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**SOCIOLOGY**

**9699/32**

Paper 3

**October/November 2017**

MARK SCHEME

Maximum Mark: 75

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**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.

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Question	Answer	Marks
1(a)	<p><b>Explain why intelligence might have little influence on who succeeds at school.</b></p> <p><b>0–4 marks</b> 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. A few simple points about why intelligence might have little influence on who succeeds at school would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three reasons why intelligence might have little influence on who succeeds at school may 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 include references to question what is meant by intelligence and how it can be measured. Social factors influencing educational performance might also be identified in high scoring answers.</p>	<b>9</b>

Question	Answer	Marks
1(b)	<p><b>‘The main function of education is to promote the core values of society’. Assess this view.</b></p> <p><b>0–6 marks</b> 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 core values, with no further development would be worth up to 3 marks. An account of the functions of education, with little or no direct reference to promoting the core values of society, would fit the higher part of the band.</p> <p><b>7–11 marks</b> Answers at this level will provide a sound account of the functions of education with reference to promoting the core values of society specifically. 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 education may promote the core values of society 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b> Answers that fit this band will demonstrate a good understanding of the functions of education with particular reference to promoting the core values of society. 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 the functionalist theory of education with other theoretical perspectives, such as the Marxist or feminist viewpoints. To go higher, the assessment must be directly focused on how far promoting the core values of society is the main function of education. For example, candidates might question whether education actually promotes the value consensus that underpins social integration in the functionalist view. The effectiveness of education as an agency of socialisation might also be questioned. High scoring answers might consider the relative importance of the economic versus social functions of education.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
2(a)	<p><b>Explain how the educational performance of pupils may be influenced by social class.</b></p> <p><b>0–4 marks</b> At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few points about educational performance without clear references to social class factors would be worth up to 2 marks. A simple account of one or two ways in which the educational performance of pupils may be influenced by social class would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three ways in which the educational performance of pupils may be influenced by social class may 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. Concepts that might be used in high scoring answers include: material deprivation, cultural deprivation, hidden curriculum, cultural capital, streaming, labelling, self-fulfilling prophecy, meritocracy, language codes. Good answers might also include references to relevant studies, such as those by Shepherd and Rogers, Saunders, Aldridge, Bowles and Gintis, Chien and Wallace, Willis, Goodman and Gregg.</p>	9

Question	Answer	Marks
2(b)	<p><b>‘Gender socialisation in the family is the main factor explaining differences in the educational achievement of males and females.’ Assess this view.</b></p> <p><b>0–6 marks</b> 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 differences in the educational achievement of males and females, with no further links to the question, would be worth up to 3 marks. A few simple points about factors influencing educational performance, with no particular reference to gender socialisation, would fit the higher part of the band.</p> <p><b>7–11 marks</b> Answers at this level will provide a sound account of the idea that gender socialisation in the family is the main factor explaining differences in the educational achievement of males and females. 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 two or three ways in which gender socialisation in the family may explain differences in the educational achievement of males and females 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b> Answers that fit this band will demonstrate a good understanding of how gender socialisation in the family may influence the educational achievement of males and females. 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 the respective influences of home and school factors on the educational performance of males and females. To go higher, the assessment must be directly focused on the idea that gender socialisation is the main factor influencing the educational performance of males and females. High scoring answers may consider the cross-cutting influences of class and ethnicity on the educational performance of males and females, though this is not essential to reach the top of the mark range. Good analytical answers might also question how far the influence of gender socialisation can be separated from other influences on educational performance for the purposes of sociological study and measurement.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
3(a)	<p><b>Explain the reasons why development should not be defined only in economic terms.</b></p> <p><b>0–4 marks</b> 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 development in relation to the question, would be worth up to 2 marks. A simple account of one or two arguments for defining development in more than just economic terms would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three arguments for defining development in more than just economic terms may 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.</p> <p>Arguments for defining development in more than just economic terms include: the need to consider non-economic indicators that impact on a society's overall development, such as education and health care; generally, economic indicators tell us nothing about how incomes are distributed across a society; indicators such as GNI/GDP lack reliability because they are not necessarily defined or calculated in the same way in all societies; the concept of sustainable development refers to more than just economic indicators and will usually include environmental considerations.</p>	<b>9</b>

Question	Answer	Marks
3(b)	<p><b>‘Differences in culture are the main reason why some countries have higher rates of population growth than others.’ Assess this view.</b></p> <p><b>0–6 marks</b> 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 population growth, with few direct links to the question, would be worth up to 3 marks. A few simple points about why rates of population growth vary between countries, with no reference to cultural differences specifically, would fit the higher part of the band.</p> <p><b>7–11 marks</b> Answers at this level will provide a sound account of the way that differences in culture may impact on rates of population growth. 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 two or three ways in which differences in culture might impact on rates of population growth 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b> Answers that fit this band will demonstrate a good understanding of the way that cultural differences may impact on rates of population growth. 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 factors (cultural, economic, social, environmental) influencing rates of population growth. To go higher, the assessment must be directly focused on the extent to which cultural differences are the main reason why rates of population growth vary between countries. High scoring answers might distinguish between different countries in order to avoid mono-causal explanations of why rates of population growth vary. The strengths as well as the limitations of cultural explanations will likely be considered in answers that merit the top of the band.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
4(a)	<p><b>Explain how the rapid growth of cities may affect rural areas.</b></p> <p><b>0–4 marks</b> 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 the rapid growth of cities would be worth up to 2 marks. A few simple observations about the consequences of rapid urban development for rural areas would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three ways in which the rapid growth of cities may affect rural areas 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.</p> <p>The consequences of rapid urban development for rural areas include:</p> <ul style="list-style-type: none"> <li>• Aging population</li> <li>• Loss of services</li> <li>• Poverty due to depletion of the workforce as younger people move to the cities in search of work</li> <li>• Breakdown of family ties and traditional ways of life as mostly younger male migrants leave behind women and children</li> <li>• Reduction in the political influence of rural areas</li> <li>• Some forms of agriculture become unsustainable</li> <li>• Rural areas affected by pollution from the cities.</li> </ul>	<b>9</b>



Question	Answer	Marks
4(b)	<p><b>‘Economic growth in developing countries only benefits people who are already rich.’ Assess this view.</b></p> <p><b>0–6 marks</b> At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the nature of development would be worth up to 3 marks. A simple account of how economic growth occurs in developing countries would fit the higher part of the band.</p> <p><b>7–11 marks</b> Answers at this level will provide a sound account of the idea that only the rich benefit from economic growth 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. A few accurate but underdeveloped points about how economic growth may benefit the rich disproportionately 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b> Answers that fit this band will demonstrate a good understanding of the idea that only the rich benefit from economic growth in developing countries. 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 of development and who benefits from economic growth. To go higher, the assessment must be directly focused on how far economic growth benefits only those who are already rich. In analysing who benefits from economic growth, good answers may distinguish between economic elites based in the developed countries and rich groups within the developing countries. High scoring answers might also detail some of the mechanisms through which wealth may be appropriated by the rich in developing countries.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
5(a)	<p><b>Explain how media owners can influence the content of the media.</b></p> <p><b>0–4 marks</b> 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 influences on the content of the media, with no particular reference to owners, would be worth up to 2 marks. A few simple points about how owners can influence the content of the media would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three ways in which owners may influence the content of the media may 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 be supported by references to relevant studies (Cohen, Hall, Chibnall, Barrat, etc.) and may include discussion of particular examples of owners influencing the content of the media.</p>	<b>9</b>

Question	Answer	Marks
5(b)	<p><b>‘The media directly control the way people behave.’ Assess this view.</b></p> <p><b>0–6 marks</b>            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 simple discussion of the power of the media, with no reference to controlling human behaviour, would fit the higher part of the band.</p> <p><b>7–11 marks</b>            Answers at this level will provide a sound account of how the media may 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 two or three ways in which the media may shape human behaviour 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b>            Answers that fit this band will demonstrate a good understanding of how the media may influence social behavior. 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 media is a powerful force shaping human behavior. To go higher, the analysis will be more sustained and highlight some of the nuances in the debate about the extent to which social behaviour is shaped by the media today. For example, high scoring answers might distinguish between different types of media and consider whether some have more power than others to influence behaviour. Good use of studies to help illustrate the impact of the media on people’s thought processes and behaviour would be another way of supporting a sound assessment of the issues raised by the question. 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. The pluralist, Marxist and post-modernist theories of the media would also provide a useful base for analysing the relationship between the media and social reality. Likewise, good use might be made of different theories of how audiences are affected by the media, such as the hypodermic syringe model and the uses and gratification theory.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
6(a)	<p><b>Explain how the media may support ruling class interests.</b></p> <p><b>0–4 marks</b> 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 ruling class interests, with no further development in relation to the question, would be worth up to 2 marks. A simple account of one or two ways in which the media may support ruling class interests, would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three ways in which the media may support ruling class interests may 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. Concepts and theories that may be used in a good answer include: ideology, false consciousness, media manipulation, hegemony, moral panics, media sensationalism, ‘folk devils’, desensitization, and ideological state apparatus. Good answers might include references to examples of the media supporting ruling class interests.</p>	<b>9</b>

Question	Answer	Marks
6(b)	<p><b>'It is the user who has power to control the new media.' Assess this view.</b></p> <p><b>0–6 marks</b> At this level, there may be little or no reference to relevant sociological sources. Answers may rely on general knowledge and/or personal observation. Explanations will be brief and cover only a narrow range of relevant points. A few observations about the new media, with no direct links to the question, would be worth up to 3 marks. A simple attempt to explain some of factors affecting the control of the new media, with no particular reference to users, would fit the higher part of the band.</p> <p><b>7–11 marks</b> Answers at this level will provide a sound account of the idea that control of the new media is in the hands of the user. 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 users might be able to control the new media 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b> Answers that fit this band will demonstrate a good understanding of the idea that control of the new media is in the hands of the user. 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 explanations of the factors influencing the control of the new media. To go higher, there will be an explicit analysis of how far control of the new media is in the hands of the user. This might include, for example, a discussion of the obstacles that users face in asserting control over the new media and how far these can be overcome by individual or group action.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
7(a)	<p><b>Explain how sociologists have attempted to measure religiosity.</b></p> <p><b>0–4 marks</b> 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 religiosity, with no further development in relation to the question, would be worth up to 2 marks. A few simple points about how sociologists have attempted to measure religiosity would fit the upper part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of how sociologists have attempted to measure religiosity may 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, with good use of references to relevant thinkers and concepts. Ways in which sociologists have attempted to measure religiosity include: church attendance figures, participation in religious rituals, attitude surveys, interest in spiritual events, worship, whether private or public, identification with a church or religious movement.</p>	<b>9</b>

Question	Answer	Marks
7(b)	<p><b>‘Rather than promoting social cohesion, religion leads to conflict between people.’ Assess this view.</b></p> <p><b>0–6 marks</b> 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 in general, would be worth up to 3 marks. An explanation of what is meant by the term social cohesion in relation to religion would fit the higher part of the band.</p> <p><b>7–11 marks</b> Answers at this level will provide a sound account of the reasons why religion may lead to conflict rather than social cohesion. 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 two or three reasons why religion may be seen as a source of conflict rather than social cohesion 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.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b> Answers that fit this band will demonstrate a good understanding of the idea that religion may be a source of conflict rather than social cohesion. 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 of religion, such as the functionalist and Marxist views. To go higher, the assessment must be directly focused on the extent to which religion is a source of conflict rather social cohesion. Good answers might include examples of where religion has acted as a source of conflict, such as Northern Ireland, Iraq, Iran and Afghanistan. High scoring answers might question whether religion is more a response to conflict than a cause. Studies of religious fundamentalism might be used to good effect in developing the analysis.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	16

Question	Answer	Marks
8(a)	<p><b>Explain the impact of social class on religious participation.</b></p> <p><b>0–4 marks</b> 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 participation, with no other links to the question, would be worth up to 2 marks. A few simple points about the impact of social class on religious participation would trigger the top part of the band.</p> <p><b>5–9 marks</b> At this level, there will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A sound account of two or three ways in which social class may affect religious participation 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. For example, high scoring answers might refer to studies of the influence of social class on religious participation. Good answers may also distinguish between different religions and/or societies to show that the relationship between social class and religious participation can vary according to these factors.</p>	<b>9</b>



Question	Answer	Marks
8(b)	<p><b>Assess the different explanations for the growth of fundamentalist religious movements.</b></p> <p><b>0–6 marks</b>            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 in general would be worth up to 3 marks. A simple account of what is meant by fundamentalist religions, with no further links to the question, would fit the higher part of the band.</p> <p><b>7–11 marks</b>            Answers at this level will provide a sound account of one or more explanations for the growth of fundamentalist religions. 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 explanations for the growth of fundamentalist religions 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 may distinguish between different strands of fundamentalism and explain clearly the relevance of these differences for answering the question.</p> <p>Examples might be used to illustrate the discussion, such as references to IS or conservative fundamentalism in relation to the US.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p><b>12–16 marks</b>            Answers that fit this band will demonstrate a good understanding of two or more explanations for the growth of fundamentalist religions. 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 interpretations of what fundamentalist religions represent and seek to achieve. To go higher, answers will include an explicit assessment of the strengths and limitations of different explanations for the growth of fundamentalist religions. Good use might be made of concepts such as ‘cultural defence’, ‘post-secularisation’, and ‘globalisation’. There would also be scope to question how far fundamentalist religions differ from other religions.</p> <p>Answers at this level must achieve three things:</p> <p><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.</p>	<b>16</b>