CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/42**

Paper 4 Globalisation, Media, Religion **May/June 2024**

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© Cambridge University Press & Assessment 2024

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 descriptions 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.

© Cambridge University Press & Assessment 2024

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.

© Cambridge University Press & Assessment 2024

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.

© Cambridge University Press & Assessment 2024

Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
DEV	Point in support of the view in the question
EVAL	Evaluation/point against the view in the question
EXP	Some explanation but underdeveloped rather than developed
J	Juxtaposition of point
K	Knowledge
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Identification of a point
	Irrelevant material
	Point that has been credited
	Off page comment
	On page comment

Question	Answer	Marks
1	**'Transnational organisations have contributed to an increase in global inequality.' Evaluate this view.** **Key focus of the question** The question invites consideration of the role of transnational organisations in addressing global inequality. Transnational organisations that work with less economically developed countries to alleviate poverty and to improve educational and health facilities include: alliances of nation-states such as the United Nations, the EU, and the G7; transnational trade organisations such as the WTO, the World Bank, and the IMF; charities such as Oxfam, Save the Children, and World Vision. Transnational corporations could also be considered under this umbrella, although their primary aims are commercial rather than humanitarian. A discussion of whether transnational corporations help to reduce global inequality could form part of a good answer to the question, but it would need to be supplemented with consideration of other types of transnational organisation to trigger the highest levels of the mark scheme. **Indicative content** For: • Critics claim that the IMF and World Bank work in favour of the richer western countries by encouraging poorer countries to adopt policies that are favourable to the development of global capitalism. These policies, it is argued, leave the poorer countries vulnerable to exploitation by transnational corporations. • The UN's Millennium Development Goals (MDGs), which aim to reduce certain global inequalities by 2030, are unlikely to succeed because insufficient provision is made for ensuring that governments in less economically developed countries act responsibly and are accountable for making the best use of the aid and support available. • Many non-government transnational organisations are financed by western governments and supra-national organisations such as the UN and the EU. Their ability to act independently of these government agencies may therefore be compromised, making them less likely to challenge the imposition on poorer countries of policies that favour the interests of western countries. • Studies show that a high percentage of the funding received by transnational organisations for helping poorer countries is spent on staff costs and the administrative needs of the organisation. Only a fraction of the money is spent directly on projects to help reduce global inequality.	**35**

Question	Answer	Marks
1	Against: • Organisations such as the IMF and World Bank have provided significant funding for infrastructure projects and commercial initiatives in less economically developed countries. It is not clear how this level of funding could be generated through alternative means. • In relation to the UN's MDGs, the richer members of the UN agree to support poorer UN members to achieve these MDGs through the provision of aid, the reduction of debt, and the formation of fair-trade relationships. • Government transnational organisations have provided support and encouragement for social and political reforms designed to help less economically developed countries modernise and benefit from access to international trade and investment. • Some transnational organisations are active in providing training and support to help the poor in less economically developed countries to improve their life chances. • Some international charities help to recruit and supply overseas workers with the skills to help address the problems of poverty and inequality in less economically developed countries.	

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2	**'Global migration has only negative consequences for developing countries.' Evaluate this view.** **Key focus of the question** The focus of this question is global migration and the opportunities or otherwise that it offers for less economically developed countries. 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. 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. Similarly, Marxist sociologists have identified several ways in which less developed countries are disadvantaged by global migration, including the 'brain-drain' effect of this migration on the sending countries. These arguments and debates give a flavour of what material should be covered in good answers to the question. **Indicative content** For: • 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. • Developing countries may be disadvantaged by various aspects of global migration, including loss of skilled workers, loss of younger people from the workforce, and support for the economy of the rich countries at the expense of investment in developing 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 modern-day slavery 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 undermined 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.	**35**

Question	Answer	Marks
2	• Hopes of returning home with a financial cushion after a few years working in a rich country often prove unrealistic for migrants who are subject to exploitative control by people traffickers and through modern-day slavery. Against: • Repatriation of income from global migrants may help boost the economy of the sending countries. • Migrants may return to the sending countries with new/higher employment skills, which in turn helps support the local economy. • 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. • Migrant workers from developing countries may be able to support families and communities and therefore increase life chances in the country of origin.	

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
3	**'Postmodernists have exaggerated the influence of the media in people's lives today.' Evaluate this view.** **Key focus of the question** This question requires candidates to demonstrate a sound knowledge of postmodernist views of the media. Concepts such as hyperreality, simulations, simulacra, representations, are likely to feature in good answers. Examples of how the media may influence social identities could be used to illustrate the postmodernist claim that the media plays a central role in people's lives today. Similarly, there is scope for discussion of the increasing role of the new digital media in people's lives. Evaluation will be demonstrated by using arguments and evidence to question whether postmodernists have exaggerated the influence of the media in people's lives today. This might include references to relevant studies and/or different models of media effects. **Indicative content** For: • Postmodernist claims about the influence of the media today are not generally supported by extensive empirical research. • Research that has been carried out on, for example, TV soap operas, suggests that audiences are able to distinguish between reality and representations of reality. • Audiences are not passive consumers of the media; the uses and gratifications model of media effects notes that people actively choose how they use the media and select content that meets their personal needs and interests. In this view, the media are used by people to serve pre-existing personal needs; the media doesn't shape those needs as such. • Some other models of media effects (reception analysis model and cultural effects model) argue that people are active in the way media messages are interpreted and responded to; for example, they may relate favourably to media messages that reinforce ideas and values that are viewed favourably among their friends and work colleagues and reject other media representations they feel nothing in common with. From this perspective, factors such as class, ethnicity, community, and age continue to play an important to role in people's lives and their importance has not been displaced by the growth of the media. • Arguments that other social agencies have more influence than the media in people's lives today, e.g. education, religion, family.	**35**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
3	Against: • Postmodernists argue that we live in a media-saturated society in which we are surrounded by media images and spend an increasing amount of time each day consuming media messages. • Mobile technology has made access to the media more readily available, extending the opportunity we have to engage with media content. • For Baudrillard, entertainment, information and communication technologies provide experiences that are so intense and 'involving' that everyday life cannot compete. People's needs and tastes are largely shaped by the media, in this view. • The way we understand the world is increasingly filtered through the representations of reality provided by the media. In a media-saturated society we struggle to separate representations of reality from reality. Postmodernists refer to this phenomenon as hyperreality. • Postmodernists claim that the media is a particularly powerful influence on social identity, helping shape the images we project about ourselves, the groups we identity with, and the judgements we make about others. • Support from other theoretical perspectives, such as the Marxist mass manipulation view of the media and the analysis of the media in the work of the Frankfurt School. • Support from some models of media effects, notably the hypodermic-syringe model and, to some extent, the cultural effects model.	

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
4	**'Governments have no control over media content.' Evaluate this view.** **Key focus of the question** The focus of the question is who controls media content and whether governments are less significant in this respect than other agents and agencies, such as media owners, journalists, advertisers, and audiences. Different means through which governments can seek to control the media may be discussed (censorship, funding, publishing and broadcasting laws, regulation, parliamentary scrutiny of media activities). Evaluating how effective these means are in helping governments control the media would be important in a good, analytical response to the question. Evaluation might be supported by considering cases of where national governments have attempted to control the media, such as examples of countries seeking to censor media content or the efforts by various Western governments to limit the powers of new media operators such as Facebook and Google. Attempts by national governments to work together (through supra-national organisations, for example) in regulating the media might also be discussed. Candidates may distinguish between different types of governmental regime: authoritarian versus democratic, for example. authoritarian regimes usually exercise greater direct control over the media than is the case in democratic countries. **Indicative content** For: • Regulating the media is proving increasingly challenging for national governments, partly because media conglomerates increasingly operate on a global scale, taking control of the media beyond national frontiers. • Media conglomerates tend to operate on a global scale today and that makes it easier for them to avoid detailed control by particular nation-states, if they so wish. This is particularly the case with the new media, which is based on open-access systems and technology that operates across national borders quite readily. • Control over media content is highly fragmented in the case of the new media, with individual citizens being able to influence that content in myriad ways. This makes it harder for national governments to police and restrict content than is the case with the traditional media. • Democratic governments are accountable to the electorate and measures such as censorship have not always proven popular with the wider population in countries where there is a high degree of support for media freedom. Opposition to censorship in some respects has become stronger with the emergence of the new media, as many people see the open access afforded by the new media as highly democratic and they would resent government attempts to control or restrict that freedom. • The speed at which new media technology evolves makes it hard for governments to keep pace with developments. Some technologies are being used by individuals and groups who specifically want to avoid restrictions imposed on media use by national governments; these technologies include virtual private networks (VPNs), blockchain, cryptocurrency, and the dark web.	**35**

© Cambridge University Press & Assessment 2024

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

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
5	**'Religious organisations serve the interests of the ruling class.' Evaluate this view.** **Key focus of the question** Marxist sociologists argue that religion contributes to ruling class ideology and the maintenance of the capitalist economic system. 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 whether religious organisations always support the interests of the ruling class (liberation theology, for example, is an example of religion being used to challenge entrenched economic interests and support the dispossessed in Latin America). Contrasts between different religions might be explored to establish whether all religions are equally supportive of ruling class interests. **Indicative content** For: • Religious organisations are often reliant on donations from rich benefactors. • Established religions are often closely linked with the dominant institutions of society, contributing to the maintenance of the status quo and social order. • The wealth and economic power of many religious organisations is dependent on the successful functioning of the capitalist economic system. • Religious teachings often encourage acceptance of the existing social order through a false consciousness, ideology, social control, brainwashing, submission etc. • Religion provides a form of spiritual solace for the poor, making them less likely to resist the material deprivation they experience. • Religious teaching often supports traditional gender roles, and this can be seen as a support for capitalism through mechanisms such as the reserve army of labour and the isolated male breadwinner who is thereby made more vulnerable to exploitation in the workplace.	**35**

© Cambridge University Press & Assessment 2024

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. • Critique of economic reductionism/determinism implied in the Marxist theory of religion. • Feminist view that religion serves the interests of men per se rather than just the interests of the ruling class. • Labour movements in western Europe historically had a close connection with non-conformist religions and were influenced by religious teachings and values. • Much depends on the type of religious organisation under consideration. For example, established religious organisations are more likely to be supportive of ruling class interests than other types of organisations such as sects/NRMs. • 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 supporting ruling class interests has been equally diminished.	

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
6	**'Religion has less social significance today than in the past.' Evaluate this view.** **Key focus of the question** This question can be answered by considering the secularisation thesis which claims that support for religion has declined and religious organisations have accordingly lost much of their social significance. Evidence that is used to support the claim that people have become less religious includes: 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; the challenges to spiritual belief posed by science. It is Western societies primarily where the decline in the social significance of religion is most often cited. The extent of the decline can be debated and arguments against the secularisation thesis are likely to feature in good evaluative responses to the question. Another line of analysis a candidate might take would be to consider whether the view expressed in the question is true of all religions today, as some may retain greater social significance and more followers than others. Difficulties of defining and measuring religiosity and/or social significance, would be another relevant area of debate to explore for this question. **Indicative content** For: • Evidence of declining role of religion in civil society and in public life (government, education, health care, law). • 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. • Religion less likely to be a source of moral authority in some societies 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. • Proliferation of competing belief systems such as science, New Age ideas, humanism. Also, the emergence of more powerful means of communication through the media.	**35**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
6	Against: • Evidence that some religious organisations retain a significant role in civil society and public life. • In some societies and communities, there are 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), in some cases using new technology, for example televangelism. • 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. • 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. • The concept of 'social significance' is difficult to operationalise for the purposes of studying whether religion has lost its social importance. Similarly, religiosity is difficult to measure so any empirical evidence about the strength of people's religious belief today must be treated sceptically.	

© Cambridge University Press & Assessment 2024

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

© Cambridge University Press & Assessment 2024

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

© Cambridge University Press & Assessment 2024