
SOCIOLOGY

9699/32

Paper 3 Social Inequality and Opportunity

May/June 2018

MARK SCHEME

Maximum Mark: 75

Published

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

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

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Question	Answer	Marks
1(a)	<p>Explain how material factors may influence which pupils succeed in school.</p> <p>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 discuss the factors explaining educational performance in general, with no clear links to material factors, would be worth up to 2 marks. A few simple points about how access to material factors may determine which pupils succeed in school would fit the upper part of the band.</p> <p>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 a few ways in which material factors may determine which pupils succeed in school 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 include references to relevant studies (Douglas, Reay, Mirza, Mac and Ghail). Concepts that might be used in a high scoring answer include material deprivation, social inequality, social exclusion, labelling, marketization.</p>	9

Question	Answer	Marks
1(b)	<p>'There are no barriers to female educational achievement in schools today'. Assess this view.</p> <p>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 female educational achievement, with no links to the issue of barriers, would be worth up to 3 marks. A simple account of some obstacles to female educational achievement would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between gender and educational achievement with reference to 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. A few clear points about obstacles to female educational achievement would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between female gender and educational achievement. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the possible barriers to female educational achievement. To go higher, the assessment must be directly focused on debating the claim that there are no barriers to female educational achievement in schools today. Good answers may refer to different strands of feminist theory and other explanations of educational achievement. High scoring responses might also consider whether improvement in the educational performance of girls relative to boys implies that there are no longer any barriers to female educational achievement.</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>Explain how pupil attitudes to education may be influenced by the hidden curriculum.</p> <p>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 hidden curriculum, with no further development, would be worth up to 2 marks. A few simple points about how the hidden curriculum may influence pupil attitudes would fit the upper part of the band.</p> <p>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 a few ways in which the hidden curriculum may influence pupil attitudes 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 draw on the work of Bowles and Gintis, Hargreaves, Bourdieu, Jackson, Paechter, Hill and Cole, though the links may be implicit. Concepts that might be used in a high scoring answer include cultural capital, cultural reproduction, status messages, unintended consequences, socialisation messages, habitus.</p>	9

Question	Answer	Marks
2(b)	<p>‘Social class is more important than ethnicity in determining which pupils succeed in the education system.’ Assess this view.</p> <p>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 social class and/or ethnicity, with no links to educational achievement, would be worth up to 3 marks. A simple account of the influence of class and/or ethnicity on educational achievement would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between social class/ethnicity and educational achievement. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about how social class and ethnicity may influence educational achievement would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between social class/ethnicity and educational achievement. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the factors influencing educational achievement. To go higher, the assessment must be directly focused on the claim that social class is more important than ethnicity in determining which pupils succeed in the educational system. Good answers may note the conceptual and methodological difficulties in establishing whether social class is more (or less) important than ethnicity in determining educational achievement. High quality responses might also consider evidence from studies that have attempted to establish the relative importance of social class and ethnicity as influences on educational achievement.</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>Explain why women are more likely than men to experience poverty in developing societies.</p> <p>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 poverty, with no further development, would be worth up to 2 marks. A few simple points about why women are more likely than men to experience poverty would fit the upper part of the band.</p> <p>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 why women are more likely than men to experience poverty in developing societies would be worth up to 7 marks. To go higher, the account would have to be more detailed and/or cover a wider range of points. Good answers may include references to relevant feminist theories and/or refer to evidence/examples from developing societies. Concepts that might be used in a high scoring answer include patriarchy, gender discrimination, the matrifocal family, dual labour market, social capital.</p>	9

Question	Answer	Marks
3(b)	<p>‘Developing societies are in a state of economic dependency due to the actions of developed societies.’ Assess this view.</p> <p>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 characteristics of developing societies, with no clear links to issues of dependency, would be worth up to 3 marks. A simple account of what is meant by economic dependency would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between development and dependency. 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 clear points about how developing societies may be kept in a state of economic dependency by the actions of developed societies would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of how developing societies may be kept in a state of economic dependency by the actions of developed societies. 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. To go higher, the assessment must be directly focused on the issue of whether the actions of developed societies are an obstacle to economic growth in developing societies. Good answers might include examples of how the actions of developed societies may impact negatively on economic growth in developing societies. High quality responses may also include critical reflections on the limitations of dependency theories of development.</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>Explain the limitations of Malthus' model of population growth.</p> <p>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 discuss the nature of population growth, with no further development, would be worth up to 2 marks. A few simple points about Malthus' model of population growth would fit the upper part of the band.</p> <p>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 few sound points about the limitations of the Malthusian model of population growth 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 use the concepts of geometric and arithmetic growth accurately. There may also be some discussion of the negative consequences arising from population growth that Malthus anticipated.</p>	9

Question	Answer	Marks
4(b)	<p>‘International migration has a positive impact on global development.’ Assess this view.</p> <p>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 migration, with no links to global development, would be worth up to 3 marks. A simple account of a few ways in which migration may impact on global development would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between international migration and global development. There will be some use of relevant sociological sources, such as concepts, theories and explanations. Answers will cover a range of points and show a sound understanding of the issues raised by the question. A few clear points about how international migration may impact on global development would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between international migration and global development. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the influence of international migration on global development. To go higher, the assessment must be directly focused on the issue of whether international migration has a positive impact on global development. Good answers may distinguish between different forms of international migration (refugees, economic migrants, mobility of elite labour, cultural/social migration) and the influence of each on global development. High quality responses might also draw on examples/evidence of the impact of migration in particular countries or regions.</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>Explain how ruling class ideology may be promoted by the media.</p> <p>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 identify the source of ruling class power or the nature of ruling class ideas, with no clear links to the media, would be worth up to 2 marks. A few simple points about how ideas favourable to the ruling class may be promoted by the media would fit the upper part of the band.</p> <p>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 a few ways in which ruling class ideology may be promoted by the media 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 draw on the work of thinkers such as Gramsci, Althusser, Hall, Poulantzas, Chibnall, Eriksen, though the links may be implicit. Concepts that might be used in a high scoring answer include propaganda, mass culture, ISA, agenda setting, ideological control, gate-keeping, selection and presentation of media content, media manipulation, hegemony.</p>	9

Question	Answer	Marks
5(b)	<p>'Media owners have little influence over the content of the media today.' Assess this view.</p> <p>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 factors influencing the content of the media, with no clear links to the role of owners, would be worth up to 3 marks. A simple account of how owners may influence the content of the media would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the relationship between owners and the content of the media. 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 clear points about how owners may influence the content of the media would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the relationship between owners and media content. There will also be an assessment of the view on which the question is based. Lower in the band, the assessment is likely to be based on juxtaposition of different accounts of the factors that influence the content of the media. To go higher, the assessment must be directly focused on the claim that owners have little control over the content of the media. Good answers may distinguish between different types of media and/or different forms of media ownership. There may also be appropriate references to theories of the media (Marxist, pluralist, postmodernist).</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>Explain how feminine identities may be influenced by the media.</p> <p>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 discuss media influence in general, with no clear links to feminine identities, would be worth up to 2 marks. A few simple points about how the feminine identities may be influenced by the media would fit the upper part of the band.</p> <p>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 a few ways in which feminine identities may be influenced by the media 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 draw on the work of Mulvey, Ferguson, McRobbie, Grant, MacDonald, Gauntlett, though the links may be implicit. Concepts that might be used in a high scoring answer include stereotype, male gaze, sexualisation, objectification, media representations, discourse. Note it is not necessary to discuss different feminine identities in order to gain high marks for this question.</p>	9

Question	Answer	Marks
6(b)	<p>'The media are able to control the way people think because they are the main source of information in society.' Assess this view.</p> <p>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 or power of the media, with no direct links to the question, would be worth up to 3 marks. A simple account of how the media may influence the way people think would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the role of the media as an influence on the way people think. 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 clear points about how the media may influence the way people think would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the ways that the media may influence the way people think. 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/or models of media influence. To go higher, the assessment must be directly focused on discussing the idea that the media are able to control the way people think because they are the main source of information in society. Good answers may question the extent to which the media are able to control the way people think. High quality responses might also reflect on whether media power derives from the supposed shortage of other sources of information or from other factors, such as the nature of mass society or the absence of effective state regulation.</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>Explain the idea that religion is the worship of society.</p> <p>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 religious worship, with no further development, would be worth up to 2 marks. A few simple points about the social significance of worship would fit the upper part of the band.</p> <p>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 the view that religion is the worship of society 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 draw on Durkheim’s theory of religion, though the links may be implicit. Concepts that might be used in a high scoring answer include totemism, the sacred and profane, civic religion, social solidarity, the collective conscience.</p>	9

Question	Answer	Marks
7(b)	<p>'Marxist theories underestimate the power of religion to bring about social change.' Assess this view.</p> <p>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 religion, with no links to social change, would be worth up to 3 marks. A simple account of the Marxist theory of religion would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the Marxist theory of religion. 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 clear points about how Marxists view the role of religion with specific reference to social change would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the Marxist theory of religion with specific reference to social change. 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. To go higher, the assessment must be directly focused on the claim that Marxist theories underestimate the power of religion to bring about social change. Good answers may refer to the ideas of a range of Marxist theorists (Marx, Engels, Althusser, the Frankfurt School, Gramsci, Poulantzas) and to concepts such as false consciousness, ISA, ideological control, hegemony. High quality answers may also include an account of how Marxists explain social change and how they see the role of religion within this process.</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>Explain why religion is often important to minority ethnic groups.</p> <p>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 discuss the role of religion in general, with no clear links to minority ethnic groups, would be worth up to 2 marks. A few simple points about why religion may be important to minority ethnic groups would fit the upper part of the band.</p> <p>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 a few ways in which religion may be important to minority ethnic groups would be worth up to 7 marks. To go higher, the accounts would have to be more detailed and/or cover a wider range of points. Good answers are likely to include examples of particular minority ethnic groups and/or references to appropriate studies. Concepts that might be used in a high scoring answer include marginalisation, cultural defence, social solidarity, cultural transitions, religious consumerism.</p>	9

Question	Answer	Marks
8(b)	<p>'Modern industrial societies have experienced a renewed interest in religion in recent years.' Assess this view.</p> <p>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 nature of religious belief, with no direct links to the question, would be worth up to 3 marks. An account of what is meant by the concept of 'religious revival' would fit the higher part of the band.</p> <p>7–11 marks Answers at this level will provide a sound account of the idea that modern industrial societies have experienced a religious revival in recent years. 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 clear points about whether modern industrial societies have experienced a religious revival in recent years would be worth up to 9 marks. To go higher, the explanations offered will be more detailed and/or cover a wider range of relevant points. There may be little or no attempt at assessment at this level.</p> <p>There is no <u>requirement</u> for assessment at this level although it may be present.</p> <p>12–16 marks Answers that fit this band will demonstrate a good understanding of the debates about whether modern industrial societies have experienced a religious revival in recent years. 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 views about secularisation. To go higher, the assessment must be directly focused on the issue of whether modern industrial societies have experienced a religious revival in recent years. Good answers may include references to relevant studies and/or distinguish between different religions and the extent to which each has experienced 'revival'. High quality answers may also distinguish between established religions and NRMs and some attempt to discuss what is meant by religiosity may also feature.</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