



Cambridge International AS & A Level

SOCIOLOGY

9699/32

Paper 3

October/November 2020

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.

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This document consists of **19** 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 cultural capital may influence educational achievement. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define what is meant by cultural capital, with no further development, would be worth up to 2 marks. One or two simple points about how cultural capital may influence educational achievement would fit the upper part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two ways in which cultural capital may influence educational achievement 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 refer to the ideas of Pierre Bourdieu and may include examples to illustrate what is meant by cultural capital and how it may influence educational achievement. Concepts that might feature in answers that merit the higher part of the band include: habitus, cultural deprivation, labelling, teacher expectations, self-fulfilling prophecy, social exclusion, status, language codes.	9

Question	Answer	Marks
1(b)	‘The role of education is to serve the needs of the economy.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the role of education, with no further links to the question, would be worth up to 3 marks. One or two simple points about how the education system may reflect the needs of the economy, with no further development, would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the idea that education serves the needs of the economy. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. An accurate but underdeveloped account of one or two ways in which education may serve the needs of the economy would be worth up to 9 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Good answers may draw on relevant theoretical perspectives, including the functionalist and Marxist views of the relationship between education and the economy. Studies and research evidence may be used to support key points in answers that merit the higher part of the band. There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding the idea that education serves the needs of the economy. 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 (functionalist, New Right, Marxist, feminist). To go higher, the answer will include an explicit assessment of the idea that education serves the needs of the economy. High scoring answers might question how far education, in practice, meets the needs of the economy. Assessment might also focus on which theoretical perspective on the links between education and the economy is most persuasive (for example, functionalist or Marxist). Consideration might also be given to other functions/roles of the education system, with candidates perhaps arguing that there are competing priorities for education, with the fulfilment of economic needs having to be balanced with goals such as contributing to social control and promoting core values. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
2(a)	Explain the factors that influence the school curriculum. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to define what is meant by the school curriculum, with no further links to the question, would be worth up to 2 marks. A simple account of one or two factors that influence the school curriculum would trigger the higher part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two factors that influence the school curriculum would be worth up to 7 marks. To go higher, the account must be more detailed and/or cover a wider range of points. Good answers are likely to cover several factors that influence the school curriculum and reference to studies may be used to support key points. Factors that might be considered as influences on the curriculum include: Economic needs, ruling class interests, dominant social values, teachers, academics, government priorities, educational philosophies.	9

Question	Answer	Marks
2(b)	‘Minority ethnic groups are disadvantaged within education systems.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about educational inequality, with no clear links to minority ethnic groups, would be worth up to 3 marks. One or two simple points about the disadvantages experienced by minority ethnic groups within education systems would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the disadvantages experienced by minority ethnic groups within education systems. 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 the disadvantages experienced by minority ethnic groups within education systems 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. Good answers are likely to cover a range of home and school factors that could be seen as disadvantageous to students from minority ethnic groups. Concepts that might be used in answers that merit the higher part of the band include: labelling, teacher expectations, cultural capital, language codes, habitus, material deprivation, cultural deprivation, the ethnocentric curriculum, discrimination, pupil sub-cultures. There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the disadvantages experienced by minority ethnic groups within education systems. 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 theories and explanations of educational underachievement (functionalist, Marxist, social democratic, feminist, New Right, postmodern). To go higher, the assessment must be directly focused on the claim that minority ethnic groups are disadvantaged within the education system. For example, a good assessment might include strongly argued points supporting the claim that minority ethnic groups are disadvantaged in education systems. There would also be scope to question the extent to which all minority ethnic groups are disadvantaged within education systems; some may be more disadvantaged than others, for example. High scoring answers might use the meritocracy thesis as a foil to the idea that some groups are disadvantaged within education systems, reaching balanced conclusions about the extent to which education today delivers equality of opportunity for all students.	16

Question	Answer	Marks
2(b)	Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	

Question	Answer	Marks
3(a)	Explain the limitations of measuring poverty in absolute terms. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to explain what is meant by absolute poverty, with no further development, would be worth up to 2 marks. A simple account of one or two limitations of measuring poverty in absolute terms would trigger the top half of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two limitations of measuring poverty in absolute terms 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.	9

Question	Answer	Marks
3(b)	‘International aid programmes offer no long-term solutions for the problems that developing countries experience.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. Some general observations about international aid programmes, with no direct links to the question, would be worth up to 3 marks. One or two simple points about the limitations of aid programmes would fit the top half of the band. 7–11 marks Answers at this level will provide a sound account of the role of international aid programmes in addressing the problems that developing countries experience. 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 limitations of aid programmes 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 will offer a number of reasons why international aid programmes may fail to offer long-term solutions for the problems that developing countries face. Case studies and other examples of aid programmes may be used to support key points in answers that reach the higher part of this band and beyond. There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the role of international aid programmes in addressing the problems that developing countries experience. 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 international aid programmes offer no long-term solutions to the problems that developing countries experience. Good answers might distinguish between different forms of international aid and consider if some are more helpful than others in tackling long-term problems such as poverty, chronic health issues, and economic and environmental crises. Candidates might also consider whether the effectiveness of aid programmes is limited by structural factors such as, for example, the relations of dependency between developing societies and the global capitalist economy. Reasons why aid programmes may fail to provide lasting solutions might also be carefully analysed in answers that merit the higher part of the band. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
4(a)	Explain different ways in which development can be defined. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about development, with no direct links to the question, would be worth up to 2 marks. One or two simple points about different ways of defining development would fit the higher part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two approaches to 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 definitions. Good answers may distinguish between narrow economic definitions and more inclusive definitions that cover social and environmental concerns. Different economic definitions may be considered in answers that merit the higher part of the band, and different non-economic factors that might be used in inclusive definitions of development might be identified.	9

Question	Answer	Marks
4(b)	‘Only the rich, developed countries benefit from free market trading policies.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general observations about international trade, with no further development, would be worth up to 3 marks. One or two simple points about how developed countries may benefit from international trade would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the idea that only the rich, developed countries benefit from free market trading policies. 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 developed countries benefit from free market trading policies would be worth up to 9 marks. To go higher, the reasons offered must be more detailed and/or cover a wider range of points. Good answers are likely to include a clear understanding of how free market trading policies work and why this form of trade is often seen as beneficial only to rich, developed countries. Examples of international trade and who benefits might be used to support key points in answers that merit the higher part of the band. There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the idea that only the rich, developed countries benefit from free market trading policies. 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 theories of development (neo-liberal, modernisation theory, dependency theory, world systems theory, state interventionist theories). To go higher, the assessment will provide an explicit analysis of whether it is only the rich, developed countries that benefit from free market trading policies. Good answers might analyse the arguments in favour of free market trade policies advanced in neo-liberal approaches to development. Neo-liberals argue that free market international trade benefits all countries and can provide an important stimulus to economic growth in developing countries. The arguments of those who see free market trade as a form of power relationship through which developing countries are exploited by developed countries might also be critically evaluated in answers that merit the higher part of the band. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
5(a)	Explain the digital pessimist view of the new media. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general points about the new 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 digital pessimist view of the media would fit the higher part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two features of the digital pessimist view of the media would be worth up to 7 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Good answers are likely to identify several respects in which the use of the new media is seen by digital pessimists as having negative consequences for individuals and society. High quality answers might also draw contrasts with the digital optimist view in order to highlight the distinctive features of the digital pessimist view.	9

Question	Answer	Marks
5(b)	‘The hypodermic-syringe model of media effects has more strengths than limitations.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about media effects, with no direct links to the hypodermic-syringe model, would be worth up to 3 marks. A simple attempt to explain what is meant by the hypodermic-syringe model, with no further development, would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the strengths and limitations of the hypodermic-syringe 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 one or two strengths and/or limitations of the hypodermic-syringe model 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. Both strengths and limitations of the model will be discussed in answers that merit the higher part of the band. Good answers may use references to studies of media effects (Bandura, for instance) to illustrate the assumptions of the hypodermic-syringe model. Candidates might also distinguish between direct and indirect models of media effects in order to help explain the hypodermic-syringe model There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the strengths and limitations of the hypodermic-syringe model. 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 simple juxtaposition of different models of media effects. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate about whether the hypodermic-syringe model has more strengths than limitations. High scoring answers might question the deterministic and mono-causal assumptions underpinning the hypodermic-syringe model. Research evidence might also be used to assess whether the strengths of the model are greater than the limitations. Variations of the hypodermic-syringe model, such as transmission theory, might be considered in high quality responses. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
6(a)	Explain the role of the media in creating moral panics. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general points about media effects, with specific reference to moral panics, would be worth up to 2 marks. One or two simple points about the role of the media in creating moral panics would fit the higher part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. One or two sound, accurate points about the role of the media in creating moral panics would be worth up to 7 marks. To go higher, the account will be more detailed and/or cover a wider range of points. Studies of moral panics might be used to illustrate key points in high scoring answers. Candidates might also make use of relevant concepts such as stereotyping, labelling, self-fulfilling prophecy, media sensationalism, hyper-reality, folk devils, hegemony.	9

Question	Answer	Marks
6(b)	‘The media serve the interests of the rich and powerful.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about 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 media serving the interests of the rich and powerful, with no further development, would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound discussion of the idea that the media serve the interests of the rich and powerful. 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 serve the interests of the rich and powerful 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 hegemony, ideological control, mass manipulation, mass society, propaganda, diversion, hyper-reality, and false consciousness. There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the idea that the media serve the interests of the rich and powerful. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment may be based on a simple juxtaposition of different theories 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 serve the interests of the rich and powerful. This might include, for example, a discussion of specific aspects of the media that may support the interests of the rich and powerful (the ways news is reported, for example, or the way that Hollywood films promote consumerism and implicit support for the capitalist system). Good answers might also distinguish between different types of media (traditional versus new media, for example) and consider whether some types are more supportive of the rich and powerful than other types. Examples of how the media have challenged the status quo and acted against the interests of the rich and powerful might also feature in answers that are strongly analytical. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
7(a)	Explain why women are more likely to participate in religious practices than men in many societies. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few general observations about religious participation, with no direct links to the question, would be worth up to 2 marks. One or two simple points about why women are more likely to participate in religious practice than men would fit the higher part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of one or two reasons why women are more likely to participate in religious practice than men 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. Reasons why women are more likely to participate in religious practice include: • Studies suggest women are more likely to be religious. • Religions target female recruits as volunteers to provide help and support for clergy. • Religion may provide a sanctuary for women from the pressures of living in a society where sexual inequality is rife. • Traditional gender socialisation leads women to seek caring roles of the kind that readily exist within religious organisations. • Religious organisations are a source of informal support for single mothers and widows. • Women may belong to religious groups for the sake of their children (to ensure young children experience religious life).	9

Question	Answer	Marks
7(b)	‘Religion is a powerful influence in all societies.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations the role of religion, with no direct links to the question, would be worth up to 3 marks. One or two simple points about whether religion is a powerful influence in societies today would fit the higher part of the band. 7–11 marks Answers at this level will provide a sound account of the idea that that religion is a powerful influence in all 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. One or two accurate but underdeveloped points supporting the idea that religion is still a powerful influence in all 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 <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the idea that religion is a powerful influence in all 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 religion is still a powerful influence in all societies. Good answers may distinguish between those societies where religion clearly remains a powerful influence (some Islamic countries, for example) and those where there is room for debate about whether religion is a powerful influence. Answers that are strongly analytical might consider the claim that, rather than declining, religion has changed and evolved in late modernity/postmodernity. The idea of religious revival might also be used to good effect in evaluative responses. Some candidates may pursue the idea that while religion may have lost influence in the public sphere, there has been little or no decline in religiosity or in membership of religious institutions. Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	16

Question	Answer	Marks
8(a)	Explain the idea that some marginalised groups use religion as a form of cultural defence. 0–4 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. An attempt to explain what is meant by cultural defence, with no other links to the question, would be worth up to 2 marks. One or two simple points about why marginalised groups may turn to religion as a form of cultural defence would trigger the top part of the band. 5–9 marks At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. One or two sound points about why some marginalised groups may use religion as a form of cultural defence 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 the culture of marginalised groups is threatened by social change and by the actions of more powerful groups in society, and how religion (particularly sects and NRMs) can provide a defence for a culture (way of life) that might otherwise be threatened. Examples of sects that particularly appeal to marginalised groups (Amish, for example) might be used to support key points in answers that merit the higher part of the band.	9

Question	Answer	Marks
8(b)	‘The role of religion is to support the capitalist economic system.’ Assess this view. 0–6 marks At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A simple attempt to explain what is meant by the capitalist economic system, with no links to the role of religion, would be worth up to 3 marks. A few general observations about the role of religion, with no reference to capitalism, would trigger the top half of the band. 7–11 marks Answers at this level will provide a sound account of the view that the role of religion is to support the capitalist economic system. 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 supports capitalism 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. Good answers are likely to describe Marxist contributions to understanding the role of religion, using relevant terms such as mass manipulation, false consciousness, opiate of the masses, hegemony, ideological control. Clear accounts of how religious influences may support capitalism will be another feature of answers that merit the higher part of the band. There is no <u>requirement</u> for assessment at this level although it may be present. 12–16 marks Answers that fit this band will demonstrate a good understanding of the view that the role of religion is to support the capitalist economic system. 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 the view that the role of religion is to support the capitalist economic system. 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 the capitalist system might also be reviewed in high quality answers, including perhaps references to liberation theology and to the role of religious groups in opposing TNCs that appear to exploit workers in developing countries. Good answers might distinguish between different religions and consider whether some are more supportive of capitalism than others (NRMs may be less supportive than established religions in Western societies, for example). Different strands in Marxist theory might be noted in answers that are strongly analytical; for example, structural versus humanist versions of the theory.	16

Question	Answer	Marks
	Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment.	