Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/41**

Paper 4 Globalisation, Media and Religion **May/June 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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© UCLES 2022

[Turn over

PUBLISHED

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.

© UCLES 2022

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

PUBLISHED

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).

© UCLES 2022

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.

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.

© UCLES 2022

Question	Answer	Marks
1	**'Globalisation has a positive impact on developing societies.' 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 a positive impact for developing societies. Candidates might distinguish between different aspects of globalisation, including economic, political, social, and cultural dimensions. However, it would be equally acceptable to focus on one particular form of globalisation, such as the spread of global capitalism. Modernisation theorists and neoliberals feature among those who view globalisation as beneficial for developing societies. Arguments against this view 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 and national identity of developing societies. **Indicative content**	**35**

Question	Answer	Marks
1	For: • Neoliberals argue that free markets and global trade contribute to economic growth in all countries and from which everyone benefits. • 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. • 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. Against: • 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. • Global migration has contributed to the spread of globalisation, but it is not clear that migrants from less economically developed countries necessarily benefit from opportunities to work in the more economically developed countries. These workers may be exploited and exposed to dangerous working conditions for very little financial reward. In some cases, their conditions of life in the country of destination are harsher than they were in their country of origin. • 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. • 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.	

© UCLES 2022

Question	Answer	Marks
2	**'Governments are unable 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 unable 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.	**35**

© UCLES 2022

Question	Answer	Marks
2	**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. • 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.	

© UCLES 2022

Question	Answer	Marks
2	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.	

© UCLES 2022

Question	Answer	Marks
3	**'Media owners control the content of the media.' Evaluate this view.** **Key focus of the question** The question invites consideration of which social actors or agencies control the media. Media owners have various means available to exert power relative to other social actors and agencies who might seek to control the content of the media, such as editors, journalists, government regulators, audiences, and advertisers. However, sociologists disagree about just how much autonomy owners enjoy when it comes to making key decisions about the content and direction of the media. Good answers will consider different contributions to this debate and this might be explored through consideration of different theoretical perspectives, including Marxist, pluralist, feminist, and postmodernist theories. **Indicative content** For: • Marxist sociologists argue that the content of the media is controlled by the owners of media conglomerates and, more broadly, by the capitalist ruling class. • Some owners exert close control over the editorial policy and content production in the media they own. The Murdoch family might be cited in this respect. • Editors and journalists are forced to align themselves with the commercial interests of the media owners or they will lose their jobs. • Large media organisations operate on a global scale and this allows owners to bypass restrictions on publishing and broadcasting that individual nation states might want to impose. • Various studies show how the power of media owners is reflected in the content of the media (Glasgow University Media Group, Philo, Harvey, Chomsky).	**35**

© UCLES 2022

Question	Answer	Marks
3	Against: • Pluralist theory states that power in relation to the media is fragmented with different groups in society each having some influence. Audiences, for example, must have their interests taken into account by media organisations to some extent or sales of media products will be adversely affected. Advertisers have some influence too, as they provide vital funding for media producers. Government is another social agency competing to exercise control of the media. • Editors and journalists have specialist skills and knowledge. Their ability to shape the content of the media, even against the wishes of a dominant owner, should not be underestimated. • Interactionists would argue that only detailed study of individual instances of media control would shed light on where power lies. • Feminist sociologists would highlight the extent to which the media are controlled by men (most media owners are male) and serve male interests predominantly. Media content is shaped not so much by individual owners, but by the impact of a patriarchal culture and power structure. • The new media have handed some control over media production to individual citizens and this may have lessened the role of owners as gatekeepers of what is published and broadcast.	

© UCLES 2022

Question	Answer	Marks
4	**'The growth of the new media has weakened the power of governments.' Evaluate this view.** **Key focus of the question** The growth of the new media has many implications for the relationship between individuals and governments. For example, it has provided individuals with more opportunity to shape media content, network with a wide base of like-minded people, form new social relationships, and organise protest and/or resistance to government actions with which they disagree. Good answers to the question will consider how far these developments have weakened the power of governments. Debates between digital optimists and digital pessimists may feature in well-informed responses. Examples of particular political campaigns may be used in good answers as a way of debating the issues to which digital optimists and digital pessimists have drawn attention. Distinctions may also be drawn between different types of government (democratic versus authoritarian, for example) and the impact that has on how individuals use the new media. **Indicative content** For: • Digital optimists argue that digital activists have used the internet and social media to challenge power elites in a number of ways, including harnessing mass support for political campaigns, raising awareness of government malpractice and maladministration, and coordinating protests and activism. The new media allow political activists to carry out the same activities as in the past, but more quickly, on a larger scale, and at lower cost. • The new media allow people to organise themselves without formalised bureaucracies and central leaders; protest groups emerge in a more spontaneous fashion and can quickly generate sufficient support to catch political opponents off-guard, as in the case of the Arab-Spring anti-government movements which spread across the Middle East and North Africa between 2010 and 2012. • The new media can be used to monitor the illegal or immoral activities of big businesses and governments. Hacktivist networks can infiltrate corporate and government websites, potentially gaining access to information that would expose wrongdoing and injustice. • The digital revolution has enabled citizen journalism with civilians having access to the technology to send instant messages and pictures around the globe (including to international media outlets) in order to report on events affecting citizen protests and government attempts to repress opposition.	**35**

Question	Answer	Marks
4	Against: • Digital pessimists argue that political protests organised through the new media have had relatively little success in achieving the aims of the activists. Authoritarian governments in particular have been ruthless in cracking down on internet use whenever opponents have any success in using the new media to advance their cause. • There is little evidence that use of the new media has helped protest movements achieve their objectives. For example, in relation to the Arab Spring, only the uprising in Tunisia has resulted in a transition to constitutional democracy. In other countries, authoritarianism still prevails or civil wars continue. • Authoritarian governments increasingly seek to limit the liberating potential of the new media by deploying censorship, masked political control, and technology capture. • Outside the wealthy, established democracies, large numbers of people still lack access to digital technologies. They are therefore reliant on government controlled traditional media. • Technology providers are under increasing pressure to exercise closer control over how their technology is used and by whom. For example, Facebook has recently banned a number of account users who were seen by the company to be posting socially undesirable content. While some will see this as responsible monitoring of media usage, others will view it as a potentially troubling development that places restrictions on how individuals use the new media and who is judged suitable to post messages and organise protests.	

© UCLES 2022

Question	Answer	Marks
5	**'Religion is a force for social change.' Evaluate this view.** **Key focus of the question** The focus of this question is the relationship between religion and social change. Good answers are likely to develop the contrast between sociological theories that view religion as a conservative force that promotes social order and theories that recognise some role for religion in challenging the status quo and bringing about social change. Functionalist and Marxist theories would agree in seeing religion as a conservative force, though the two perspective differ in how they explain the role of religion in supporting the status quo. Support for the idea that religion is a force for social change might draw on examples of where religion has challenged the status quo and opposed the dominant value system in society. Examples include the Iranian revolution and liberation theology. Drawing on examples of this kind, candidates might argue that the role of religion in bringing about social change has been just as important as its role in supporting social order. Theoretical support for the idea that religion is a force for social change might come from references to the work of Weber and other interactionist accounts of where religious ideas and organisations have helped change society. **Indicative content** For: • Weber's analysis of the role of religion in the rise of capitalism. • Religion has often been a source of conflict and division between people and social change has often resulted from these tensions, as in the case of the impact of the Reformation, for example. • 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 bring about social change rather than focusing on promoting social solidarity. • Liberation Theology in Latin America is an example of where religion has been used directly to oppose the status quo and to side with those who are socially deprived in their quest to achieve social change. • Postmodernists see religion today as serving individual needs primarily. They refer to 'spiritual shopping' as part of a search for meaning and personal identity on the part of the individual. Religion in this context may lead to change in both individual and collective life for some groups	**35**

© UCLES 2022

Question	Answer	Marks
5	Against: • Functionalists claim that religion contributes to a sense of collective identity and social solidarity; it helps bind people together in support for the existing social order and value system, maintaining the status quo rather than promoting social change. • Marxist sociologists argue that religion is a form of ideology that deters the working class from rising up and overthrowing the capitalist economic system. Religion makes people passive and disinterested in radical social change; it contributes to a 'false' sense of social solidarity and togetherness. • There are many examples of where religion supports and reinforces the status quo, such as involvement in national ceremonies and events that are designed to celebrate a common culture and national way of life. • Established religions are often closely linked with the dominant institutions of society, contributing to the maintenance of the existing social order. • The role of religion in major social changes, such as the rise of capitalism, may have been exaggerated. Criticisms of Weber's ideas may appear in this context.	

© UCLES 2022

Question	Answer	Marks
6	**'People are less religious today than in the past.' Evaluate this view.** **Key focus of the question** Sociologists who claim that people are less religious today cite evidence such as: declining membership of many established religions; decline in religiously blessed marriages and rise in divorce; growing support for alternative belief systems, including humanism and atheism; decline in the numbers participating in religious ceremonies; the challenges to spiritual belief posed by science. It is Western societies primarily where the decline in religiosity is most often muted. The view that people are less religious today can be challenged on a number of grounds and good answers will evaluate the strength of the evidence and arguments offered by those who advance this view. This could include a discussion of the difficulties in defining and measuring religiosity. Useful contrasts might also be drawn between the strength of religious belief/practice in different cultures today and in the past. **Indicative content** For: • Falling membership of religious organisations and competition from other belief systems would indicate a decline in religiosity. • Fewer people are participating in religious ceremonies. • People are more likely to challenge the authority of established religions to decide key issues of morality in society. • There is more profanity and possibly greater acceptance of heresy and blasphemy today. • Some studies suggest people of faith devote less time to religious activities today than in the past and some have become more questioning of their faith. Against: • Claims that people are less religious than in the past can be questioned, not least because evidence about people's religious beliefs in the past may be unreliable. • In some societies and communities, there remain strong pressures on people to participate in religious practice and maintain their faith, at least outwardly. • Some religious organisations appear to be attracting more followers (the Evangelical movement in the US, for example) • Rather than becoming less religious, people may have changed the ways they practice religion; for example, an increase in privatised worship and the use of social media for religious engagement. • Religiosity is difficult to measure so any empirical evidence about the strength of people's religious belief today has to be treated sceptically.	**35**

© 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

© UCLES 2022

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 focussed 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