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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.

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

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

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Question	Answer	Marks
1(a)	Explain how schools contribute to social order. 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 social order, with no further development, would be worth up to 2 marks. One or two simple points about how schools encourage pupils to accept social rules 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 schools may contribute to social order 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 may distinguish between functionalist and Marxist accounts of how schools exercise social control. Concepts that might be used in a high scoring answer include, for example, hidden curriculum, discipline, surveillance, status reward, authority, socialisation, symbolic order, and social reproduction.	9
1(b)	‘Gender is the main factor influencing educational achievement today.’ 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 gender divisions, with few clear links to education, would be worth up to 3 marks. A simple account of one or two influences on educational achievement, with no clear links to gender, 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 gender and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few accurate but underdeveloped points about how gender may influence educational achievement 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. Feminist theories are likely to be used to contextualise debates about the role gender as an influence on educational achievement. Good answers may distinguish between different strands of feminist theory. Studies may also be used to support key points about the impact of gender on educational achievement. Relevant studies include, for example, Mac an Ghaill, Self and Zealey, Norman, Bamford, Abbott and Wallace, Lobban, Elliot, Stanworth, Willis, 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 gender and educational achievement. 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 gender influences educational achievement. To go higher, the assessment must be directly focused on the claim that gender is the main factor influencing educational achievement. For example, a good assessment might include a critical analysis of the relationship between gender, class and ethnicity as cross-cutting factors influencing educational achievement. There would also be opportunity to consider shifts in the way gender is understood and affects the educational performance of pupils; the impact of a more questioning attitude to gender divisions in schools today, for example. 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 pupil sub-cultures 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. A few observations about pupil subcultures, with no reference to educational achievement, would be worth up to 2 marks. A simple account of one or two ways in which pupil sub-cultures 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 pupil sub-cultures 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. Ways in which pupil sub-cultures may influence educational achievement include: - Impact on views about education. - Bullying. - Peer pressure. - May bring pupils into conflict with the school system. - Influence on the way teachers perceive (label) students. - May promote anti-school or pro-school values.	9

Question	Answer	Marks
2(b)	‘The main role of education is to promote social equality.’ 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 the role of education, with no reference to social equality, would be worth up to 3 marks. An account of what is meant by social equality, 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 account of the view that the main role of education is to promote social equality. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of the relationship between education and social equality 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. Concepts that might be used in a good answer include: cultural capital, social construction of knowledge, ideology, 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 view that the main role of education is to promote social equality. There will also be an assessment of this view. Lower in the band the assessment may be confined to a juxtaposition of different theories (functionalist, feminist, Marxist, postmodern) about the role of education. To go higher, the answer will include an explicit assessment of the idea that the main role of education is to promote social equality. High scoring answers might point to a disjuncture between theory and practice in terms of schools promoting social equality. The distinction between equality of opportunity and equality of outcome might also feature in good responses. The extent to which social equality is the <i>main</i> role of education might be questioned and the possibility that the idea of social equality fulfils an ideological function in capitalist societies (Althusser) could be examined. 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 difficulties in measuring 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 difficulties in measuring development 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 difficulties in measuring development would be worth up to 7 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of points. Difficulties in measuring development in a society world include: Different ways of defining/measuring development. Some parts of a society may be more developed than others. Difficulties in collecting evidence about levels of development (for example, in remote or sparsely populated areas). Some groups in society benefit more from development than others.	9
3(b)	‘International labour migration benefits developed countries more than 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. Some general observations about migrant labour, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the benefits of labour migration would fit the higher part of the band.	16

Question	Answer	Marks
3(b)	7–11 Answers at this level will provide a sound account of the idea that developed countries benefit from international labour migration more than 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 one or two reasons why international labour migration might benefit developed countries more than developing countries would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of points. The discussion is likely to focus on the loss of skilled labour/younger workers from developing countries and concomitant gains for developed countries. Nuanced accounts might note points such as the economic benefits for rich countries arising from lower costs of labour and the greater flexibility of the workforce. The ability to cherry pick talent internationally may also be a major gain, as examples such as California's Silicon Valley illustrate (over 70% of workers in the high-tech industry in the US have been recruited from overseas, mostly developing countries). 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 developed countries benefit from international labour migration more than developing countries. 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 the benefits of international labour migration. To go higher, there must be an explicit analysis of how far international labour migration benefits developed countries more than developing countries. For example, it might be pointed out that developing countries can also benefit from international labour migration through, for example, workers sending money home, workers gaining training and new skills before returning to their country of origin, successful migrant workers setting up aid schemes to support their country of origin. Case studies and other examples may be used to support high quality answers. 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 how cultural theories of poverty differ from structural theories. 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. Some general observations about the nature of poverty, with no direct links to the question, would be worth up to 2 marks. One or two simple points about cultural theories of poverty 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 cultural theories of poverty differ from structural theories would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of explanations. Good answers may refer to particular theories, such as the culture of poverty thesis, and highlight features of the theory that illustrate the focus on cultural or structural factors. Concepts that might be used in high scoring answers include: cultural and material deprivation, cycle of poverty, culture of poverty, multiple deprivation, structural inequality, capitalism, poverty trap, welfare dependency, membership theory.	9
4(b)	‘All forms of aid are unhelpful for 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 problems of development, with no direct links to the question, would be worth up to 3 marks. A discussion of different forms of aid, with no further development, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the view that all forms of aid are helpful for 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 reasons why some forms of aid are unhelpful for development 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 why different forms of aid may differ in their impact and effectiveness. Use of case studies and/or other examples to support key points may be evident in answers that merit the top of this band or higher. There is no requirement for assessment at this level although it may be present.	16

Question	Answer	Marks
4(b)	12–16 Answers that fit this band will demonstrate a good understanding of the view that all forms of aid are unhelpful for development. There will also be an assessment of this view. Lower in the band, the assessment may rely on juxtaposition of different views about the effectiveness of different types of aid. To go higher, the assessment will provide an explicit analysis of how far it is true that no forms of aid are helpful for development. The assessment might draw on the different approaches to development of the neo-liberals, interventionists and Marxists. Good answers might also note that whether a particular form of aid is deemed effective may depend, to some extent, on the theoretical perspective adopted. Questions might also be raised about how the effectiveness of an aid programme can be defined and measured. Some candidates may choose to question whether any form of aid can be effective; all aid can be seen as ineffective from a certain perspective. 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 factors that influence the presentation of news. 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 news presentation, with no direct links to the question, would be worth up to 2 marks. One or two simple points about the influences on news presentation 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 influences on the presentation of news would be worth up to 7 marks. To go higher, the account will be more developed; for example, points may be supported by references to relevant studies (Hall, Fiske, Chibnall, Cohen, Gerbner, Simon and Xenos, etc.) and include discussion of examples of news presentation. Concepts that might feature in good answers include: agenda setting, gate keepers, sensationalism, production values, media representation, news values.	9

Question	Answer	Marks
5(b)	‘The media are instruments of ideological control.’ 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 the media, with no direct links to the question, would be worth up to 3 marks. A discussion of what is meant by ideological control, with no further development, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of how the media may act as instruments of ideological control. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two ways in which the media may act as instruments of ideological control would be worth up to 9 marks. To go higher, the account offered will be more detailed and/or cover a wider range of points. Concepts that might be used in addressing the issues raised by the question include: media manipulation, hegemony, propaganda, ideology, media representation, stereotypes, moral panics, hyper-reality, mass culture, high culture, cultivation theory. The pluralist, Marxist and post-modernist theories of the media would also provide a useful base for discussing the issues raised by the question. 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 media may act as instruments of ideological control. 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 juxtaposition of different theories (neo-liberal, Marxist, pluralist, postmodern) of the role of the media. To go higher, the analysis will be more direct and highlight some of the nuances in the debate about whether the media act instruments of ideological control. For example, high scoring answers might distinguish between different types of media and consider whether some are more ideologically driven than others. Good use of studies to help illustrate the ideological impact of the media might also be a feature of high-quality answers. 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 pluralist theory 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 few general points about the role 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 features of the pluralist theory 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 features of the pluralist theory 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. Contrasting theories of the media (Marxist, feminist, postmodern) may be used to help illustrate points about the pluralist theory. Candidates might also refer to studies of the media that illustrate the pluralist view of the media.	9
6(b)	‘The media directly influence the way people behave.’ 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 the media, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the influence of the media on human behaviour 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 directly influence the way people behave. 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 the media directly influence the way people behave 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, the answer may include a clear summary of the models of media influence that emphasise the direct impact on human behaviour, such as the hypodermic-syringe model, cumulation theory, and transmission theory. There is no requirement for assessment at this level although it may be present.	16

Question	Answer	Marks
6(b)	12–16 Answers that fit this band will demonstrate a good understanding of the idea that the media directly influence the way people behave. 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 (direct and indirect effects models) of the effect of the media on human behaviour. To go higher in the band, there will be an explicit analysis of how far the media directly influence behaviour. This might include, for example, a discussion of different models that stress direct effects, noting that some (cumulation theory, transmission theory) are more nuanced than others (hypodermic-syringe model). Good answers might also distinguish between different types of media and different ways in which media effects may be created. High quality responses might also consider whether some groups are more vulnerable to direct media effects than other groups. Answers at this level must achieve three things: First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment.	

Question	Answer	Marks
7(a)	Explain how religion contributes to social solidarity. 0–4 At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general observations about the role of religion, with no reference to social solidarity, would be worth up to 2 marks. One or two simple points about how religion contributes to social solidarity 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 religion contributes to social solidarity 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 (Durkheim, Malinowski, Radcliffe-Brown, Turner, Parsons) and concepts. Concepts that might feature in high scoring answers include: value consensus, sacred and profane, totemism, collective conscience, ritual, and neo-functionalism.	9

Question	Answer	Marks
7(b)	‘Women have greater power in religious organisations today.’ 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 gender inequality in general, with no direct links to the question, would be worth up to 3 marks. A few simple points about the distribution of power within religious organisations, with no particular reference to gender, would fit the higher part of the band. 7–11 Answers at this level will provide a sound account of the position of women in religious organisations today. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of the position of women in religious organisations today 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 distribution of power in religious organisations with reference to gender. Good answers may distinguish between different religions and note changes in the position of women in these organisations over time. 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 position of women in religious organisations today. 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 perspectives on the position of women in religious organisations. Higher in the band, there will be an explicit analysis of whether women have achieved greater power within religious organisations today. For example, candidates might debate whether the acceptance of women priests in some religions in recent times has significantly increased the power of women within these organisations. Good answers might also consider whether religious doctrine is patriarchal and, if so, how far this represents an obstacle to women achieving positions of power in 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

Question	Answer	Marks
8(a)	Explain the factors leading to a growth in privatised forms of religion. 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 privatised religion, with no other links to the question, would be worth up to 2 marks. A simple account of one or two factors leading to a growth in privatised religion 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 factors leading to a growth in privatised religion 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 relevant factors. High scoring answers might use the concept of postmodernity to contextualise the discussion about the growth in privatised religion, perhaps referring to the idea of spiritual shopping and religious consumerism. The secularisation thesis might also provide a context for discussing the key issues raised by the question.	9

Question	Answer	Marks
8(b)	‘Religious organisations have little influence in most societies today.’ 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 religious organisations, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the influence of religious organisations would trigger the top half of the band. 7–11 Answers at this level will provide a sound account of the idea that religious organisations have little influence today. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of the secularisation thesis (which is essentially the argument that established religions have little power in society today) 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 identify different examples of how secularisation has occurred (decline in church attendances, loss of influence in terms of government power, declining importance of religion in civil ceremonies, a declining role in education and in debates about morality) and perhaps distinguish between the situation in different countries (some countries experiencing a lower level of secularisation than others). 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 religious organisations have little influence today. 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 responses to the secularisation thesis. To go higher, answers will include an explicit assessment of whether religious organisations have little influence today. This might include, for example, a questioning of what is meant by ‘loss of power’ in this context and how any loss of power might be measured. The significance of new forms of religious practice (privatised religion, spiritual shopping) and new religious movements might also be discussed in a sustained assessment. Concepts that might be used to support the assessment include: post-secularisation, religious consumerism, resacralisation, religious diversity, rationalisation, religious revival, NRMs, NAMs, postmodernity. 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