Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/42**

Paper 4 Globalisation, Media, Religion **February/March 2023**

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.

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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.

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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.

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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.

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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

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Question	Answer	Marks
1	**'Globalisation has resulted in greater inequality between countries.' Evaluate this view.** **Key focus of the question** The question invites candidates to demonstrate knowledge of what is meant by globalisation and whether it has resulted in greater inequality between countries. Candidates might distinguish between different aspects of globalisation, including economic, political, and social dimensions. However, it would be equally acceptable to focus on one particular form of globalisation, such as the spread of global capitalism. Arguments supporting the view on which the question is based have been advanced by Marxist sociologists who claim that globalisation is 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. Globalisation might also be seen as a form of creeping westernisation that threatens the culture, national identity and political autonomy of developing countries. Good evaluative responses will consider alternative views about the impact of globalisation. This might include references to modernisation theorists and neoliberals who view globalisation as beneficial for all societies and as a force that is helping to reduce inequalities between countries. **Indicative content** For: • Globalisation is seen by Marxist sociologists as westernisation (or Americanisation); as such, it benefits western capitalist elites at the expense of underprivileged groups in less economically developed countries which effectively become satellite states for western multi-national corporations to exploit. • It is not clear that globalisation has led to a spread of democracy and liberal values in developing societies; in many countries, there has been a backlash against globalisation that, in some cases, has strengthened the hand of oppressive regimes and led to violent clashes and abuse of human rights. In that sense, globalisation may have led to greater political and social inequality in some countries. • Global migration has arguably led to a brain drain of the most talented and best qualified workers from developing countries who move to developed countries in search of improved life chances. This may have left developing countries poorer in social and economic terms. • The western model of capitalism that is promoted through globalisation is not necessarily appropriate for meeting the economic and social needs of the less economically developed countries in other parts of the world. It may actually hinder development rather than help, adding to the problems of inequality. • Local cultures in developing societies may be weakened by the impact of globalisation, leading to problems such as increasing crime, breakdown of traditional authority structures, anomie, and social fragmentation. This in turn increase the difficulties these countries face in overcoming poverty and inequality.	**35**

Question	Answer	Marks
1	Against: • Neoliberals argue that free markets and global trade contribute to economic growth in all countries and from which everyone benefits. • Some less developed countries have successfully modernised; for example, Taiwan, Singapore, South Korea. • Globalisation has been associated with the spread of democracy and liberal values, helping to free people from oppressive political regimes and exploitative social practices; it gives hope to others that liberation from intolerable social and political circumstances is possible. • Increasing contact and exchange between people in different countries is helping to break down barriers that in the past might have led to conflict and wars; a cosmopolitan society of global citizens is viewed by some as the best antidote to the inward- looking nationalism that has so often led to bloody conflicts in the past, particularly in less developed countries. The resulting increasing in social and political stability arguably allows these countries to prosper economically and reduce the inequality they would otherwise experience. • Modernisation theorists argue that globalisation helps spread the cultural values that they believe are essential for successful economic development, including the values of democracy, entrepreneurship, individual freedom, and meritocracy.	

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Question	Answer	Marks
2	**'Governments are powerless to prevent the growth of global crime.' Evaluate this view.** **Key focus of the question** The question invites consideration of global crime and why it may be difficult to police and prosecute. Examples of different types of global crime may be used to illustrate the problems that national governments face in detecting and deterring law breaking that extends beyond national frontiers. Marxist arguments that global crime is encouraged by the criminogenic conditions and values of capitalism might be used to explain the difficulties that governments face in dealing with criminality on a global scale. Marxists would argue that the nation state is controlled by, or subordinate to, capitalist interests and that is why some global crimes in particular (corporate crime, for example) are rarely punished. The view that governments are powerless to prevent the growth of global crime may be challenged, however, by considering examples of successful policing and prosecution. Internationally coordinated efforts between governments to combat global crime might also be discussed as a way of extending the evaluative content of the answer. **Indicative content** For: • Global crimes are crimes that occur across the borders of two or more countries, making it harder for individual nation-states to police and prosecute. • Organised criminal groups can run their illegal operations from countries where they are least likely to be detected/prosecuted. They can also switch between countries to avoid arrest. • Some global crime is organised with the same efficiency and methods as that which characterises the modern capitalist corporation; this makes global crime highly profitable and leads to the creation of powerful networks that wealthy criminals can use to evade detection. • Castells argues that globalisation has led to the development of physical, digital and financial networks that cut across national borders and which allow knowledge, goods and people to move quickly, easily and cheaply across the world. This has made possible the development of a global criminal or 'shadow' economy in which there exist complex interconnections between a range of criminal networks in a variety of countries, • Global crime is often organised along national or ethnic lines, assisted by the process of global migration. For example, there are close links between triads based in China and the Chinese diaspora. The national/ethnic dimension makes it harder for law enforcement agencies to penetrate these groups and detect their illegal activities. • Global crime in developed countries is often linked to poverty in developing countries. The desperation of poor people in developing countries to earn a living means they are especially vulnerable to exploitation by criminals. People trafficking has become a lucrative activity for criminals against this background of poverty; and many poor farmers can readily be persuaded to grow drugs to supply the global trade in illicit substances.	**35**

Question	Answer	Marks
2	• Digital technology has created new opportunities for criminals to operate globally without detection. For example, criminal organisations and terrorist groups are evading security services and intelligence agencies by hiding in the shadows of the dark net, using encrypted messaging services to communicate and anonymous cryptocurrencies such as bitcoin to generate funds. • Crimes committed by transnational corporations are difficult to police. In developing countries, TNCs can threaten to withdraw their much-needed investment if the authorities threaten them with prosecution. TNCs and wealthy individuals can avoid detection/prosecution by using bribes to corrupt local officials in the police and government. Against: • Franco argues that although organised crime groups may operate on a global scale, they are still heavily embedded in local contexts and are therefore subject to local policing and justice. • Individual nation states are increasingly working together to combat global crime; for example, UK police forces have worked with their counterparts in Eastern Europe in efforts to control the migration associated with sex trafficking. • Some supra-national organisations have been established to coordinate the fight against global crime, with examples including Interpol and Europol. • Law enforcement agencies in many countries have been strengthened (given more powers and resources) as a result of the perceived threat from global crime. • Growth in global crime has led governments to increase efforts to control the financial networks through which criminals operate. For example, there has been some success in closing loop holes that allow money laundering through identity fraud and the use of offshore bank accounts. • Governments potentially could do more to combat global crime, but for various reasons some governments choose not to intervene. The Russian and Chinese governments have been reluctant to cooperate with some international proposals for fighting global crime, for example. The US government has allowed banks in the US to maintain secrecy in a way that makes international money laundering investigations difficult.	

Question	Answer	Marks
3	**'There is no clear evidence that the media influences social behaviour.' Evaluate this view.** **Key focus of the question** The question invites consideration of how far the media influences social behaviour and the evidence on this subject. Good answers will respond to the invitation to consider evidence about the influence of the media. This might include a review of relevant studies, such as those investigating the possible relationship between violence in the media and violent social behaviour. Answers might also consider different models of media effects. The hypodermic syringe model, for example, suggests that the media have a substantial and direct effect in influencing the thoughts and behaviour of audiences. By contrast, the uses and gratifications model suggests that people are not passive consumers of the media; on the contrary, in order to satisfy their personal needs people actually make choices about how to use the media. Other models of media effects (reception analysis model and cultural effects model) suggest that the influence of the media varies between groups and may be subtle and indirect. **Indicative content** For: • Studies of whether exposure to violence in the media leads people to behave violently have been largely inconclusive. Other studies of media influence, such as those focusing on the impact of advertising and on voting behaviour, have also failed to produce definitive results; • People are not passive consumers of the media, rather they choose how they use the media in order to satisfy their own personal needs. • Fears prevalent in the 1930s that people would be brainwashed by the media have proved unfounded. • Media messages can be interpreted in different ways; how individual and groups interpret those messages is influenced by factors which the media have little control over, such as gender, class, age, ethnicity, and community. • Isolating the influence of the media in order to study effects on the way people think and behave is very difficult to achieve. There are other methodological difficulties in investigating media influence and this also adds to the difficulty of securing conclusive evidence about media effects. Against: • Some studies have claimed to show that the media influences human behaviour. This includes the studies by Bandura, Newson, and Charlton. • Studies suggest that the media play a pivotal role in the creation of moral panics and in deviancy amplification. This shows that under certain circumstances the media can have a significant impact on audiences. • Companies and governments would be unlikely to spend so much money on media advertisements if they believed audiences were unaffected by exposure to media content.	**35**

Question	Answer	Marks
3	• The hypodermic syringe model sees media content as acting like a drug that is injected into audiences who are then directly influenced in the way they think and behave. • Marxist sociologists believe that the media play a part in promoting ruling class ideology. Through this ideology people are encouraged to think that the capitalist economic system is fair and acceptable. They would not think in this way without being influenced by ideological agencies such as the media. • Neo-Marxist sociologists claim that the influence of the media is subtle and indirect; long-term exposure to the media results in people unconsciously absorbing certain ways of thinking and behaving that are contained within media representations.	

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Question	Answer	Marks
4	**'Media representations of women reflect gender stereotypes.' Evaluate this view.** **Key focus of the question** The question invites discussion of how far media representations of women are based on gender stereotypes. Answers might discuss examples of the use of gender stereotypes in the media and the objectification of women for the purposes of attracting male audiences. Gender disparity in the roles assigned to males and females within the media might also be examined. The role of the media in promoting idealised images of femininity would be another relevant line of analysis. Evaluation of the view expressed in the question might focus on changes in the media in recent years and how this has affected media representations of women. For example, some blatant forms of sexism have largely been expunged from the media in the UK. Some media today try to directly challenge gender stereotypes and to expose the injustices associated with patriarchy. However, other media outlets continue to present women in ways that are stereotyped and sexist. Overall, researchers disagree about the extent to which gender inequality is reflected in media representations of women. **Indicative content** For: • The media often use gender stereotypes that present women in a negative light and reflect patriarchal ideas about the appropriate role of women in society. • Some media outlets use objectified and sexualised images of women to advertise products and attract interest from male audiences. • Men dominate positions of power within the media and women are often employed within the media in support roles to men. • Studies have shown that media content often defines key concerns for women as beauty, appearance, family, relationships, and childcare. This fits with a patriarchal view of women as conforming to traditional female roles. • Although media representations of women may have changed in recent years (to reflect a wider range of roles and identities for women, for example), it is still possible to detect patriarchal and sexist values in these new forms of representation, including in some new media platforms. Against: • There have been changes in the way women are presented in the media in recent years to reflect opposition to sexism and gender stereotyping. • It depends on the type of media; some media are more progressive in their representations of women than other media. For example, formerly broadsheet newspapers versus tabloid newspapers. • Some media outlets are committed to combatting gender inequality in the media.	**35**

Question	Answer	Marks
4	• Women working within the media have been effective in confronting some elements of gender inequality within the media industry. • The new media have provided opportunities for more women to create media content (Facebook and YouTube, for example) and to challenge gender stereotypes and sexist representations of women in the media.	

Question	Answer	Marks
5	**'Religion serves the interests of the rich and powerful.' Evaluate this view.** **Key focus of the question** This question invites consideration of sociological theories that view religion as a form of social control that favours the interests of the rich and powerful. Marxist sociologists, for example, argue that religion contributes to the maintenance of the capitalist economic system by creating false consciousness among the working class. Feminist view religion as supporting patriarchal values and therefore adding to the power which males hold over females. Good answers will demonstrate a sound understanding of the possible links between religion and the interests of the rich and powerful. Evaluation of the view on which the question is based is likely to draw on contrasting theories of religion, such as the functionalist view that religion contributes to value consensus and social harmony, or the postmodernist questioning of what religion means for people today. Examples may be used to question how far religious organisations promote ideas that are favourable to the status quo (liberation theology, for example, is an example of religion being used to challenge entrenched economic interests and support the dispossessed in Latin America). Contrast between different religions might be explored in order to established whether all religions are equally supportive of the interests of rich and powerful groups. **Indicative content** For: • Religious teachings often encourage acceptance of the existing social order. • Religion provides a form of spiritual solace (opiate) for the poor, making them less likely to resist the material deprivation they experience and thereby supporting the interests of the capitalist ruling class. • Religious organisations are often reliant on donations from rich benefactors and so tend to support the interests of such groups rather than encourage radicalism among followers. • Established religions are often closely linked with the dominant institutions of society, helping to support the interests of the rich and powerful. • Feminist sociologists argue that religion expresses patriarchal values, supporting the power of males over females. Against: • Some religions have been quite radical in their opposition to poverty and exploitation, speaking out against perceived deficiencies in the capitalist economic system and seeking to raise consciousness about issues of inequality and exploitation. • Labour movements in western Europe historically had a close connection with non-conformist religions and were influenced by religious teachings and values. • Liberation Theology in Latin America is an example of where religion has been used directly to oppose capitalist interests and to side with those who are socially deprived.	**35**

Question	Answer	Marks
5	• Supporters of the secularisation thesis would argue that the declining power of religion means that any role it has in promoting false consciousness among the working class has been equally diminished. • Some religions have introduced changes to address inequality between males and females within the religious organisation.	

Question	Answer	Marks
6	**'There has been a clear decline in religious belief in all societies.' Evaluate this view.** **Key focus of the question** This question invites candidates to consider the extent to which there has been a decline in religiosity. It is western societies primarily where the declining in religious belief has occurred. The extent of the decline in religious belief and practice can, however, be debated and arguments against the secularisation thesis are likely to feature in good evaluative responses to the question. Another line of analysis a candidate might take would be to consider whether the view expressed in the question is true of all religions today. Catholicism, for example, remains a powerful influence in some European countries and this might be contrasted with the arguably weaker position of the Church of England in the UK today. Likewise, the Evangelical movement is proving a powerful force in many parts of the world presently, attracting many adherents. The growth of new religious movements and new age thinking might also be explored as a way of questioning the idea that people no longer believe in religion. Answers might also consider declining membership of religious organisation, competition from alternative belief systems and the challenges to spiritual belief posed by science as further examples of the possible decline in religious belief, or loss of position within the community. **Indicative content** For: • Falling membership of religious organisations and competition from other belief systems. • Surveys showing a decline in religious belief. • In western societies particularly, religious organisations are less involved in public life and in the institutions of the state today. • The social and cultural significance of religion has declined in many countries. • Consumerism is a stronger influence in people's lives today than religion. • Science and rationalisation have undermined belief in religion. • Alternative forms of spirituality have emerged to challenge the appeal of religion. Against: • There is some evidence of religious revival in western societies. • Religious organisations remain a powerful influence in some societies. • Some religions appear to be gaining followers (Evangelism in the US, for example). • For some communities, religion remains a central part of social and cultural life. • Claims that people are less religious than in the past can be questioned. For example, there is a lack of evidence about how religious people were in previous periods. The concept of religiosity is also difficult to define and operationalise.	**35**

Question	Answer	Marks
6	• Many religious organisations are seeking to rejuvenate themselves by, for example, renewing their involvement in the community and engaging more in social and political issues. • Evidence of growth in privatised forms of religion and believing without belonging.	

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

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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 focused 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

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