Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/43**

Paper 4 Globalisation, Media, Religion **May/June 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.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© UCLES 2023

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

© UCLES 2023

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

1 Components using point-based marking:

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

From this it follows that we:

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

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

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

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

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

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

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

2 Presentation of mark scheme:

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

3 Calculation questions:

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

© UCLES 2023

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.

Using the mark scheme

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

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

© UCLES 2023

Question	Answer	Marks
1	**'Only the rich and powerful benefit from globalisation.' 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 benefits only for the rich and powerful. 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. Marxist sociologists 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 promotes the interests and values of the better off groups in developed countries. By contrast, modernisation theorists and neoliberals feature among those who view globalisation as beneficial for a range of groups, including both the rich and the poor in different areas of the world. **Indicative content** For: • Globalisation is seen by Marxist sociologists as a form of neo-colonialism; 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, and it is the rich and powerful in developed countries who benefit most from the exploitation of migrant workers. • 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. While the western model suits the interest of capitalist owners of productive property, this is often achieved at the expense of poor groups in developing countries.	**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. • 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. • Income from migrant workers is often used to support family and communities in the country of origin. • Globalisation has helped to raise awareness of the poverty and inequality experienced by people in developing countries, and this in turn has led to increased efforts to help the poor through initiatives such as international aid and political intervention to check oppressive and exploitative practices in many developing countries.	

© UCLES 2023

Question	Answer	Marks
2	**'Aid programmes are ineffective in reducing poverty in developing countries.' Evaluate this view.** **Key focus of the question** The question invites candidates to consider international aid initiatives and their effectiveness in combatting global poverty. Good answers will demonstrate knowledge of different ways in which aid is provided for developing societies. Reasons why aid programmes may be ineffective in reducing global poverty will be considered and counter arguments presented by way of evaluation of the view on which the question is based. Theories of development might be used to develop an analysis of the limitations of international aid. For example, modernisation theory identifies cultural factors as the main reason why some countries remain poor. The solution to global inequality, in this view, is not aid as such but rather developing countries need to adopt the institutional arrangements and values associated with capitalist, liberal democratic societies in the West. Similarly, dependency theory sees international aid as limited in its impact due to failure to address the underlying structural reasons why developing countries remain poor. **Indicative content** For: • Critics argue that aid programmes often attempt to achieve short-term relief only; these programmes are generally not designed to deliver long-term improvements in social and economic conditions. • Some aid programmes impose conditions on developing countries that may be detrimental to attempts to reduce poverty in the long-term. • Aid often fails to benefit intended recipients; for example, due to corruption among officials in developing countries or because of a lack of understanding of how best to distribute and apply aid 'on the ground'. • Modernisation theorists argue that certain cultural values are essential for successful economic development in poorer countries, including the values of democracy, entrepreneurship, individual freedom, and meritocracy. Countries that adopt these values and follow the model of development that proved successful in Western societies can escape poverty through their own efforts. In this view, aid programmes alone will fail to make much difference to levels of poverty in developing countries. • Dependency theory and World Systems theory argue that inequalities in the structural relationship between rich countries and poorer countries explain why many poorer countries have found it so difficult to develop their economies successfully. Aid programmes fail to address these structural relationships and so prove ineffective in reducing poverty in developing countries.	**35**

Question	Answer	Marks
2	Against: • Not all aid programmes focus on short-term relief only. There has been an increasing focus in recent years on forms of aid that potentially have a lasting impact in lifting recipients out of poverty. • Some developing countries have been successful in building stronger economies, helping to lift many of the population out of poverty. In some cases, international aid has been an important factor in kicking-starting this process of development. • Claims that aid is often misappropriated by corrupt officials are exaggerated; most aid agencies exercise tight control over how aid is distributed and who they work with as partners in applying the aid. • Some forms of aid appear to be more effective in reducing poverty than other forms. • Aid is often part of a package of measures designed to help lift developing countries out of poverty; as such, aid programme should be assessed in this broader context	

Question	Answer	Marks
3	**'Audiences have no influence on the content of the media.' Evaluate this view.** **Key focus of the question** This question invites discussion of who controls the media and specifically what role, if any, audiences play in influencing content. Good answers are likely to discuss reasons why audiences may be limited in the extent to which they influence media content, possibly pointing to other social actors and agencies that may exercise greater control over the media, such as owners, editors, and governments. In providing an evaluation of the view on which the question is based, candidates might use pluralist theory to suggest that the media serves the interests of a diverse range of groups in society, including audiences. Similarly, postmodernists would point out that the new digital media has created opportunities for more people to influence the media than was perhaps previously the case and this has taken some power away from elite groups and given more control to ordinary citizens (audiences). **Indicative content** For: • Marxist sociologists argue that control of the media rests in the hands of owners of the media and companies that fund the media through paying for advertisements. Their interests are aligned with the capitalist ruling class as a whole and the media therefore are supportive of capitalist values and objectives. Others groups, such as audiences, have little or no opportunity to influence the content of the media, in this view. • Media conglomerates operate increasingly on a global scale and, arguably, this has extended their power to promote capitalist interests free from any controls or restrictions that other groups, such as audiences, might seek to impose. • Some studies show that the values expressed in the media reflect elite interests rather than correspond to the values and beliefs of audiences generally. • Do the public get what they want from the media, or come to want what they are given? Marxists and feminists argue the latter. • The extent to which the new media have opened up opportunities for individuals to influence media content can be questioned – increasingly a handful of global conglomerates control which ideas and opinions are seen and shared, it can be argued.	**35**

Question	Answer	Marks
3	Against: • Pluralists argue that in relation to the media power lies with the consumer or audience rather than with owners or media professionals. • Pluralists argue that in order to attract viewers and readers media organisations must produce content that appeals to different sections of society. • Government regulations often require some or all media organisations to operate in ways that allow scope for different groups in society to influence the media (for example, the BBC Charter). Government censorship also acts as a check on bias in the media that might favour the interests of one group over another. • There are many examples of where powerful lobby groups representing different sections of society have been successful in influencing the decisions taken by media organisations. • Digital optimists argue that the new media has provided powerful new means for individual citizens and protest groups to oppose established authorities (such as the ruling class) and argue for changes in society that benefit the less privileged and the poor.	

Question	Answer	Marks
4	**'Representations of women in the media reflect patriarchal values.' Evaluate this view.** **Key focus of the question** The question invites discussion of how far media representations of women are based on patriarchal values. Topics for consideration include, for example, the objectification of women in the media 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 and the limitations of female gender stereotypes. However, other media outlets continue to present men and women in ways that are stereotyped and unrepresentative of the range of male and female identities today. Overall, researchers disagree about the extent to which media representations of women reflect patriarchal values. **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. • Media representations of men may reflect patriarchal value, with males characterised as breadwinners, decision makers, emotionally strong, and interested in hobbies such as sport and cars. • Studies have shown that media content often defines key concerns for women as beauty, appearance, family, relationships, and childcare. 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 sexism in the media. • Women working within the media have been effective in confronting some elements of patriarchy within the media industry. • The new media have provided opportunities for more men and women to create media content (Facebook and YouTube, for example) and to challenge gender stereotypes and sexist representations in the media.	**35**

Question	Answer	Marks
5	**'Religion is an instrument of social control'. Evaluate this view.** **Key focus of the question** This question provides an opportunity for candidates to consider the role of religion as an instrument of social control, and to contrast this with other theories of religion that focus more on the positive consequences of religion in contributing to social solidarity, social change, and the fulfilment of individual and group needs. There are many historical and contemporary examples of where religion appears to be used as an instrument of social control. Discussion of some of these examples would provide support for the view expressed in the question. Candidates might also refer to sociological theories (Marxist and Feminist) that emphasise the role of religion as a form of ideology that helps to maintain social order. Evaluation might take the form of a juxtaposition of contrasting theories of religion, such as the functionalist view that religion contributes to social harmony and to the fulfilment of individual and group needs. Candidates might also reflect on changes in religious participation and belief and consider whether the more individualised forms of religion practised today mean that religion can no longer act as an instrument of social control. **Indicative content** For: • There are numerous examples of where religion has acted as an instrument of social control, both in the case of theistic regimes and cases of where established religions have acted in support of democratic states in imposing order and control in society. • Marxist theory suggests that religion is an ideological force that helps to maintain social order in capitalist societies by creating false consciousness and passivity among the working class. • Feminist theory sees a close relationship between religion and patriarchy, suggesting that religious organisations and beliefs play a part in maintaining the dominance of men over women in society. • Historical examples of where religion has been imposed on subordinate groups by the rich and privileged, including the early period of industrialisation with the working class and cases of missionary work in the spread of colonialism in the nineteenth century. • Successful capitalist economies (US, UK, Germany, Japan) have often enjoyed long periods of relative stability within their own borders where divisions such as those between employers and workers are contained and a high level of social control is maintained by the state and related agencies. There is evidence that organised religion may have contributed significantly to forms of mediation and control that help to maintain harmony between the interests of capitalist owners and the industrial working class.	**35**

Question	Answer	Marks
5	Against: • While religion may act as an instrument of social control, it can also be a source of division and open conflict in society. Conflicts between Protestants and Catholics in Northern Ireland and between Hindus and Muslims in India, are just two examples of this. • Functionalists argue that religion contributes to social solidarity and to the fulfilment of particular individual and collective needs. • It is not always the case that organised religions set out determinedly to avoid conflict or to help maintain the status quo. Liberation Theology, for example, is a concerted effort by a committed group of priests in Latin America to challenge oppressive political regimes and press for social changes that would help alleviate poverty and exploitation. • Max Weber rightly warned against making sweeping generalisations about the contribution that religion makes to society. He recognised that the role of religion can vary across time and between societies, and that not all religions have the same impact on people's thoughts and behaviour. In some situations, Weber said religion could be a source of social change, in others it may act as a conservative force or a catalyst for division and confrontation. This is a more nuanced way of thinking about the role of religion than the one presented in traditional functionalist and Marxist theories of religion. • The secularisation thesis suggests that religion has lost its social significance and therefore it is debatable whether organised religions retain the power to play a part in the maintenance of social control.	

Question	Answer	Marks
6	**'People are just as religious today as in the past.' Evaluate this view.** **Key focus of the question** This question provides an opportunity to consider whether religious belief remains as strong and widespread as supposedly it was in the past. Candidates may link the discussion to a broader review of the secularisation thesis, possibly considering the evidence for against the claim that religion has lost its social significance. However, the main focus of a good answer will be religiosity and the extent to which religious belief remains a key feature of people's lives. Good answers are likely to show awareness of the evidence and arguments used to suggest that participation in religious practice and belief is at least as prevalent as in the past. Evaluation may take the form of challenging the evidence that a high level of religiosity is characteristic of modern societies. There would also be scope to challenge whether the more individualistic forms of religious practice associated with, for example, the emergence of NRMs can actually be seen as evidence of a high level of religious belief comparable to previous periods of history. In addition, candidates might question how extensive religious belief was in the past, perhaps arguing that participation in religious ceremonies in the past reflected social conformity rather than deeply held religious belief. **Indicative content** For: • Arguments supporting the idea of a religious revival today. • Decline in membership of established religious organisations does not necessarily mean that belief in religion is any less today than in the past. Many people appear to believe without belonging today. • Some religious organisations appear to be attracting more followers (the Evangelical movement in the US, for example) • 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. • The growth of NRMs may indicate a religious revival. • Religious fundamentalism appears to be on the rise in recent years in some societies. • Possible growth in privatised forms of religion. Against: • Falling membership of religious organisations and competition from other belief systems would indicate a decline in religiosity rather than the opposite. • 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, which stands at odds with the idea that religious belief remains as strong as in the past. • 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. • Religiosity is difficult to measure so any empirical evidence about the strength of people's religious belief today has to be treated sceptically.	**35**

Generic levels of response

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

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

© UCLES 2023

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

© UCLES 2023