

SOCIOLOGY

<p>Paper 9699/12 Socialisation, Identity and Research Methods</p>

Key messages

- Candidates accessing higher mark bands showed a depth of sociological knowledge with their use of concepts, studies and theory particularly in **Questions 3(a), 3(b), 4 and 5**.
- In **Question 3(a)** candidates need to ensure that they explicitly relate their points back to gender identity and how it is influenced by education rather than writing about the influence of education or gender identity generally.
- To achieve full marks in **Question 3(a)**, candidates need to only provide two clear and developed points.
- In **Section B** candidates scoring in the lower mark bands seemed more prepared in their knowledge and understanding of the arguments for the questions but less prepared in their evaluative points or, in some cases, did not evaluate their arguments at all.
- Essay evaluation was often delivered by juxtaposition.
- There was evidence of time management issues on some smaller mark questions, where candidate wrote more than was required.

General comments

There was a range in the standard of candidate responses. Some candidates demonstrated good knowledge of sociological concepts and material and applied their responses effectively to the question asked. Some weaker candidates were unprepared for the demands of an A Level examination.

In **Section A, Question 1** candidates only need to write a brief answer identifying the type of masculinity. This should include a point identifying a type of masculinity, and a short sentence to demonstrate some development of their knowledge of that type. Many candidates wrote too much and wasted time that could be put to better use on questions worth more marks. Lengthy introductions and conclusions, and well developed and detailed points are not necessary. All candidates answered **Questions 2(a) and 2(b)** and most candidates gave good responses. A significant number of candidates failed to access the highest mark bands in **Question 3(a)** as they did not support each of their points with detailed sociological evidence. **Question 3(b)** was answered well with many candidates focusing on the impact of the family upon gender identity, by discussing this agent directly with the influence of education.

In **Section B** a slightly greater proportion of candidates opted for **Question 4**. Candidate performance was similar for both **Questions 4 and 5**. Candidates were able to show some knowledge and understanding of the view in both essay questions. In general, candidates were less able to evaluate effectively as many did not support their points with relevant sociological evidence or their evaluation was by juxtaposition. Teachers could provide learners with activities to encourage explicit evaluation.

Comments on specific questions

Section A

The majority of candidates answered all questions in **Section A**, however there were examples of no response to **Questions 3(a), 3(b)**.

Question 1

Most candidates responded well to this question. Many were able to identify and describe two types of masculinity. Candidates needed to identify the correct term for the type of masculinity to gain a mark and then describe the term for a second mark. The most popular types identified were traditional masculinity, modernistic/progressive (the 'New Man') and toxic masculinity.

In some cases, answers were lengthy, and this did not add to their marks. Candidates should be encouraged to use an appropriate amount of time for this question.

Note: *Candidates should be encouraged to structure their responses as two bullet points or numbered 1/2. Avoid introductions/conclusions, unnecessarily lengthy answers and provide just the two responses as requested.*

Question 2

(a) Candidates should be encouraged to construct their responses in a clear and structured way:

- *Identified point.*
- *Point explained.*
- *Relevant supporting sociological material/concept.*
- *Application of this material to demonstrate the original point made.*

Many candidates produced good answers to this question. The strongest responses clearly identified a specific reason why positivists use experiments such as, 'to stay consistent with scientific method'. Four marks are awarded for: making a point, explaining that point, selecting relevant sociological material (such as a concept) to support the point made and finally explaining the relevance of their chosen evidence. Some answers lacked relevant sociological material to support points made and this limited the marks. In some responses candidates simply repeated their identified point when showing how their selected material supported the reason, hence losing the last available mark. Less successful candidates wrote general points relating to positivism not necessarily relating these to experiments.

Note: *Candidates should be encouraged to structure responses as two separate paragraphs identified as 'The first.... The second....' for clarity and provide the **two points required**.*

(b) Most candidates were able to successfully identify two limitations of questionnaires. Candidates that chose to detail the type of questionnaire that they were referring to, for example, a questionnaire with closed questions, were much more successful in gaining full marks for the points that they made and more able to explain their reasons. Some candidates provided very generalised answers that could have applied to several methods whereas a specific focus upon questionnaires was required to gain credit in this answer.

Question 3

(a) To achieve full marks, candidates need to provide only two clear and developed points. If these points are made with good reference to concepts, theories and evidence and applied to the question, a response can achieve 10 marks. Weaker candidates tended to write generally about education or gender but failed to connect the two key points within the question together. Stronger answers were able to explain the link between the influence of education on gender identity and use evidence of the gendered curriculum and teacher expectations to explain and support these points. To be rewarded for a developed point candidates need to fully engage with sociological material in each of their points. Some candidates chose to provide a detailed point on peers having the most influence on an individual's gender identity with a fleeting reference to school and education in their response. This type of point was invariably much more suited to **Question 3(b)** as an evaluation rather than in **3(a)**.

(b) Many successful candidates chose to focus on the family as an agency more important than education in influencing an individual's gender identity. It is very important for candidates to make clear the comparison between the agency in their answer with education as stated in the question, it should not be left implicit. An opening sentence such as, 'The family is a more important influence upon gender identity because' is very useful and encourages candidates to evaluate directly with

the role of education. Candidates who take the approach 'The family influences gender identity' with no reference back to education, have not applied their response to the question and are unable to access the higher mark band.

Section B

All candidates provided a response to either **Question 4** or **5** in **Section B**.

Question 4

Slightly more candidates opted for this question over **Question 5** and it generally tended to produce slightly more successful responses for AO1 and AO2. Most candidates could describe the different social classes and describe the characteristics associated with them that could influence their social identity. More able candidates went into significantly more detail and described various ways in which social class influenced social identity with studies such as Willis, Miller and Crompton and/or a detailed analysis of Marxist theory in answer to the question.

Many candidates successfully evaluated their points in this question by arguing that gender, ethnicity or age, were more of a significant influence upon social identity than social class. References to postmodernism were also well utilised in evaluation.

Some candidates used common sense knowledge to answer the question. The responses tended to be descriptive with limited application. Arguments against were rather descriptive and lacked sociological evidence or evaluation. A few scripts offered few or no evaluation points.

Question 5

Most candidates were able to demonstrate knowledge of qualitative interview methods and their use in studying social behaviour. The most successful candidates answering this question made explicit reference to qualitative interview methods with empirical examples of their use, for example Oakley and Dobash and Dobash. Many candidates were able to offer evaluation of the limitations of this method by taking a positivist approach and considering issues around reliability, interviewer effect and wider practical problems.

Less successful candidates wrote generally about interviews without placing the required emphasis upon the qualitative element of the method, they also struggled to support their answer with relevant and specific sociological examples. In evaluation some weaker candidates put forward alternative methods that they believed are better at studying social behaviour rather than critically evaluating how qualitative methods were not the best method to do so. Answers must be explicit and answer the question directly rather than being a generalised essay on the merits of other research methods.

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<p>Paper 9699/22 The Family</p>

Key messages

- Candidates should ensure they understand the requirements of the questions prior to the examination – familiarisation through **use of past exam papers/mark schemes** would be beneficial.
- Candidates should be encouraged to read through the questions and highlight/underline key words.
- Candidates need to ensure they focus responses on the context of **the family**.
- More successful responses applied relevant sociological theories, concepts, and research to demonstrate a sociological awareness.
- Candidates should ensure essay responses (**Questions 4/5**) engage in competing views, looking at different sides of the issue in the question and apply relevant sociological material.
- Candidates need to ensure responses reflect marks available.
- Further prepare of candidates for the demands of **Question 2(b), 3(b) and Questions 4/5** would be beneficial.
- Teachers should provide learners with activities encouraging point development & explicit evaluation.

General comments

There was a range of candidate performance with some demonstrating a good comprehension of both the requirements of the questions, and the sociological knowledge and understanding to answer them effectively. There were, however, weaker candidates that relied on common sense/anecdotal evidence, and those that appeared unprepared for the demands of an A Level examination.

The more successful candidates produced responses that a/ reflected the requirements of the question and b/ applied relevant sociological material to support their responses. Candidate responses that achieved lower marks tended not to answer the question set, and/or tended to be descriptive, lacking an application of relevant sociological material in providing evidence of analysis and assessment. These often relied more on common sense/general knowledge. The extended writing questions were excellent discriminators for students to demonstrate their skills of knowledge and understanding (AO1), interpretation and application (AO2), and analysis and evaluation (AO3).

Many candidates were able to name relevant sociological concepts/studies; less successful candidates did not **apply** these to develop their response, often relying on simply stating them or defining/describing them rather than applying them in a way that engages the question. This was particularly noticeable within essay responses (**Questions 4/5**) and **Question 3(a)/(b)**. Any rubric errors tended to occur within questions **Questions 1, 2(a) and 3(b)**, whereby candidates provided more points than were required.

In general, candidates need to be better prepared for the requirements of the questions and be more aware of their use of time reflecting the marks available. For example, in **Question 1** lengthy introductions and conclusions are not necessary; this uses up valuable time that could be utilised on other more challenging questions.

Comments on specific questions

Section A

The majority of candidates answered all questions in **Section A**, however there were examples of no response to **Questions 2(b), 3(a), 3(b)**.

Question 1

Overall, candidate understanding of the question was quite good, with most able to identify two ways. Common responses were *nurtured/nurturing* as well as *cultural capital*. Occasionally, *instant/deferred gratification* was given.

Weak responses included for example, being brought up differently, and discussing childhood experiences in general without the context of social class. For example, different cultural values, relying on benefit of doubt being given if it was felt they *could* be referring to social class rather than explicitly doing so.

There were some assumptions made for example, that working-class parents do not value or do not care about education, or that working-class parents do not care and love their children, or that middle-class children will have better mannered friends. These assertions were not necessarily valid generalisations to make, and therefore not awarded.

A small number of candidates discussed gender and ethnicity rather than/with no connection to social class, so not answering the question set, whilst other irrelevant responses included simply describing primary socialisation without any connection made to social class, stabilisation of adult personalities, and discussing the processes that occur in school.

Some candidates wrote overly long descriptive answers, that would earn the marks in the first few lines.

Note: Candidates should be encouraged to structure their responses as two bullet points or numbered 1/2. Avoid introductions/conclusions, unnecessarily lengthy answers and provide just the two responses as requested.

Question 2

(a) Candidates should be encouraged to construct their responses in a clear and structured way:

- *Identified point.*
- *Point then explained.*
- *Relevant supporting sociological material (e.g. concept, study, social policy, theoretical approach).*
- *Application of this material to demonstrate the original point made.*

It would be beneficial for candidates to adopt this approach as it would help focus their response.

Quality of responses for Question 2a were mixed, although most candidates were able to at least identify one relevant way, with most of these identifying the two required. Many candidates demonstrated a good comprehension of Marxism and the family, however there were some who, relied on commonsense and lacked an application of sociological material to support ways identified. Simple responses included for example, members go to work...they pay taxes, through consumption/they buy things for the family, they send their children to school.

Strong, sociologically supported responses included *its role as an ideological state apparatus, socialises children to become passive & obedient workers, its economic role as a unit of consumption, as well as its role as a safety valve.*

The use of functionalism to answer what is a Marxist based question was given benefit of the doubt, as long as it was made relevant for example, *warm bath theory*. The use of the concept *safety valve* would have been more appropriate here.

Note: Candidates should be encouraged to structure responses as two separate paragraphs identified as 'The first.... The second....' for clarity and provide the two points required.

(b) Common valid responses included *they identify the relationship the family has with capitalism/the economy as well as they recognise the exploitation that takes place within the family*. Even the more successful candidates tended to not address the element of *what is it about Marxism that leads them to have this strength?*

Common errors included candidates stating consequences of, or some function/role the nuclear family performs, e.g. it socialises children into ruling class norms & values...it acts as a safety valve...and therefore, not awarded, as this is not fulfilling the question set. Again, as with 2a there were those candidates that demonstrated very little knowledge of Marxism. Some incorrect statements made about Marxism included, Marxists accept all family types, they focus on allowing more people into the workforce, they encourage families to use social sanctions.

Candidates would benefit from using the mark schemes to create a table of strengths and limitations of the key theoretical stances in relation to the family during their studies, to aid their learning and revision.

Note: centres should encourage candidates to adopt a clear and structured approach to answering **Question 2(b)**:

A strength/limitation is.../X have this as a strength/limitation because they.../This is a strength/limitation because...

Question 3

- (a) Responses commonly discussed *changes in and impact of, divorce laws, women's educational & employment opportunities brought about through policy changes e.g., Equal Pay act, and introduction of same-sex marriages*. Weaker responses included simple statements such as, *social policies are becoming more flexible towards diversity where any family type is accepted*.

A small number of candidates discussed alternatives to social policies e.g., secularisation or reduced stigma, without linking to social policies. Such alternative reasons were a requirement of **Question 3(b)**.

A few candidates provided an evaluation, that is, a counter argument to the supporting points. This is not a requirement and subsequently not awarded as this is the requirement of **Question 3(b)**.

- (b) Commonly valid responses tended to discuss the *impact of secularisation or growth in individualisation*, higher achieving responses successfully applied relevant sociological material to support and develop their point.

Errors included a few examples discussing why there is not diversity, or the impact of social policies in creating diversity e.g., Divorce Reform act (this is the **Question 3(a)** requirement).

One argument against is required. Where more are given the most successful point is awarded – there is no accumulation of points to be had.

Section B

All candidates provided a response to either **Question 4** or **5** in **Section B**.

Question 4

Fewer candidates opted for this question over **Question 5** and generally tended to produce the less successful responses of the two. Commonly, supporting arguments tended to be *the increase in cohabiting couples*, as well as *the growth in financially independent women not needing to marry for security* and, *the impact of secularisation*. Weaker arguments tended to be more simplistic, such as *less pressure to marry*, without an examination as to why this is.

Less successful responses did not fully grasp the notion of change; that marriage is *no longer* socially important. For example, stating women choose not to marry due to the existence of domestic violence, or stating people divorce as the marriage does not live up to expectations. The latter would suggest that marriage is therefore *still* socially important.

Whilst the increase in cohabiting couples was a popular and valid supporting argument, a small number of candidates demonstrated confusion, for example, cohabiting as a pre-cursor to marriage to see if the partner is the 'one' to marry, using this as an illustration that marriage is no longer socially important. This would suggest that marriage *remains socially important*, as they want to ensure that this person is the one to marry and settle down with, that marriage is not something to be rushed in to.

Note: *candidates need to be more aware of the importance of assessment/evaluation (AO3) within essays, given its weighting in the mark scheme.*

Question 5

More candidates opted for this question over **Question 4** and overall were more successful in the quality of their responses. Generally sociological evidence was applied to support the domestic division of labour debate (although with an over reliance on Willmott & Young), including changes to fatherhood/motherhood, with some considering dimensions of power relations (decision making), whilst a few candidates expanded their discussion to include children and the disparities of how boys/girls are treated (gender socialisation & Oakley).

An error made by a small number of candidates, was in stating for example, that liberal feminists argue there *should* be equality as a supporting argument; stating there *should be equality* is not the same as arguing there *is* equality. Or for example, in stating Parsons argues women *should* have the expressive role and men the instrumental role. Again, this is not the same as arguing women/men continue to dominate these roles, and therefore there is no equality.

Note: *candidates need to be more aware of the importance of assessment/evaluation (AO3) within essays, given its weighting in the mark scheme.*

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Paper 9699/32
Education

Key messages

- Candidates were generally able to attempt all questions.
- Some candidates gave lengthy responses to lower mark questions.
- Supporting evidence is needed for **Questions 2 and 3**.
- Candidates should be clear on points for and against an argument in their response to the essay question.
- Essay evaluation was often juxtaposed rather than explicit.

General comments

Overall, responses were good. Most candidates were able to answer all questions. For **Question 1** most candidates were able to give two relevant points. For **Question 2** most candidates were able to identify two reasons, but some did not give relevant sociological material to support the reasons given. Centres should ensure candidates are aware of the points-based approach of the mark scheme. For **Question 3** candidates also needed to give supporting sociological evidence. For **Question 4** most candidates were able to give a range of points relating to education helping maintain the capitalist system. Many also gave counter arguments most commonly from functionalist or feminist views. Centres should encourage candidates to show explicit evaluation rather than just juxtaposition of an opposing view.

Candidate responses to this paper showed a clear difference in their ability to access the skills of knowledge and understanding, interpretation and application, and analysis and evaluation. The extended writing questions were excellent discriminators of these skills. Most candidates appeared to manage their time appropriately. The mark scheme was clear and easy to apply and interpret.

Comments on specific questions

Section A

Question 1

Most candidates were able to identify two ways middle-class pupils benefit from cultural capital. Popular answers included feeling comfortable with the habitus of the school and positive labelling from teachers. Some candidates wrongly identified material factors rather than those linked to cultural capital. Usually this was only for one of the points. The other point was better linked to the question and so candidates got half marks. In many cases candidates discussed linguistic codes. Whilst potentially relevant, this was not always explicitly linked to cultural capital which limited the marks awarded.

Question 2

Most candidates were able to identify two ways teachers' stereotypes of gender affect pupils' experience of school. Good answers used different examples such as labelling and allocation to subjects. Some answers gave a positive example such as girls are seen as hardworking and a negative example such as boys being seen as troublemakers. Sociological material to support points came from a range of sources including Norman and Stanworth in relation to stereotypes linked to girls. In relation to boys a wide range of sources were also used including reference to Willis, Francis and Colley. Relevant concepts such as gendered curriculum and self-fulfilling prophecy were also used effectively to support points. Some candidates made points but did not support these with relevant material and these answers can only gain half marks.

Question 3

Most candidates were able to identify two arguments against the view that all ethnic groups have the same experience of education. Good answers were able to give two points supported with relevant material and explained in relation to educational experiences with impacts on achievement and feelings about education. Good answers included discussion of institutional racism and how this may impact on minority groups for example, leading to marginalisation. Other answers looked at advantages afforded for some ethnic groups by being positively labelled or by having greater support at home. Appropriate material such as from Gillborn, Sewell and Shein featured, and this was usually appropriately developed to link to the experience of education.

Some weaker answers were able to make relevant points about ethnic differences in education. These answers lacked supporting material which limited their marks. In other cases, the material used was quite general, such as references to labelling without specifically linking this to ethnicity.

Question 4

Most candidates were able to explain the view that education helps maintain the capitalist economic system using Marxist views of education. Many candidates cited research evidence from Althusser, Bowles and Gintis and Bourdieu and discussed key concepts such as correspondence principle, cultural reproduction, ideological state apparatus, the myth of meritocracy and hidden curriculum. Good answers developed these key studies and concepts to link to the question such as by explaining the role of education in producing submissive workers to support the capitalist system. Some answers included discussion of marketisation of education. Others were able to use material on vocationalism to highlight how education may prepare students for work. Weaker answers were able to describe some Marxist views, although they did not always develop these to make explicit links to the question, for example, by not highlighting links to maintaining the capitalist system.

Most candidates were able to give arguments against the view. Evaluation included functionalist views supporting the idea of education being a form of secondary socialisation rather than maintaining the capitalist economy and the role of education in maintaining value consensus. Other evaluation came from feminist views linking the role of education in supporting patriarchy rather than capitalism. Of note, evaluation was often by juxtaposition, for many candidates, material on functionalism or feminism was often merely presented as an alternative view and was not used evaluatively to show direct criticism of Marxist views.

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<p>Paper 9699/42 Globalisation, Media, Religion</p>

Key messages

- Good knowledge of the issues raised by the questions was demonstrated by many of the candidates.
- High quality answers included a direct and sustained evaluation.
- Good responses were also supported with references to relevant sociological theories and evidence.
- Higher marks could be achieved by including more references to relevant sociological concepts.
- Low scoring answers often relied on assertion and general knowledge rather than use of relevant sociological material.

General comments

The standard of the scripts overall continues to improve, with more of the candidates demonstrating a sound understanding of the issues raised in the questions answered. High scoring responses included detailed references to relevant sociological theories and studies. Some candidates also made good use of case studies and examples to support key arguments and analysis. Responses in the middle of the mark range often made reasonable points in support of the view stated in the question, but were more limited in terms of considering possible counter arguments and contrary evidence. To gain high marks for AO3, it is essential to challenge and test the view expressed in the question, preferably through direct analysis and evaluation. There were some lower-scoring answers that included a lot of material that was tangential to the question. Many low-scoring responses also lacked references to appropriate sociological material, relying instead on assertion and general knowledge. Some answers were too short to provide sufficient demonstration of the skills required to achieve in the higher mark bands.

Most candidates answered two questions in the time available. A few candidates answered more than two questions, though there was no benefit from this strategy in terms of marks achieved. The questions from the sections on Religion and Media proved most popular, with those on Globalisation less frequently attempted.

Comments on specific questions

Section A

Question 1

High scoring responses to this question demonstrated a good understanding of the processes of globalisation and possible links to social inequality. Some answers identified globalisation as a form of neo-colonialism that benefits the rich and powerful in developed countries at the expense of poorer people in less developed parts of the world. This line of analysis was often linked to dependency theory and/or the world systems perspective. Many higher scoring answers included examples of social inequality linked to globalisation, such as the exploitation of migrant labour and people trafficking. Some candidates used modernisation theory and contributions from neo-liberal thinkers to explore the alternative view that globalisation may help to reduce social inequality, by promoting economic development for example. Evaluation was also provided by questioning whether causal links between globalisation and social inequality exist. There were some low scoring answers that were limited to a few points about globalisation with little or no reference to social inequality.

Question 2

There were relatively few answers to this question. Good responses demonstrated a clear understanding of a range of international aid programmes and their impact in terms of helping the poor. Reasons why aid programmes may be ineffective in reducing poverty were considered and the points were often supported with references to examples of failed aid programmes. High quality answers also included an evaluation of the view expressed in the question. Some candidates distinguished between different types of aid programme, arguing that some are more effective than others. Examples of successful aid programmes were often cited in support of the counter argument to the view in the question. A few candidates distinguished between short-term impacts of aid programmes and longer-term impacts as a relevant framework to deploy when assessing the effectiveness of aid. Lower scoring answers often relied on a few basic points about poverty, with little reference to aid programmes and their impact.

Section B

Question 3

Answers to this question were often well-informed about media representations of women. However, many candidates left it unclear, or implicit, why these representations might be considered a reflection of patriarchal values. Good answers addressed directly what is meant by patriarchy and illustrated their understanding expressly by reference to media representations of women. The analysis in these responses was often supported by references to relevant sociological studies and theories. Strong evaluative responses included a good range of points questioning the extent to which media representations of women today still reflect patriarchal values. Changes brought about through the arrival of the new media were cited as the basis for challenging the view expressed in the question. Some answers also made good use of examples of where some media outlets have supported campaigns against the depiction of women in unfavourable and sexist ways. At the lower end of the mark range, there were a few answers that lacked references to sociological material and offered only personal opinion about the way women are represented in the media.

Question 4

High scoring answers used a range of evidence and argumentation to illustrate different ways that a government may influence media content. Candidates often drew a distinction between the respective situations with authoritarian and democratic governments. While authoritarian regimes were cited as having extensive direct powers in relation to the media, some answers rightly noted that in less direct ways democratic governments may also have significant levers for controlling media content. Good evaluative responses questioned the effectiveness of government controls over the media and cited other social actors and agencies that might have more impact on media content. Some candidates also distinguished between the traditional media and the new media, arguing that digital forms of media may be harder for governments to control. Lower scoring answers either accepted uncritically that governments control the media or else relied on the assertion that media content is shaped by a non-governmental power, such as media owners or audiences.

Section C

Question 5

This question provided an opportunity to consider the role of religion with particular reference to social control.

Good answers offered a sustained account of the Marxist and feminist views about the impact of religious practices and beliefs in supporting the status quo. This was often supported with evidence highlighting the subordinate position of the working class and/or women within religious organisations and theology. Evaluation was provided by contrasting these conflict theories with other sociological accounts that challenge the idea that religion is an agent of social control. Functionalist arguments about religion contributing to social harmony and to the fulfilment of individual and group needs were reprised as a counter to the Marxist and feminist emphasis on social control. Examples of where religion has contributed to social change were also cited as a way of challenging the view expressed in the question; liberation theology was mentioned in that respect. Some answers outlined different theories of religion without linking the material well to debates about whether religion is an agent of social control. Other lower scoring responses were limited to a discussion of the tangential debate about whether religion has any influence on social behaviour today.

Question 6

This question provided an opportunity for candidates to discuss religiosity and broader issues about the impact of religion in people's lives today. Good answers considered a range of arguments and evidence supporting the view expressed in the question. This included references to a possible reversal of the trend towards secularisation, with the spread of new religious movements being cited alongside the wider notion of 'religious revival' and an increase in privatised forms of religious practice. As part of their evaluation, candidates often referred to sociological arguments that these newer forms of spirituality reflect a broader weakening in the influence of religion in society and a breakdown of religious tradition. Good answers also distinguished between societies that remain strongly attached to religious tradition (theocracies, for example) and those where there is a stronger case for suggesting that secularisation has occurred. Some low scoring answers relied on tangential material about the role assigned to religion in different sociological perspectives, including the Marxist, functionalist and feminist. These responses lacked references to the actual influence of religion in people's lives today.