate issues of media control 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.	

Question	Answer	Marks
6(a)	Explain the difficulties in measuring the impact of the media on people's behaviour. 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 nature of the media, with no further development in relation to the question, would be worth up to 2 marks. A simple account of one or two difficulties in measuring the impact of the media on people's behaviour 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 difficulties in measuring the impact of the media on people's behaviour 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 attempts to measure the impact of the media (Banduro, Belson, Hagell and Newburn). The difficulties in measuring the impact of different types of media might also be considered in high quality responses.	9
6(b)	'Media influence is best explained by the uses and gratifications 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 media influence, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the uses and gratifications model would fit the higher part of the band.	16

Question	Answer	Marks
6(b)	7–11 Answers at this level will provide a sound discussion of the uses and gratifications model. 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 uses and gratifications 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. For example, good answers might draw on relevant concepts such as diversion, social solidarity, identity, surveillance, active audiences and diffusion. 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 uses and gratifications model. 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, normative, two-step flow, cultural effects). To go higher in the band, there will be an explicit analysis of whether media influence is best explained in terms of the uses and gratifications model. This might include, for example, a discussion of whether the model gives too much emphasis to the autonomy of the audience and whether it fails to distinguish adequately between different types of audience. Good answers might also distinguish between different types of media and question whether any one model can fit all types of media. 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 the links between religion and patriarchy. 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 patriarchy, with no clear reference to religion, would be worth up to 2 marks. One or two simple points about patriarchy in relation to religion 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 links between religion and patriarchy 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 debates about religion and patriarchy include: Bauman, Giddens, Sahgal and Yuval-Walter and Davie, Steggerda, Daly. Concepts that might feature in high scoring answers include: modernity and post-modernity, gender socialisation, ideology, matriarchal religious movements, fundamentalism, gender inequality, authority and power.	9
7(b)	‘Disenchantment with established religious institutions is the main reason why there has been growth in new religious movements.’ 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 established religions, with no reference to NRMs, would be worth up to 3 marks. An explanation of what is meant by NRMs, with no further development in relation to the question, would fit the higher part of the band.	16

Question	Answer	Marks
7(b)	7–11 Answers at this level will provide a sound account of the idea that the disenchantment with established religions has led to a growth in NRMs. 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 links between disenchantment with established religions and the growth of NRMs 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 possible links between disenchantment with established religions and the growth of NRMs. Good answers are likely to situate the discussion in the context of the decline of established religions and the normative uncertainty created by a decline in religious authority. Some candidates might also draw appropriate links to the processes of globalisation and post-modernity. 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 sociological debates about the growth of NRMs, with particular reference to the influence of disenchantment with established religions. 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 NRMs. Higher in the band, there will be an explicit analysis of how far the growth of NRMs can be explained in terms of disenchantment with established religions. For example, candidates might question the extent to which disenchantment with established religions has occurred and debate whether the growth of NRMs is a response to this or has other causes such as a response to rationalisation (Wallis), a form of cultural defence, a reflection of new age thinking, a response to post-modernity. Good use might also be made of the distinction between religion and religiosity in addressing 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.	

Question	Answer	Marks
8(a)	Explain the difficulties in measuring the extent of religious belief in a society. 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 religious belief, with no other links to the question, would be worth up to 2 marks. A simple account of one or two difficulties in measuring the extent of religious belief 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 difficulties in measuring the extent of religious belief 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 points. High scoring answers might, for example, distinguish between quantitative and qualitative indicators of religious belief. Good answers might also consider how difficulties in measuring religious belief might be impacted by how religiosity is defined. Difficulties in measuring religious beliefs include: Lack of reliable historical studies for comparative purposes. Unreliable figures about church attendance and involvement in religious ceremonies. Problems in defining ‘religiosity’. Relevant quantitative data may lack validity. Qualitative studies may be too subjective. People may be reluctant to reveal their true feelings in studies of religious belief.	9
8(b)	‘Modern industrial societies are experiencing a period of religious revival.’ 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 concept of religious revival, with no further reference to the question, would be worth up to 3 marks. An account of the secularisation thesis (as a context for discussing the idea of a religious revival), would fit the higher part of the band.	16

Question	Answer	Marks
8(b)	7–11 Answers at this level will provide a sound account of the idea that modern industrial societies are experiencing a period of religious revival. 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 it might be thought that a religious revival is occurring 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 refer to evidence such as the growth in NRMs and new age movements, the strengthening of religious fundamentalism in some societies, and the popularity of privatised forms of worship. Concepts that might be used to support the discussion include: resacrilisation, spiritual shopping, civic religion, religious diversity, secularisation, disenchantment, post-secularisation. 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 modern industrial societies are experiencing a period of religious revival. 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 extent to which secularisation is a feature of modern industrial societies. To go higher, answers will include an explicit assessment of whether a period of religious revival is occurring. This might include, for example, a questioning of what is meant by religious revival and recognition that there are different ways of defining and measuring religiosity. Good answers may recognise that there are differences between the forms of religion practised in the past and those forms associated with religious revival today (religious beliefs today may be more personalised and diffuse, for example, with a greater emphasis on spiritual shopping and privatised religion). 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.	