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International Education

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SOCIOLOGY **9699/43**

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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.

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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.

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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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	**'Cultural differences between countries have been replaced by a single global culture.' Evaluate this view.** **Key focus of the question** The question invites discussion of the view that globalisation has led to a loss of cultural differences between countries/ethnicities/regions. The cultural convergence perspective is associated with the idea that globalisation has brought about a one-way flow of culture from the West to the less economically developed countries. A process of Westernisation (or Americanisation) has occurred whereby local cultures become less valued by people in poorer countries who come to identify increasingly with the same values and lifestyles that are found in rich capitalist countries such as the US and Western Europe. Good answers may contrast the cultural convergence viewpoint with tranformationalist and postmodernist theories of globalisation. The latter theories argue that the idea of cultural convergence exaggerates the impact of globalisation and fails to acknowledge how Western culture is enriched by inputs from other world cultures and religions. In this view, globalisation is producing greater cultural diversity, both by exposing more people to different cultures and through glocalisation (a process whereby cultural influences from other countries are modified and adapted to local culture and needs). Good responses will set out the arguments for suggesting that globalisation is producing greater cultural convergence and offer an evaluation that is likely to make contrasts between the cultural convergence and the cultural divergence perspectives. **Indicative content** For: • Martell argues that global processes are sweeping away significant territorial boundaries and bringing about the global homogenisation of cultural tastes. • Cultural globalisation of food and diet has been particularly promoted by American fast-food transnationals such as McDonald's, Burger King and KFC. • Cultural icons are increasingly global celebrities, including pop stars, sports stars, and film stars. • Global markets and trading networks have spread Western consumer culture to most parts of the world and an interest in products, brands, and materialistic lifestyles is undermining the appeal of local cultures to young people. • Leisure habits in many parts of the world are increasingly shaped by a global popular culture disseminated by global media that specialises in distributing the same music, television, film, computer games, and video to a global audience. • Globalisation has contributed to the dominance of English as the universal language of international trade and global culture. It is predicted that at least 50% of languages spoken in the world in 2018 will have disappeared by the end of the 21st century.	**35**

Question	Answer	Marks
1	Against: • The extent to which the world is characterised by cultural homogeneity today can be questioned; there are still considerable differences between cultures and countries, and the extent to which different parts of the world are affected by the processes of globalisation varies (some people and countries are more connected to global networks than others). • Postmodernists have argued that the social interaction of people from very different cultures has produced glocalised and hybrid responses to globalisation, which in turn has led to an increase in cultural diversity in most parts of the world. • Global tourism, travel, migration and trade have all contributed to a situation where people are exposed to a wider variety of cultural influences today. Elements of different cultures are increasingly combined (what Steger refers to as 'cultural hybridity'). • Global corporations have seized the opportunity to strengthen the appeal of their products and services by incorporating attractive elements from different cultures around the world (aspects of Bollywood incorporated in Hollywood films, for example). • The spread of global media is helping to diffuse different cultural styles around the world and creating new global hybrid styles in fashion, food, music, and lifestyle. • Local people modify and adapt elements of global culture to strengthen and enhance local cultures. • Globalisation may also have led to a revival or reinvigoration of some cultural forms. For example, traditional social values have been reasserted by fundamentalist movements opposed to the influence of globalisation. A resurgence of nationalism and interest in national cultures is another response by those who feel threatened by the globalising forces. • Responses depend on the cultural forms under discussion, for example some cultural forms are more likely to be influenced by globalisation, and this might include elements of popular culture and consumer culture.	

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Question	Answer	Marks
2	**'Poor people in developing countries benefit most from global migration.' Evaluate this view.** **Key focus of the question** The focus of this question is global migration and how far it benefits poor people in less economically developed countries relative to other social groups. Good answers are likely to explore various theories that support the idea that global migration benefits poor people who migrate from, or live in, less developed countries. Neoliberals, for example, argue that global migration contributes to economic growth and benefits both the sending and the receiving countries. Similarly, 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. High scoring responses will also include a sustained evaluation of the view on which the question is based. This is likely to cover theories that question the benefits of global migration and/or which see benefits only in terms of the developed countries. Marxist sociologists, for example, 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. **Indicative content** For: • Wages and living conditions in rich countries are potentially much better than migrant workers from poor countries would find back home. • People from poor backgrounds, who have skills that are in high demand in Western countries, such as nurses and care workers, are particularly well placed to achieve a higher 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 for poor people in the country of origin. • Migrant workers may gain educational qualifications/employment skills. If and when they return home to their country of origin, these skills may be valuable in supporting the local economy.	**35**

Question	Answer	Marks
2	Against: • Global migration depletes the pool of young/skilled workers in developing countries, thereby exacerbating the economic difficulties of those countries. • 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 modern-day slavery and sex trafficking illustrate. Women and children (feminist theory) may be particularly vulnerable. • Any chance of achieving a better standard of living as a migrant worker may be undermined when considering 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, people for migrants who are subject to exploitative control by people traffickers and through modern-day slavery. • Among migrants, those who benefit most from migration may come from reasonably affluent backgrounds as opposed to poor backgrounds.	

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Question	Answer	Marks
3	**'Media content is controlled by editors and journalists.' Evaluate this view.** **Key focus of the question** The question invites consideration of which social actors or agencies control the media. Editors and journalists play a key role in media production and so are well placed to influence decisions affecting the media. They have various means available to exert power relative to other social actors and agencies who might seek to control the media, such as media owners, government regulators, audiences, and advertisers. However, sociologists disagree about just how much autonomy editors and journalists enjoy when it comes to making key decisions about the content and direction of the media. Good answers will consider different contributions to this debate and this might be explored through consideration of different theoretical perspectives, including Marxist, pluralist, feminist, and postmodernist theories. Marxist sociologists argue that the content of the media is controlled by the owners of media conglomerates and, more broadly, by the capitalist ruling class. Interactionists would argue that only detailed study of individual instances of media control would shed light on where power lies. Feminist sociologists would highlight the extent to which the media are controlled by men and serve male interests predominantly. Pluralists argue that the media serve a diverse range of interests in society and no single group controls the media. 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 media professionals, such as editors and journalists. **Indicative content** For: • Editors and journalists have close control over the day-to-day running of the media and their specialist knowledge and managerial brief may provide an edge in terms of dominating the decision-making process with the media, they act as gatekeepers/agenda setters. • Editors and journalists in particular media outlets are bound by close work ties and this may help form a unity of purpose and mutual support that makes the group formidable in any battles to secure and maintain control of the media. Moreover, editors and journalists across all media outlets have an interest in supporting each other and protecting their professional status and employment position, again making this a powerful group with many levers to pull in terms of controlling the media. • Media production is an increasingly technical process, which may advantage individuals who have specialist skills and knowledge, such as editors and journalists. • Editors and journalists can use the media to influence the agenda in their favour when it comes to issues of public debate about the role and powers of the media. • Editors and journalists have the professional skills to manipulate media content in ways that promote their interests and domain concerns.	**35**

Question	Answer	Marks
3	Against: • Marxist sociologists argue that control of the media rests in the hands of owners of the media who ruthlessly use their property assets to generate maximum profit. Editors and journalists are forced to align themselves with the commercial interests of the owners or they will lose their jobs. • Feminist sociologists point out that most editors and senior journalists are men, which means that women are less well placed to exert influence over decision-making processes within the media. • Pluralist theory states that power in relation to the media is fragmented with different groups in society each having some influence. Audiences, for example, must have their interests considering by media organisations to some extent or sales of media products will be adversely affected. Advertisers have some influence too, as they provide vital funding for media producers. Government is another social agency competing to exercise control of the media. • The new media has handed some control over media production to individual citizens and this may have lessened the role of editors and journalists as gatekeepers of what is published and broadcast.	

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Question	Answer	Marks
4	**'Evidence clearly shows that media content has a direct impact on human behaviour.' Evaluate this view.** **Key focus of the question** The question invites consideration of how far the thoughts and behaviour of audiences are influenced by the media directly. The main focus of the answer should be on the available research evidence and whether this supports the view that media content has a direct impact on behaviour. Studies of media influence on behaviour (such as those by Bandura, Lull, Ferguson, Morley, and Cumberbatch) are likely to feature in well-informed answers. Responses may also include 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 claims that people are not passive consumers of media content; on the contrary, in order to satisfy their personal needs people actually make choices about how to use the media. Indirect models of media effects (two-step flow and cultural effects models, for example) use evidence and arguments to question how far media content has a direct impact on behaviour. **Indicative content** For: • Study evidence to support the idea that media content has a direct impact on behaviour (Bandura, for example). • 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. • Growing evidence of the direct impact of the new media on human behaviour. • The hypodermic syringe model sets out the view that the media has a direct impact on human behaviour. • Marxist sociologists (mass manipulation model) believe that the media plays 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. • Companies and governments would be unlikely to spend so much money on media advertisements if they believed audiences were unaffected by exposure to media content.	**35**

Question	Answer	Marks
4	Against: • Studies of whether exposure to violence in the media leads people to behave violently have been largely inconclusive; isolating the influence of the media to study its effects on the way people think and behave is very difficult to achieve. • Other studies of media influence, such as those by Lull, Cumberbatch, and Morley. • Fears prevalent in the 1930s that people would be brainwashed by the media have proved unfounded. • People are not passive consumers of the media, rather they choose how they use the media to satisfy their own personal needs. • Media messages can be interpreted in different ways; how individuals and groups interpret those messages is influenced by factors which the media have little control over, such as gender, class, age, ethnicity, and community. • 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.	

Question	Answer	Marks
5	**'Many societies are experiencing a revival in religious belief.' Evaluate this view.** **Key focus of the question** Sociologists who claim that a process of religious revival is occurring in many societies cite evidence such as: growth of new religious movements, increased support for evangelical and fundamentalist religions, studies suggesting a growing interest in spirituality, and the increased involvement of religion in some aspects of public life such as politics and education. In providing an evaluation, candidates are likely to contrast arguments and evidence for the idea of religious revival with the secularisation thesis which claims that religion has lost its social significance today. Good answers might also question what is meant by a revival in religious belief and whether a renewed interest in spirituality can be seen as evidence that the process of secularisation is being reversed. **Indicative content** For: • Some religious organisations appear to be attracting more followers (the Evangelical movement in the US, for example). New technology is a powerful tool for attracting new followers, as the example of televangelism shows. • Evidence of growth in new religious movements. • NRMs have introduced powerful new means of reviving interest in religion. • Increased support for fundamentalist religious beliefs in some societies. • Evidence of an increase in privatised worship and the use of social media for religious engagement. • The idea of 'believing without belonging' may be used to support the idea that a religious revival is occurring despite falling membership of many established religious organisations. • Increasing use of religious symbols and practices in some areas of public life, such as politics in the USA or education in the UK (faith schools, for example).	**35**

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Question	Answer	Marks
5	Against: • Falling membership of religious organisations and competition from other belief systems would indicate a decline in religiosity rather than a revival. • Evidence of continuing decline in the number of people participating in religious ceremonies. • There is plenty of evidence of desacralisation rather than the opposite; for example, people in many societies today are likely to challenge the authority of established religions to decide key issues of morality in society. • There is more profanity and possibly greater acceptance of heresy and blasphemy today. • Some studies suggest people of faith devote less time to religious activities today than in the past and some have become more questioning of their faith. • In some societies and communities, there remain strong pressures on people to participate in religious practice and maintain their faith, at least outwardly. Observance in the case of many of these people may reflect social pressure and a desire to conform rather than a belief in the sacred. • Religiosity is difficult to measure so any empirical evidence about the strength of people's religious belief today has to be treated sceptically.	

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Question	Answer	Marks
6	**'Religion promotes social solidarity.' Evaluate this view.** **Key focus of the question** The focus of this question is the relationship between religion and social solidarity. Good answers are likely to develop the contrast between sociological theories that view religion as a conservative force that promotes social solidarity and theories that view religion as an oppressive force contributing to division and inequality in society. The idea that religion may be used as a force to challenge the existing social order is another thread that might be developed in high-scoring evaluative responses. Durkheim's ideas about the links between religion and social solidarity are likely to surface in good accounts of the view on which the question is based. This might be supported with relevant ideas from other functionalists such as Radcliffe-Browne and Parsons. Marxist theories of religion might be used to challenge the functionalist perspective by pointing out that while religion might create the appearance of social solidarity, it serves to promote ideological control of the working class in the interests of the rich and powerful. Religions contribution to social change, as opposed to social solidarity, might be explored through the work of thinkers such as Max Weber and/or case studies such as the Iranian revolution and liberation theology. Similarly, postmodernists view religion as bound up in the social changes that they refer to as postmodernity. **Indicative content** For: • Durkheim's view that religion contributes to a sense of collective identity and value consensus; it helps bind people together in support for the existing social order. • Radcliffe-Browne on the integrative forces of religion. • Malinowski's arguments about the importance of religion in developing stable, well adapted individuals. • Parsons ideas about the role of religion in helping to integrate society. • Marxist views that religion provides false consciousness/ solidarity/ hegemony which promotes social solidarity. • Religious scriptures promoting harmony and social acceptance. • Examples to show how ritual may play a part in promoting social solidarity. • Arguments that the nature of religious belief and practice encourage conformity, respect for authority, and acceptance of the existing social order. • Examples of where religion has been important in encouraging social solidarity, for example during wartime.	**35**

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Question	Answer	Marks
6	Against: • Marxist sociologists argue that religion is a form of ideology that deters the working class from rising up and overthrowing the capitalist economic system. Religion makes people passive and accepting of the status quo but fails to achieve a lasting harmony (or solidarity) between the different sections of society. • Some religious movements (liberation theology, for example) have been quite radical in their opposition to poverty and exploitation, putting the fight against inequality ahead of any efforts to promote social solidarity. • Sects and cults are often seen as divisive elements in society, leading to conflicts and tensions with other groups in society. • Some social/political movements that challenge the status quo have links with religious teachings. For example, Labour movements in western Europe historically had a close connection with non-conformist religions. Many of the great social changes of the twentieth century were driven by labour movements. • Feminist theories suggesting that religion contributes to gender divisions rather than promoting social solidarity. • Supporters of the secularisation thesis would argue that the declining social significance of religion means that any power that religious organisations must promote social solidarity is considerably diminished.	

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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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