Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/42**

Paper 4 Globalisation, Media, 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.

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[Turn over

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	**'Global inequality is caused by capitalist exploitation of developing countries.' Evaluate this view.** **Key focus of the question** This question requires candidates to demonstrate an understanding of different approaches to explaining global inequality. Good answers will be aware that dependency theory attributes primary importance to the role of capitalist exploitation in explaining global inequality. The theory argues that rich countries benefit from a system of global inequality that ensures less economically developed countries remain poor. Some critics claim that dependency theory exaggerates the importance of structural factors in explaining global inequality. For example, supporters of modernisation theory argue that cultural factors play a major role in explaining why some countries develop rapidly while others remain poor. Candidates may draw on contrasts between dependency theory and modernisation theory in developing an evaluation of the view on which the question is based. Comparisons between dependency theory and Wallerstein's world systems theory could also be used in developing the evaluation. **Indicative content** For: • Marxist sociologist Frank argues that global capitalism has systematically under-developed the economies of poorer countries in order to benefit the economies of the richer nations. This capitalist exploitation has left poorer countries unable to generate significant economic growth, no matter how hard they try or what value systems they adopt. • Frank and others have pointed out that Western colonisation has had a particularly destructive and exploitative impact on many poorer countries. Colonisation significantly undermined any opportunity poorer countries had to achieve rapid economic development and it has a lasting legacy in ensuring these countries remain dependent on rich Western countries after the end of the colonial regime (a situation referred to as neo-colonialism). • The dependency of less economically developed countries is exacerbated by political corruption. For example, entrenched religious and military elites often operate in poorer countries and their interests are not necessarily aligned with efforts to eliminate poverty among their people or to modernise the economic base of the country. • Terms of world trade favour Western economies, and poorer societies consequently do not get a fair price for their raw materials or cash crops. Western TNCs also benefit from the cheap labour available in less developed economies.	**35**

Question	Answer	Marks
1	Against: • Modernisation theory draws attention to the importance of cultural factors in understanding the development process. 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. Recognising the contribution of the cultural dimension in development provides a counter to the emphasis in dependency theory on structural factors as the underlying cause of global inequality. • Claims by Marxist sociologists that modernisation theory is too optimistic about the chances of poorer countries escaping from global poverty may be unjustified. There have been some improvements in the standard of living of the poor in many developing countries and TNCs, western aid projects, and support from capitalist-leaning transnational organisations, such as the IMF and World Bank, would seem to have contributed to this positive development. Moreover, there is some evidence that the most economically successful countries 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. • 'Dependency' is an extremely difficult concept to operationalise and, therefore, test or measure empirically. • The interconnectedness of the global economy means that capitalist economies are often interdependent. Some commentators see these relationships of interdependence as mutually beneficial to all the countries involved. However, other sociologists have argued that the interdependence benefits the richer countries at the expense of the poorer ones. This point is developed by Immanuel Wallerstein in his world systems theory. He 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. • It may be mistaken to see the impact of colonisation on developing societies as wholly negative. Goldthorpe has argued that the British brought much-needed infrastructure to their colonies in the form of railways, roads, telecommunications, schools, and ports.	

Question	Answer	Marks
2	**'Global migration has more positive than negative consequences for both migrants and host countries.' Evaluate this view.** **Key focus of the question** The focus of this question is global migration and its consequences for both migrants and host countries. On the positive side, neoliberals argue that global migration contributes to economic growth and benefits both the sending and the receiving countries. Assimilation theory sees cross-border migration as potentially a positive and beneficial experience for migrants who make a concerted effort to integrate in the culture and social practices of the receiving country. However, feminist sociologists are concerned that global migration may have some adverse consequences that fall on women particularly; female migrants are especially vulnerable to sex trafficking, for example. Marxist sociologists are sceptical that migrants from poor countries benefit in any way from working in rich countries; these workers are often exploited and socially isolated, living in poverty and with little protection for their human rights. In the Marxist view, only the rich countries benefit from global migration and the gains are appropriated disproportionately by the wealthy capitalist class. These arguments and debates give a flavour of what material should be covered in good answers to the question. **Indicative content** For: • Wages and living conditions in rich countries are potentially much better than migrant workers from poor countries would find back home. • Workers with skills that are in high demand in Western countries, such as doctors and engineers, are particularly well placed to achieve a high standard of living and improve their life chances. • Migrants from areas where traditional values and religious beliefs dominate the local culture may find that life in Western countries offers greater freedom and more choice in lifestyle options, including the opportunity to combine aspects of traditional and modern culture. • Opportunities for upward social mobility may be higher in rich countries where there is a meritocratic ethos; there may also be more scope to set up successful businesses and become wealthy in time. • Wages from migrant workers may help provide financial support for communities of origin in poor countries. • Developed countries benefit from an inflow of younger workers to help support an aging population and fill gaps in the employment market. • Developed countries may benefit from cultural enrichment brought about by the introduction of migrant groups.	**35**

Question	Answer	Marks
2	Against: • Marxist sociologists claim that global migration provides low-cost, readily exploitable labour that enables the owners of capital to generate higher profits. In this view, very few global migrants derive any economic benefit from working in rich countries. • Other sociologists have highlighted negative social and cultural consequences of global migration. For example, migrants may endure long periods of separation from relatives and friends who remain in the sending country. Cultural ties with the home country may be broken and language barriers could make assimilation in the receiving country difficult to achieve. Migrant workers may encounter discrimination, abuse of human rights, and aggression from local people who feel threatened by the arrival of immigrants. • Global migrants are particularly vulnerable to exploitation, as the examples of slave labour and sex trafficking illustrate. Women and children may be particularly vulnerable. • Any chance of achieving a better standard of living as a migrant worker may be scuppered when taking into account the high costs of living and relatively low wages that migrants encounter in rich countries. Case studies of migrant workers often reveal a pitiful existence of poverty, exploitation, sub-standard housing, ill-health, and social isolation. • Hopes of returning home with a financial cushion after a few years working in a rich country often prove unrealistic, migrants can be subject to exploitative control by people traffickers and slave traders. • Global migration has been cited as a key factor leading to tensions between parts of the indigenous population in rich countries and migrant workers, exacerbating nationalistic sentiments and contributing to the rise of populist political parties. • Concerns have also been raised about the impact of global migration on the country of origin; for example, poor countries experience a loss of younger workers and a possible brain drain.	

Question	Answer	Marks
3	**'The media has a significant influence on how people behave.' Evaluate this view.** **Key focus of the question** The question invites consideration of how far the media influence how people behave. Good answers may be based on a review of 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 is founded on the view 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. Studies of media influence on behaviour may also feature in well-informed answers. **Indicative content** For: • 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. • 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. • 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.	**35**

Question	Answer	Marks
3	Against: • 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. • Studies of whether exposure to violence in the media leads people to behave violently have been largely inconclusive. Isolating the influence of the media in order to study effects on the way people think and behave is very difficult to achieve, so there is a lack of conclusive evidence about media effects.	

Question	Answer	Marks
4	**'The media still portrays women in traditional gender roles.' Evaluate this view.** **Key focus of the question** The question invites discussion of how far the media still portrays women in traditional gender roles. Answers might discuss 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 to pursue. 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: • Much media advertising still portrays women in traditional gender roles. • 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.	**35**

Question	Answer	Marks
4	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. • Some media outlets are committed to combatting gender inequality in the media. • 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.	

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Question	Answer	Marks
5	**'Religion encourages people to accept oppression.' Evaluate this view.** **Key focus of the question** This question invites consideration of the role of religion in helping to disguise, and possibly generate acceptance of, oppression. Answers may draw on the Marxist view that religion contributes to the maintenance of the capitalist economic system by creating false consciousness among the working class. It was in this context, for example, that Engels described religion as a means by which the ruling class encourage the working class to accept oppression (religion as 'the opium of the people'). Good answers will demonstrate a sound understanding of this viewpoint and may include reference to different strands in Marxist thinking about the role of religion. 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 encourage people to accept oppression. **Indicative content** For: • Religious teachings often encourage acceptance of the existing social order. • Religion provides a form of spiritual solace for the poor, making them less likely to resist the material deprivation they experience. • Religious organisations are often reliant on donations from rich benefactors and so tend to support the status quo rather than encourage radicalism among followers. • Established religions are often closely linked with the dominant institutions of society, contributing to the maintenance of the status quo and social order.	**35**

Question	Answer	Marks
5	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. • Supporters of the secularisation thesis would argue that the declining power of religion means that any role it has in encouraging people to accept oppression (false consciousness) has been equally diminished.	

Question	Answer	Marks
6	**'Religious fundamentalism is best explained as a response to secularisation.' Evaluate this view.** **Key focus of the question** The question focuses on the reasons for the growth of religious fundamentalism in recent years. Sociologists such as Bruce see fundamentalism as a response to secularisation; it is an attempt to preserve traditional values and lifestyles against perceived threats from liberal, western values. In good answers, this viewpoint is likely to be contrasted with other explanations for the growth of fundamentalism. Alternative explanations include the idea that the growth of fundamentalism has been encouraged by the emergence of new technologies for disseminating ideas and attracting supporters. In this view, fundamentalist beliefs and groups have long existed; it is simply that recent advances in means of communication have made it easier to promote fundamentalist ideas and recruit new followers. Another explanation sees the growth in fundamentalism as a response to growing awareness of inequality and discrimination. People who struggle to succeed in societies where globalisation and capitalist competition is an increasing force search for meaning in fundamentalist beliefs. **Indicative content** For: • Bruce argues that fundamentalism is a form of culture defence where people seek to protect and maintain their cultural or ethnic identity in the face of secularisation and the spread of liberal values. • The rise of Islamic fundamentalism has largely coincided with a period when many Islamic countries have become increasingly exposed to globalisation and to the influence of western (secular) belief systems and values. • Traditional religious authority is threatened by secularisation as states become more separate from the influence of religious ideas. This can lead to a resurgence in religion, including fundamentalist religion, as religious groups seek to maintain political influence. For example, in the USA Christian fundamentalist groups have organised to a point where they have a significant political presence today.	**35**

Question	Answer	Marks
6	Against: • Bruce's explanation may fit some examples of fundamentalism better than others. For example, support for Christian fundamentalism in America has increased rapidly in recent years, yet the processes of secularisation have been well established in America for many decades. It is hard to see how this recent growth in Christian fundamentalism can be explained as a reaction to the rapid social changes associated with secularisation. • Explanations for the growth of fundamentalism must take into account that some social groups are more likely to be supporters of fundamentalist beliefs than others. Groups that are poor or marginalised are more likely to be adherents, for example. Alongside the impact of secularisation, therefore, attention needs to be paid to poverty and deprivation as factors that also contribute to the growth in fundamentalist religions. • The idea that fundamentalism is an attempt to defend traditional religious values can be questioned. Fundamentalism in some forms today can be seen not so much as a reaction to secularisation but as an expression of certain modernist values. For example, some converts to fundamentalist religions speak of a search for personal identity, meaning, and a desirable lifestyle (in many ways, these are modernist concerns that have little to do with traditional religious teachings and value systems). • Increased migration may be an important reason for the growth in religious fundamentalism. People who were less religious in their previous location may become more religious when they move to a new area as a means of coping with all of the social and cultural changes they experience (particularly if they are a religious or ethnic minority in the new area). • Much of the growth in religious fundamentalism may be due to the questioning of the value of rationalisation and science in recent years, which has made it easier for fundamentalist groups to attract new supporters.	

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 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**

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