Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/42**

Paper 4 Globalisation, Media, Religion **February/March 2022**

MARK SCHEME

Maximum Mark: 70

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 February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2022

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.

© UCLES 2022

Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

© UCLES 2022

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Social Sciences – Subject Specific Marking Principles

5 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark.

6 Annotation:

- There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Using the mark scheme

The questions are marked using a generic analytic mark scheme, which separates the marks for the different assessment objectives (AO). The work is marked for each AO using generic levels of response mark schemes. The marks awarded are usually based on a judgement of the overall quality of the response for that AO, rather than on awarding marks for specific points and accumulating a total mark by adding points.

Indicative content is provided as a guide. Inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Using the mark scheme

The questions are marked using a generic analytic mark scheme, which separates the marks for the different assessment objectives (AO). The work is marked for each AO using generic levels of response mark schemes. The marks awarded are usually based on a judgement of the overall quality of the response for that AO, rather than on awarding marks for specific points and accumulating a total mark by adding points.

Indicative content is provided as a guide. Inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

© UCLES 2022

Question	Answer	Marks
1	'**Globalisation has led to cultural convergence.' Evaluate this view.** **Key focus of the question** The question invites discussion of the view that globalisation has led to cultural convergence (a single global culture). The cultural convergence perspective is associated with the idea that globalisation has brought about a one-way flow of culture from the West to the less economically developed countries. A process of Westernisation (or Americanisation) has occurred whereby local cultures become less valued by people in poorer countries who come to identify increasingly with the same values and lifestyles that are found in rich capitalist countries such as the US and Western Europe. Good answers may contrast the cultural convergence viewpoint with tranformationalist and postmodernist theories of globalisation. The latter theories argue that the idea of cultural convergence exaggerates the impact of globalisation and fails to acknowledge how Western culture is enriched by inputs from other world cultures and religions. In this view, globalisation is actually producing greater cultural diversity, both by exposing more people to different cultures and through glocalisation (a process whereby cultural influences from other countries are modified and adapted to local culture and needs). Good responses will set out the arguments for suggesting that globalisation is producing greater cultural convergence and offer an evaluation that is likely to make contrasts between the cultural convergence and the cultural divergence perspectives. **Indicative content** For: • Martell argues that global processes are sweeping away significant territorial boundaries and bringing about the global homogenisation of cultural tastes. • Global markets and trading networks have spread Western consumer culture to most parts of the world and an interest in products, brands, and materialistic lifestyles is undermining the appeal of local cultures to young people in particular. • Leisure habits in many parts of the world are increasingly shaped by a global popular culture disseminated by global media that specialises in distributing the same music, television, film, computer games, and video to a global audience. • Globalisation has contributed to the dominance of English as the universal language of international trade and global culture. It is predicted that at least 50% of languages spoken in the world in 2018 will have disappeared by the end of the 21st century. • Cultural globalisation of food and diet has been particularly promoted by American fast-food transnationals such as McDonald's, Burger King and KFC. • Cultural icons are increasingly global celebrities, including pop stars, sports stars, and film stars.	**35**

Question	Answer	Marks
1	Against: • It can be argued that the social interaction of people from very different cultures has produced glocalised and hybrid responses to globalisation, which in turn has led to an increase in cultural diversity in most parts of the world. • Global tourism, travel, migration and trade have all contributed to a situation where people are exposed to a wider variety of cultural influences today. Elements of different cultures are increasingly combined together (what Steger refers to as 'cultural hybridity'). • Global corporations have seized the opportunity to strengthen the appeal of their products and services by incorporating attractive elements from different cultures around the world (aspects of Bollywood incorporated in Hollywood films, for example). • The spread of global media is helping to diffuse different cultural styles around the world and creating new global hybrid styles in fashion, food, music, and lifestyle. • Local people modify and adapt elements of global culture to strengthen and enhance local cultures. • Globalisation may also have led to a revival or reinvigoration of some cultural forms. For example, traditional social values have been reasserted by fundamentalist movements opposed to the influence of globalisation. A resurgence of nationalism and interest in national cultures is another response by those who feel threatened by the globalising forces. • The extent to which the world is characterised by cultural homogeneity today can be questioned; there are still considerable differences between cultures and countries, and the extent to which different parts of the world are affected by the processes of globalisation varies (some people and countries are more connected to global networks than others).	

Question	Answer	Marks
2	**'Modernisation theory provides the best explanation of global inequality.' Evaluate this view.** **Key focus of the question** The question invites candidates to consider the reasons for the disparity between in income and wealth between rich countries and poorer countries today, otherwise known as global inequality. There are a number of theories that seek to explain global inequality, one of which is modernisation theory. Modernisation theory identifies cultural factors as the main reason why some countries remain poor. The solution to global inequality, in this view, requires poor countries to adopt the institutional arrangements and values associated with capitalist, liberal democratic societies in the West. In addition to demonstrating knowledge of modernisation theory, good answers will also evaluate that theory by considering, for example, alternative explanations for global inequality. Contrasts are likely to be drawn between modernisation theory and dependency theory/world systems theory. Examples of development in particular societies might be used to help illustrate key strengths and limitations of modernisation theory. **Indicative content** For: • Modernisation theorists argue that certain cultural values are essential for successful economic development in poorer countries, including the values of democracy, entrepreneurship, individual freedom, and meritocracy. Countries that adopt these values and follow the model of development that proved successful in Western societies can escape poverty through their own efforts. • Modernisation theorists argue that Marxist theories of development (Dependency Theory and Wallerstein's World Systems Theory) are guilty of economic reductionism in arguing that poorer countries are trapped in a position of exploitation and inequality by the logic of capitalism. Cultural, factors are attributed little value in explaining the causes of global inequality in these Marxist theories and modernisation theorists see this as an oversight. • Cultural explanations of global inequality provide a framework for understanding why some developing countries have achieved higher levels of economic growth than others. Marxist theories, by contrast, struggle to explain these differences. • Historical studies suggest that cultural factors played an important part in the process through which Western societies became wealthy at the time of the industrial revolution. It seems likely therefore that cultural factors could also contribute to economic growth in developing countries today. • There is some evidence that the most successful countries economically in the developing world have made a concerted effort to adopt some or all of the cultural changes advocated by modernisation theorists. Examples include Singapore, South Korea, and the UAE.	**35**

Question	Answer	Marks
2	• Exposure to western cultural values and interventions has brought many benefits to developing countries. For example, TNCs, western aid projects, and support from capitalist-leaning transnational organisations, such as the IMF and World Bank, has helped improve infrastructure and combat poverty in many less developed countries. • Modernisation theorists may have exaggerated the importance of Western neoliberal values for economic growth in the developing world, but a combination of Western ideas with some traditional values and religious influences has proved a potent mix in helping some poorer countries to advance, China being a particular example. Against: • Dependency theory rejects the emphasis on cultural factors in the explanation of global inequality advanced in modernisation theory. Dependency theorists argue that inequalities in the structural relationship between rich countries and poorer countries explains why many poorer countries have found it so difficult to develop their economies successfully. • Modernisation theory overlooks the damage caused to the economies of developing societies by Western nation-states seeking to control those countries through policies associated with colonialism and neo-colonialism. • The interest that richer countries have in keeping poorer countries less developed provides a context for understanding why efforts by Western powers to help poorer countries escape poverty have seemed to limited and ineffective. • Modernisation theory has too benign a view of the role of TNCs in developing countries. Critics argue that the advantages that TNCs gain from access to the markets, resources, and labour supply of poorer countries are clear to see and revolve around the ability to make profits relatively easily through the relative ease with which these markets and workers can be exploited. • Immanuel Wallerstein in his world systems theory argues that the capitalist economic system is becoming increasingly global in its search for profit. In turn, this is leading to rich countries increasingly focusing on higher skill, capital intensive production, and the rest of the world focusing on low-skill, labour-intensive production and extraction of raw materials. This constantly reinforces the dominance of the rich countries and condemns workers in poorer countries to a life of exploitative, insecure low wage employment.	

© UCLES 2022

Question	Answer	Marks
3	**'Governments have no control over the media.' Evaluate this view.** **Key focus of the question** The focus of the question is who controls the media and, specifically, how much influence do governments (nationally and/or through supra-national organisations) have on media organisations. Candidates may distinguish between different types of political regime: authoritarian versus democratic, for example. Authoritarian regimes usually exercise greater direct control over the media than is the case in democratic countries. Different means through which governments can seek to control the media may be discussed (censorship, funding, publishing and broadcasting laws, regulation, parliamentary scrutiny of media activities). Evaluating how effective these means are in helping governments control the media would form part of a good analytical response to the question. Evaluation could also be provided by considering other social actors and agencies who might play a role in controlling the media, such as media owners, editors and journalists, audiences, and non-governmental regulatory bodies. Good answers will draw conclusions about how far governments can control the media and what, if any, are the limits to government power in this regard. **Indicative content** For: • Media conglomerates tend to operate on a global scale today and that makes it easier for them to avoid detailed control by particular nation-states, if they so wish. • Democratic governments are not involved in the day-to-day running of media organisations and so have little influence over decisions taken by editors and journalists at that level. Overall, it would be unrealistic for democratic governments to seek to control the detailed production of media content. • Democratic governments are accountable to the electorate and measures such as censorship have not always proven popular with the wider population in countries where there is a high degree of support for media freedom. • Regulating the new media has so far proved challenging for national governments, partly because global networks (such as the internet) take control of the new media beyond national frontiers. To-date, it looks like democratic government have less control over the new media than they do over the traditional media. This may be changing as governments come under pressure to ensure tighter regulation of social networking sites to prevent unwelcome content from, for example, terrorist groups and political extremists. • The speed at which new media technology evolves makes it hard for governments to keep pace with developments. Some technologies are being used by individuals and groups who specifically want to avoid restrictions imposed on media use by national governments; these technologies include virtual private networks (VPNs), blockchain, cryptocurrency, and the dark web.	**35**

Question	Answer	Marks
3	• Governments (or some politicians) realise that it might not be in their best interest to try to control the media directly; rather it is better to allow some media freedom in return for being able to influence the content of the media selectively when the government has most to gain. Against: • Examples suggest that authoritarian regimes are often very successful in controlling the media. • Democratic regimes usually show greater respect for media rights and freedoms and, up to a point, are happy to accept a free market in media content. Nevertheless, many direct and indirect means are available to democratic governments to control the media, including censorship, allocation of state funding, regulatory supervision, and fines for media organisations that fail to conform to government regulations. • Even democratic governments have intervened to shut down media outlets considered undesirable. Ultimately, considerable power is available to national governments to set the limits within which media organisations operate; the threat of government censure or closure alone may be sufficient to ensure that media organisations take care to avoid displeasing the authorities. • Governments are an important source of information for the media and that is another consideration encouraging media organisations to align themselves with government ideas about how the media should operate. • The threat of government censure or attempts at punitive action may be sufficient to ensure that media organisations take care to avoid displeasing the authorities. For example, government criticism of various aspects of social media has resulted in increased efforts at self-regulation by owners of social media platforms. • Organisations that own the traditional media also control large parts of the new media. National governments may be able to use their powers over the traditional media where they want to restrict or limit the powers of the new media.	

© UCLES 2022

Question	Answer	Marks
4	**'The two-step flow model accurately describes how people are influenced by the media.' Evaluate this view.** **Key focus of the question** Sociological attempts to explain media effects provide the underpinnings for this question. The two-step flow model was developed by Katz and Lazarsfeld to explain how personal relationships and conversations with significant others, such as family and friends, result in people modifying or rejecting media messages. Opinion leaders are exposed to different types of media and form an interpretation of that content. They then influence others in a social network. Good answers are likely to evaluate the two-step flow model by drawing contrasts with other models of media effects such as uses and gratifications, reception analysis, and cultural effects. Evidence from studies may also be used to support arguments for and against the two-step flow model. **Indicative content** For: • The general idea that audiences are not passive and that effects are dependent on audiences' relations with others is now widely accepted. • The two-step flow model highlighted the limitations in the hypodermic-syringe model, which had wrongly assumed that audiences are passive and are all affected in the same way. • The hypodermic-syringe model also assumes the audience is an 'atomised mass' whose response to media messages is unaffected by their social relations with others. • The two-step flow model was the first to emphasise that media consumption is often a group experience and that relations between members in the group should be studied in order to understand how media messages are interpreted. • The model also introduced the idea that opinion leaders may be more significant than the media in influencing how media messages are received. This led to a questioning of ideas about mass society and the notion that the media had become an all-powerful force controlling the way people think and behave. • The two-step flow model laid the foundations for more sophisticated research and theorising about how audiences relate to and use the media, including the uses and gratifications model and the reception analysis model. Against: • The two-step flow model is rather simplistic because audience members may or may not discuss what they see, read or hear with others and, even if they do discuss some messages, many messages will go undiscussed. • By focusing on the key role of opinion leaders, the model underestimates the power of the media to directly or indirectly influence audiences.	**35**

Question	Answer	Marks
4	• Belief that the media can have a powerful and relatively immediate effect in influencing audiences has encouraged companies to spend huge sums on advertising. Likewise, government regulations to restrict access to certain media content, particularly in the case of children, also implies a belief that the media can be an invasive influence. • The reception analysis model suggests that all individuals interpret what they see, hear or read in the media according to their pre-existing views, attitudes and opinions. Opinion leaders have little impact on this process. • The cultural effects model claims that the media can have significant effects on attitudes and behaviour. These effects come about indirectly and through long-term exposure to media content; the short-term impact of consuming media content is very limited. • It is not easy to prove or disprove whether opinion leaders play a key role in the way media messages are interpreted because of the difficulty of separating relevant variables and measuring the precise effects of media exposure. • The two-step flow model lacks an analysis of why people would be influenced by opinion leaders and how far this resulted in people interpreting media messages in ways that differed significantly from the intentions of those who produced the media content.	

© UCLES 2022

Question	Answer	Marks
5	**'Religion contributes to gender inequality.' Evaluate this view.** **Key focus of the question** The question invites consideration of the relationship between religion and gender inequality. Feminist theory is likely to be used to advance the view that religion is a form of patriarchal ideology that contributes to gender inequality. Different strands of feminist theory may be distinguished and candidates could use examples of religious beliefs and practices to illustrate the possible links between religion and gender inequality. There are various ways of countering the feminist analysis, including reference to the functionalist view that women perform different but equal roles within many religious organisations, and the interactionist view that only detailed study of what women actually think and feel about their experience of religion will shed light on whether they find religion oppressive. Good answers might consider how the position of women in religious organisations may be changing and also how the involvement of women differs between religions (gender inequality appears to be less pronounced in some religions than others). Evidence cited in support of the feminist arguments may also be questioned. **Indicative content** For: • Feminist sociologists claim to have identified close links between religion and patriarchy, with religious teachings representing females in a negative way and emphasising their subordination to male figures, such as fathers and husbands. • Women are encouraged to follow traditional gender role in society in many religions. • There is low involvement of women in positions of authority in most religious organisations. • Religion acts as a way of compensating women for their second-class status (De Beauvoir). • Some women report that involvement in religion has damaged their self-esteem and sense of freedom; they feel oppressed by the exercise of religious authority. • There are many examples of religious support for opposing causes that feminists have campaigned for, such as abortion rights, civil marriage, and freedom from arranged marriages. Against: • The importance of goddess religion demonstrates that non-patriarchal religions are possible. • Danger of over-generalising as the position of women in religion varies greatly between different religious organisations. Some religions may oppose rather than support male domination. • Some religions are responding positively to calls for women to have greater opportunity to access positions of authority, including through ordination.	**35**

Question	Answer	Marks
5	• Many women with religious affiliations may support some or all of the religious values that feminists see as patriarchal and oppressive. • Feminist theorists have often failed to back up their views with detailed research. • Women may be able to find space within, or use, apparently patriarchal religions to further their own interests. • The secularisation thesis suggests that religion has little social significance today and so the influence of religion in contributing to gender inequality and the oppression of women may be very limited for the majority of the female population.	

© UCLES 2022

Question	Answer	Marks
6	**'The extent to which secularisation has occurred has been exaggerated.' Evaluate this view.** **Key focus of the question** Supporters of the secularisation thesis claim that religion has lost its social significance in modern industrial societies. The question therefore provides an opportunity to consider the arguments for and against this thesis. Good answers will examine the evidence for secularisation, perhaps referring to church attendance records, surveys of religious belief, and statistics relating to participation in religious ceremonies. The arguments of theorists such as Wilson, Wallis, and Bruce who have contributed to sociological debates about secularisation are also likely to feature in well-informed answers. There are various counter arguments to the secularisation thesis that candidates could be expected to use in responding to the question. The concept of religious revival might be used to suggest that many people are returning to religion as a source of guidance and moral authority today. Postmodernist ideas about the importance of religion in the search for meaning and identity might also be considered. The difficulties of measuring religiosity and/or acquiring reliable evidence about religious participation (today and in the past) are further areas of discussion that could be explored in a sound analytical response. **Indicative content** For: • The extent to which secularisation has occurred varies between countries. Religion has retained much of its social significance in countries such as Iran and Pakistan. In Western societies, secularisation has been less far reaching in countries such as Italy and Spain than in the UK and France. • Growing support for new religious movements helps challenge claims associated with the secularisation thesis that membership of religious organisations is declining and people are becoming less religious. • Growth in new religious movements can be seen as part of a broader trend that has seen an increase interest in spirituality (a religious revival) among people in Western societies in recent years; the growth in new age movements and privatised worship provide further examples of this trend. • Although it is thought that people were more religious in the past, this may be a myth. For one thing, it is hard to know how much influence religion had in earlier times. For example, evidence about the involvement of people in religious practices in the past is limited. Furthermore, historical records about church attendance, participation in religious ceremonies, and membership of religions groups tell us little about the extent to which the people involved were religious. Rather than being an indicator of religious belief, for instance, social pressure may have led people to attend religious ceremonies. • Established religious organisations are still very powerful in many countries and they retain some roles in public life. For example, religious lobby groups have a strong influence on US politics, illustrating the ongoing social significance of religion in Western society.	**35**

Question	Answer	Marks
6	Against: • Evidence about falling church attendance figures and participation in religious ceremonies provides support for the secularisation thesis in Western societies. • Organised religions play little role in civic life in Western societies today, suggesting secularisation has occurred. • Growth in new religious movements can be seen as evidence that established religions have lost their social significance. For example, Wilson sees the decline of established religions, together with fragmentation in religious belief systems, as defining characteristics of secularisation. In a secular society, Wilson argues, centralised spiritual authority is replaced by support for competing religious beliefs (new religious movements, for example) and other sources of moral guidance. • Interest in spirituality may have picked up in Western societies in recent years, but studies suggest it is driven by individualistic concerns with discovering meaning and personal fulfilment rather than any desire to return to a form of society based on religious control and traditional values. • Even if the growth in support for new religious movements is seen as an indicator of religious revival, there is still a lot of evidence to support the secularisation thesis; for example, evidence about the declining role of religion in public life, increasing number of people who reject marriage or marry without a religious ceremony, increasing number of people identifying as atheists, and so on.	

© UCLES 2022

Generic levels of response

Level	AO1: Knowledge and Understanding	Marks
3	• Good knowledge and understanding of the view on which the question is based. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–9
2	• Reasonable knowledge and understanding of the view on which the question is based. • The response contains either a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts and references to theory or research evidence	4–6
1	• Basic knowledge and understanding of the view on which the question is based. • The response contains a narrow range of underdeveloped points with some references to concepts or theory or research evidence.	1–3
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• Very good interpretation and application of relevant sociological material. • The material selected will be accurately interpreted and consistently applied to the question in a logical and well-informed way.	10–11
3	• Good interpretation and application of sociological material. • The material selected will be accurate and relevant but not always consistently applied to the question in a way that is logical and clear	7–9
2	• Reasonable interpretation and application of sociological material. • The material selected will be mainly accurate but its relevance to the question may be confused or unclear at times.	4–6
1	• Limited interpretation and application of sociological material. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question.	1–3
0	• No interpretation and application worthy of credit.	0

© UCLES 2022

Level	AO3: Analysis and Evaluation	Marks
4	• Very good analysis and evaluation. • Clear and sustained analysis of the view on which the question is based, with detailed and explicit evaluation. • There is also likely to be a range of contrasting views and/or evidence discussed, demonstrating good understanding of the complexity of the issues raised by the question.	12–15
3	• Good analysis and evaluation. • The evaluation may be explicit and direct but not sustained, or it will rely on a good outline of contrasting views and/or evidence, clearly focused on evaluating the view in the question. • The response demonstrates some understanding of the complexity of the issues raised by the question.	8–11
2	• Reasonable analysis and evaluation. • There is a description of some relevant contrasting views and/or evidence but these are only implicitly focussed on evaluating the view in the question. • The response demonstrates some awareness of the complexity of the issues raised by the question.	4–7
1	• Limited analysis and evaluation. • There are a few simple points of implicit or tangential evaluation. • The response demonstrates little awareness of the complexity of the issues raised by the question.	1–3
0	• No analysis and evaluation worthy of credit.	0

© UCLES 2022