



Cambridge
International
AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

SOCIOLOGY

9699/33

Paper 3 Social Inequality and Opportunity

May/June 2019

MARK SCHEME

Maximum Mark: 75

Published

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 difficulties in measuring intelligence. 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 intelligence, with no further development, would be worth up to 2 marks. One or two simple points about the difficulties in measuring intelligence 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 difficulties in measuring intelligence 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. Difficulties in measuring intelligence include: - Disagreements about how to define intelligence. - Intelligence tests may reflect cultural bias. - Test results affected by age and stage of development of the child. - There may be different forms of intelligence, not all of which are readily accessible to testing. - There may be no correlation between the results of intelligence tests and the exercise of intelligence in practice.	9

Question	Answer	Marks
1(b)	'Material deprivation is the main cause of educational underachievement.' 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 material deprivation, with no clear links to education underachievement, would be worth up to 3 marks. An account of the causes of educational underachievement, with no clear links to material deprivation, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the relationship between material 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 material deprivation may contribute 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. Marxist theories are likely to be used to contextualise debates about the impact of material deprivation. Good answers may distinguish between material deprivation and cultural deprivation, and provide several relevant examples to demonstrate knowledge of what constitutes material deprivation. Studies may also be used to support key points about the links between material deprivation and educational underachievement. Relevant studies include, for example, Douglas, Ramachandran, Westergaard and Resler, Mac an Ghaill, Demack, Lupton. 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 material 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 material deprivation is the main cause of educational underachievement. For example, a good assessment might include a critical analysis of ways in which other factors may be interlinked with material 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 distinguish between different social groups and consider how factors such as gender and ethnicity are related to material deprivation in explaining differences in the educational performance of different social groups.	16

Question	Answer	Marks
1(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
2(a)	Explain how cultural capital may influence educational achievement. 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 cultural capital, with no further links to the question, would be worth up to 2 marks. A simple account of one or two ways in which cultural capital may influence educational achievement 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 cultural capital may influence educational achievement 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 possession of cultural capital may be an advantage in the education system and reference to studies may be used to support key points. Concepts that might be used in high quality responses include: meritocracy, labelling, selective education, cultural deprivation, teacher perceptions, language codes, social networks, social exclusion, pupil subcultures, pupil confidence and self-esteem.	9

Question	Answer	Marks
2(b)	‘The school curriculum reflects the interests of powerful groups.’ 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 school curriculum, with no further links to the question, would be worth up to 3 marks. One or two simple points about how the education system in general reflects the interest of powerful groups, with no particular reference to the school curriculum, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of how the school curriculum may reflect the interests of powerful groups, such as the ruling class, political elites, or professional groups. 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 school curriculum reflects the interests of powerful groups 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, subject choice, correspondence theory, habitus, ethnocentric curriculum, gendered 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 how the school curriculum may reflect the interests of powerful groups. 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 factors shaping the school curriculum. To go higher, the answer will include an explicit assessment of the idea that the school curriculum reflects the interests of powerful groups. High scoring answers might question what is meant by the idea of the ruling class and whether there is a single, cohesive grouping that constitutes a ruling class. There would also be scope to question how powerful groups, such as the ruling class, would be able to control the school curriculum and what forms of resistance they might face. 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 impact of colonialism on developing countries. 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 colonialism, with no further development, would be worth up to 2 marks. A simple account of one or two ways in which colonialism impacts on developing countries 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 one or two ways in which colonialism impacts on developing countries 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 distinguish between colonial era impact and the post-colonial legacy effects. High quality responses may also distinguish between the impact of colonialism in different contexts/countries, and perhaps provide relevant examples to support key points.	9

Question	Answer	Marks
3(b)	‘The dependency theory of development has more limitations than strengths’. 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 process of development, with no direct links to the question, would be worth up to 3 marks. One or two simple points about dependency theory would fit the top half of the band. 7–11 Answers at this level will provide a sound account of the strengths and limitations of dependency theory. 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 strengths and/or limitations of dependency theory 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 note the context for dependency theory in the Marxist perspective and perhaps draw relevant contrasts with the neo-liberal perspective, as represented by modernisation theory, for example. Case studies and other examples of development in particular countries or regions may be used 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 Answers that fit this band will demonstrate a good understanding of the strengths and limitations of dependency theory. 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 theories of development, such as modernisation theory, worlds systems theory, and state interventionist perspectives. To go higher, there must be an explicit analysis of the claim that dependency theory has more limitations than strengths. Good answers might distinguish between different dependency theories (dual development theory versus colonial dependency theory, for example) and suggest that some strands of the dependency perspective are more convincing than others. Criticisms of particular features of dependency theory may be highlighted in order to support the view that the theory has more limitations than strengths. Conversely, candidates might use empirical evidence to support the idea that dependency has a significantly detrimental impact on development in many countries. 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 difficulties in defining 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 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. 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 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 quantify. - Definitions may reflect political bias and be opposed for this reason. - Some definitions may be ethnocentric (the Hamburger Standard, for example).	9

Question	Answer	Marks
4(b)	‘Controlling population growth is the most effective way of improving living standards in developing countries.’ 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 population control as a policy, with no direct links to the question, would be worth up to 3 marks. A discussion of different ways of improving living standards, with no links to population control, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the idea that controlling population growth is the most effective way of improving living standards in developing countries. 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 controlling population growth may be an effective way of improving living standards 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 population control and why it has been suggested as a way of improving living standards in developing countries. Examples of countries that have implemented population control measures (India, China, Bangladesh) might feature 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 Answers that fit this band will demonstrate a good understanding of the idea that controlling population growth is the most effective way of improving living standards in developing countries. 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 ways to improve living standards in developing countries. To go higher, the assessment will provide an explicit analysis of whether population control policies are the most effective way of improving living standards in developing countries. Good answers might distinguish between different developing countries, noting perhaps that population control is more relevant for some than for others. High quality responses might also identify logical flaws in the idea that population control has any bearing on living standards. Some well framed answers might link the issues of population control and living standards to wider theories of development (modernisation theory, dependency theory, world systems theory).	16

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 how a government may seek to control media content. 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 control of the media, with no particular reference to government action, would be worth up to 2 marks. One or two simple points about how a government may seek to control media content 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 means through which a government may seek to control media content would be worth up to 7 marks. To go higher, the account will be more developed and/or cover a wider range of points. Means through which a government may seek to control media content include: - Censorship. - Public ownership/regulation of media organisations. - Agenda setting activities. - Influence exercised through elite networks, including the public awards system (knighthoods for media owners, for example). - Active involvement in creating media content (e.g. Trump and Twitter).	9

Question	Answer	Marks
5(b)	‘With the growth of the new media, individuals can now challenge authority more effectively.’ 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 issues of power, would be worth up to 3 marks. One or two simple points about how the new media may provide individuals with more power to challenge authority would fit the higher part of the band. 7-11 Answers at this level will provide a sound account of how the new media may provide individuals with more power to challenge authority. 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 provide individuals with power to challenge authority 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 use case studies and other examples to illustrate how individuals have used the new media to challenge authority. Concepts that might be used in addressing the issues raised by the question include: media manipulation, hegemony, propaganda, ideology, media representation, citizen journalism, hyper-reality, digital divide, digital optimism/pessimism, dark web, fact-checking. 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 new media may provide individuals with more power to challenge authority. 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 may provide individuals with more power to challenge authority. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate about the extent to which the new media provide individuals with the power to challenge authority. For example, high scoring answers might distinguish between different types of new media and consider whether some offer individuals more power than others. Good responses might also reflect on the opportunities that the new media afford to the rich and powerful to influence public debate and add to their power. 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 the hypodermic syringe model of media influence. 0-4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general points about media influence, with no further development in relation to the question, would be worth up to 2 marks. A simple account of one or two features of the hypodermic syringe model 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 the hypodermic syringe model would be worth up to 7 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Other models of media influence may be used to help illustrate points about the hypodermic syringe model. Candidates might also refer to studies of the media that illustrate the hypodermic syringe model.	9

Question	Answer	Marks
6(b)	‘The media create a false view of reality.’ 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 effects, with no direct links to the question, would be worth up to 3 marks. Some examples from the media of what is meant by a false view of reality, with no further links to the question, would fit the higher part of the band. 7-11 Answers at this level will provide a sound discussion of the idea that the media create a false view of reality. 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 that the media create a false view of reality 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 draw on relevant concepts such as labelling, stereotypes, media sensationalism, hyper-reality, agenda setting, news bias, ideology, propaganda. 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 media create a false view of reality. 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 views on contrasting theories about the effects of the media (Marxist, pluralist, neo-liberal, postmodern, feminist). To go higher in the band, there will be an explicit analysis of how far the media create a false view of reality. This might include, for example, a discussion of specific examples of media distortion such as stereotyping, sensationalism, ‘fake news’, contribution to creating moral panics, bias in news reporting. Good answers might also distinguish between different types of media (traditional versus new media, for example) and consider whether some types are more prone to distorting reality than other types. 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
7(a)	Explain the evidence for religious decline. 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 decline, with no clear reference to evidence, would be worth up to 2 marks. One or two simple examples of evidence for religious decline 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 examples of evidence for religious decline 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. Evidence for religious decline includes: - Falling attendance at religious services/meetings. - Decline in membership figures for religious organisations. - Attitudes studies indicating a decline in religiosity. - People switching from established religions to alternative expressions of spirituality (as studied in the Kendal Project). - Examples of religious organisations losing power in society.	9

Question	Answer	Marks
7(b)	‘Religion is a conservative force that helps to maintain social order.’ 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 role of religion, with no particular reference to social order, would be worth up to 3 marks. A simple account of what is meant by the idea of religion being a conservative force would trigger the top half of the band. 7–11 Answers at this level will provide a sound account of the idea that religion helps to maintain social order. 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 is a conservative force that helps to maintain social order would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of relevant points. For example, good answers may explain the functionalist and/or Marxist theories of religion, both of which focus on the role of religion in maintaining social order. Examples of how religion contributes to social order might also be considered 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 Answers that fit this band will demonstrate a good understanding of the idea that religion helps to maintain social order. 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 (Marxist, functionalist, Weberian, feminist, postmodern). To go higher, answers will include an explicit assessment of how far religion is a conservative force that helps to maintain social order. This might include, for example, a questioning of whether religion is a conservative force (as opposed to a progressive or radical force in society). Evidence of religious organisations acting to challenge social order (the status quo) might also be reviewed in high quality answers. Concepts that might be used to support the assessment include: religious diversity, patriarchy, ideology, collective conscience, fundamentalism, cultural defence, liberation theology. 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

PUBLISHED

Question	Answer	Marks
8(a)	Explain why some social groups are more likely to be involved in religious practice than others. 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 practice, with no other links to the question, would be worth up to 2 marks. A simple account of one or two ways in which involvement in religious practice may be influenced by social factors 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 involvement in religious practice may be influenced by social factors 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 social factors. High scoring answers might, for example, explore how attendance at religious meetings/services varies according to factors such as gender, ethnicity and class. Good answers might also consider how involvement in religious practice may differ between different religious organisations in terms of factors such as gender, class, ethnicity, age.	9

Question	Answer	Marks
8(b)	‘The growth of new religious movements shows that religion remains a powerful force in modern industrial 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 NRMs, with no further development, would be worth up to 3 marks. A discussion of whether religion remains a powerful force in modern industrial societies, with no direct reference to NRMs, 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 NRMs shows that religion remains a powerful force in modern industrial 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 the growth of NRMs shows that religion remains a powerful force in modern industrial societies 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 the secularisation debate. 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 idea that the growth of NRMs shows that religion remains a powerful force in modern industrial societies. 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 arguments for and against the secularisation thesis. Higher in the band, there will be an explicit analysis of how far the growth of NRMs shows that religion remains a powerful force in modern industrial societies. For example, candidates might consider what the growth of NRMs implies about the power and role of the established religious organisations. Good use might also be made of the distinction between religion and religiosity in analysing whether religion remains a powerful force in modern industrial societies. 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