Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/41**

Paper 4 Globalisation, Media, Religion **October/November 2022**

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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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 descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

1 Components using point-based marking:

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

From this it follows that we:

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

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

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

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

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

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

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

2 Presentation of mark scheme:

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

3 Calculation questions:

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

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1	**'Poverty in developing societies is the main factor contributing to the growth in global crime.' Evaluate this view.** **Key focus of the question** Global crime, sometimes known as transnational crime or 'crimes without frontiers', can be understood as crime that takes place across the borders of two or more countries. Studies suggest that the scale of global crime has increased significantly in recent years. This question invites candidates to consider the reasons for the rise in global crime and, in particular, to reflect on possible links with poverty in developing societies. Candidates are likely to discuss examples of global crime that have clear links to poverty, such as the drugs trade, people trafficking, and sex tourism. While the poor in developing societies may be seen as the perpetrators of certain global crime, it can also be argued that they are also often the victims. This is particularly the case with environmental crimes and corporate crimes in developing societies. While poverty may be a significant contributor to the increase in global crime, other factors are also involved. A strong evaluative response to the question will consider some of these other factors, including the impact of wars and regional conflicts, weakness and corruption in some governments, the impact of global capitalism in encouraging the formation of criminal networks, and the actions of Western governments and corporations in violating laws through their interventions in developing countries. **Indicative content** For: • Wallerstein believes that global capitalism has damaged the economy of poor countries, making the latter fertile ground for the development of criminal networks who may be recruited by established criminal groups in wealthier countries to, for example, supply drugs or people trafficking. • Global crimes provide an opportunity for poor people in developing societies to generate a significantly higher income than would otherwise be available to them. In this context, some become the organisers and/or participants in illicit activities such as international cybercrime, people trafficking, and drugs supply. • Poverty is the context for many global crimes, including sexual crimes linked to the growth in international tourism. Some poorer countries are viewed as a safe haven for sexual predators who visit as tourists and exploit women and children in the local sex industry. • Poverty has also led some farmers in the developing world to abandon conventional crops and grow plants to produce illicit drugs. • Wars and regional conflicts in developing societies have caused extensive social disruption and impoverishment of local populations. In turn, this has led to a huge increase in migration, thereby creating a market in people trafficking.	**35**

Question	Answer	Marks
1	Against: • While poverty may have contributed to the increase in global crime, it is not the only significant factor. For example, Marxist sociologists explain the growth in global crime as mirroring the spread of the global capitalist economy. Castells, for example, argues that globalisation resulted in the development of physical, digital and financial networks that cut across national borders and which led to knowledge as well as goods and people moving quickly, easily and cheaply across the world. While this facilitated the development of global capitalism, it also created opportunities for the development of global criminal networks. There are connections between drug dealing (through money laundering) and the global financial system, for instance. • So-called 'green crimes' have contributed to the growth in global crime. These crimes are often committed by transnational corporations who flout environmental protection laws in poorer countries. Transnational Corporations may also break laws relating to the health and safety of their workers in developing countries. • The claim that global capitalism and the spread of neoliberal values around the world has weakened the economy of poorer countries (and thereby encouraged a local and global increase in crime) has been disputed. In many cases, the economy and institutions of poorer countries may have been strengthened through increasing international trade and exposure to globalisation. • Deregulation of the world's financial system, which in part was designed to facilitate growth in international trade and commerce, is another factor contributing to the growth of global crime by facilitating a range of financial crimes, from tax evasion and insider trading to defrauding transnational organisations such as the EU out of grant and subsidy money. • Although poverty in developing societies may facilitate global crime, the extent of the problem is greatly exacerbated by the weakness of the legal and political systems in many poorer countries and by the failure of governments in developed countries to clamp down on the corporate crimes committed by transnational organisations in less developed countries.	

Question	Answer	Marks
2	**'Globalisation has failed to benefit developing societies.' Evaluate this view.** **Key focus of the question** The question invites candidates to demonstrate knowledge of what is meant by globalisation and the consequences it has for developing countries. 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. Neo-liberals and proponents of modernisation theory see many benefits for developing countries from the spread of global capitalism and the adoption of westernised values. In this view, globalisation provides an opportunity for developing countries to catch up with developed countries in terms of social and economic advancement. By contrast, dependency theory and the world systems perspective both view economic globalisation as a negative development for developing countries. Good answers will consider the arguments from both sides, examining potential negative and positive consequences of globalisation for developing countries. **Indicative content** For: • Globalisation is seen by Marxist sociologists as westernisation (or Americanisation); as such, it benefits western capitalist elites at the expense of underprivileged groups in less economically developed countries which effectively become satellite states for western multi-national corporations to exploit. • Claims that globalisation led to a spread of democracy and liberal values in developing countries are questionable; in many developing 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. • It can be argued that globalisation is linked to an increase in global crime which has particularly negative consequences for people in poorer countries who are vulnerable to exploitation by organised crime networks. • Globalisation has involved a huge increase in global migration, but it is not clear that migrants from less economically developed countries necessarily benefit from opportunities to work in the more economically developed countries. These workers may be exploited and exposed to dangerous working conditions for very little financial reward. In some cases, their conditions of life in the country of destination are harsher than they were in their country of origin. • The western model of capitalism that is promoted through globalisation is not necessarily appropriate for meeting the economic and social needs of the less economically developed countries. It may actually hinder development rather than help; for example, because it disrupts local value systems and ways of organising the economy. • Environmental damage caused by TNCs in developing countries is a negative impact of globalisation. • The opening of developing countries to global tourism may be undermining local cultures and contributing to social unrest in the locations most affected.	**35**

Question	Answer	Marks
2	Against: • Neoliberals argue that free markets and global trade contribute to economic growth in all countries and from which everyone benefits. • Neoliberals claim that globalisation has been associated with the spread of democracy and liberal values in developing societies, 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. • Modernisation theorists argue that globalisation helps spread the cultural values that they believe are essential for successful economic development in poorer countries, including the values of democracy, entrepreneurship, individual freedom, and meritocracy. • 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 and parochialism that has so often led to bloody conflicts in the past, particularly in developing societies. • Globalisation has created opportunities for poor people in developing societies to migrate to rich countries where they can find employment and enjoy a higher standard of living. Remittance of earnings from migrants may also help the economic position of family and community in the country of origin. • TNCs have brought investment and employment to developing countries, helping to raise living standards and improve infrastructure.	

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Question	Answer	Marks
3	**'Audiences are the main influence on the content of the media.' Evaluate this view.** **Key focus of the question** The question requires candidates to demonstrate a sound understanding of how audiences are able to influence the content of the media. The extent to which audiences are more powerful than other individuals and groups who may be in a position to influence media content will also be explored. Good answers are likely to use liberal and pluralist ideas to explain the view expressed in the question. Contrasting perspectives will then be deployed to provide an evaluation of the claim that audiences are the main influence on the content of the media. For example, Marxist sociologists argue that the content of the media is controlled by the owners of media conglomerates and, more broadly, by capitalist interests. Editors and journalists are another group who may exercise control over media content. The power of governments to regulate the media might also be considered in a strong evaluative response to the question. **Indicative content** For: • In democratic societies there are various means through which audiences are able to shape the content of the media, including pressure group activity, the influence of ratings, impact on advertising revenue, and payment for subscription services. • There are many cases of where powerful lobby groups representing particular audiences or readerships have been successful in influencing the decisions taken by media organisations. • Media organisations have an interest in reflecting the views and interests of their audiences by providing content that people from different sections of society want. • Government regulations often require some or all media organisations to operate in ways that allow scope for consumers to influence media content (for example, the BBC Charter). • The new media have opened up new ways for audiences to influence the content of the media, including citizen journalism, instant feedback to media organisations, increased competition to attract audiences, and new forms of media production that are more directly responsive to the needs and interests of audiences. Against: • Media conglomerates operate increasingly on a global scale and, arguably, this has made them less subject to influence by audiences in particular countries. • Only some groups in society have the necessary access and skills to influence the media; less privileged groups may lack the means to shape media content. • Marxist sociologists argue that capitalist interests ultimately determine the content of the media and that different groups in society are able to influence that content only where that is consistent with satisfying the aims of the capitalist owners of the media.	**35**

Question	Answer	Marks
3	• Considerable power is available to the media to resist and frustrate any groups in society who seek to influence media content in ways that are not acceptable to media owners and managers. • Editors and journalists may have more power than the consumers, as their technical expertise makes them strategically well placed to control the content of the media. • Feminists argue that men within media organisations make the key decisions affecting the content of the media.	

Question	Answer	Marks
4	**'There is clear evidence that the media has a direct impact on human behaviour.' Evaluate this view.** **Key focus of the question** This is a question about the power of the media to influence human behaviour. Good answers will discuss how far, and in what ways, the media shape the way people think and behave. Some consideration should also be given to evidence from relevant studies and how they help illuminate the debate about whether the media have a direct impact on human behaviour. Functionalist and pluralist theories would see the media as reflecting the values and attitudes of society more than shaping them. They would reject the idea of the media as a monolithic force manipulating the way people think and behave. Interactionists would point out that media content can be interpreted in different ways and various factors affect the way particular audiences respond to the messages transmitted by the media. By contrast, other theories and models of media effects claim that the media do exercise a direct influence on how people behave. This includes the hypodermic-syringe model and the Marxist theory of mass manipulation. A good evaluative response to the question will combine arguments and references to relevant studies to draw conclusions about the impact of the media. **Indicative content** For: • The Frankfurt School highlighted some features of mass society that create a conducive background for media manipulation of the way people think and behave. • The Marxist mass manipulation model sees the media as an extremely powerful agent of social control through disseminating ideas favourable to the capitalist ruling class in ways that gain immediate and uncritical acceptance from the populace. • Feminists would agree that the media exercise a very powerful influence on how women see themselves and are perceived by men (though feminists would also note how females have been successful in resisting those media influences and campaigning against negative representations of females in the media) • The media dominate the flow of information in society today. • The media are heavily dependent on support from advertisers, and the latter have an interest in manipulating consumer behaviour and more broadly in shaping social identities in ways that support a vibrant capitalist economy. • Celebrities are seen as important opinion formers and role models today and, to some extent, they can be seen as a product of the media. • Postmodernists argue that the media have a powerful impact in shaping the way people view social reality today. • Some study evidence supports the view that the media have a direct impact on human behaviour (for example, some findings from the studies by the Glasgow Media Group, and the findings from Bandura et al). • Studies of moral panics and deviancy amplification lend some support to the idea that the media may have a direct impact on behaviour in some situations.	**35**

Question	Answer	Marks
4	Against: • People are not passive consumers of the media; they actively choose how to use the media to suit their own needs, according to the uses and gratifications model of media effects. • The way media messages are interpreted by different individuals and groups can vary, and the factors influencing this are not all within the control of the media (the two-step flow model, for example). • The new media have provided people with the means to generate their own media content rather than be reliant on the content produced for them by the traditional media. In this sense, democratisation of the media can be said to have occurred (although digital pessimists would disagree with this optimistic view of the impact of the new media). • Rather than being manipulated by the media into accepting particular ways of thinking and behaving, people often challenge media content and seek to change the way media operators work. Examples include campaigns against sexism in the media, the alt- right's efforts to expose so-called fake news among established media outlets, and the work of the 'underground press' in challenging the state-controlled media in many oppressive, authoritarian regimes. • The neo-Marxist hegemonic model sees the influence of the media in shaping the way people think and behave as longer-term and more indirect. • Functionalist and pluralist theories would see the media as reflecting the values and attitudes of society more than shaping them. They would reject the idea of the media as a monolithic force manipulating the way people think and behave. • There is relatively little empirical evidence to support claims that the media have a direct impact on human behaviour. Studies in this area have often proved inconclusive or have shown that there is little or no direct impact.	

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Question	Answer	Marks
5	**'Religion helps the ruling class maintain social control.' Evaluate this view.** **Key focus of the question** The focus of this question is the relationship between religion and social control. Good answers are likely to develop the contrast between sociological theories that view religion as a conservative force that promotes social order and those that recognise some role for religion in challenging the status quo and bringing about social change. Functionalist and Marxist theories would agree in seeing religion as contributing to social order, though the two perspectives differ in how they think this is achieved and who benefits. For Marxists, the role of religion is more closely aligned with social control and particularly regulating the behaviour of the working class in ways that favour the interests of the ruling class. By contrast, functionalists believe that all groups benefit from the social order that religion helps to promote. The Marxist view that religion is form of social control can also be challenged by examples of where religion has played a key role in anti-capitalist movements and other initiatives to oppose the status quo and improve conditions for less privileged groups. **Indicative content** For: • Marxist sociologists argue that religion is a form of ideology that deters the working class from rising up and overthrowing the capitalist economic system. Religion makes people passive and disinterested in radical social change. • Religion makes poverty more bearable by offering a reward for suffering and promising compensation in the afterlife for injustice. • Religion often justifies the social order and an individual's position in it. • Religious organisations are often reliant on donations from rich benefactors, thereby helping tie them in to the existing power structure in society. • Established religions are often closely linked with the dominant institutions of society, contributing to the maintenance of the status quo and social control. • Studies have shown that religious organisations often support right wing political parties that seek to defend the status quo and promote capitalist values and institutions. Against: • Functionalists claim that religion contributes to a sense of collective identity and value consensus; it helps bind people together in support for the existing social order. All individuals benefit from this share sense of solidarity and well-being. • Some religions have been quite radical in their opposition to poverty and exploitation, speaking out against perceived deficiencies in the capitalist economic system and seeking to bring about social change.	**35**

Question	Answer	Marks
5	• Labour movements in western Europe historically had a close connection with non-conformist religions and were influenced by religious teachings and values. Many of the great social changes of the twentieth century were driven by labour movements. • Liberation Theology in Latin America is an example of where religion has been used directly to oppose the status quo and to side with those who are socially deprived in their quest to achieve social change. • Marxist theory fails to explain why religion might continue to exist when oppression has come to an end under communism, for example. • Some feminists link religion to patriarchy rather than to capitalism. • Postmodernists see religion increasingly as a matter of individual choice and agency rather than as a mechanism of social control that is imposed on the less privileged members of society. • Supporters of the secularisation thesis would argue that the declining social significance of religion means that any power that religious organisations have to defend the status quo and prevent social change today is considerably diminished.	

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Question	Answer	Marks
6	**'Growth in support for new religious movements and New Age ideas shows that religion has lost its social significance.' Evaluate this view.** **Key focus of the question** To answer this question candidates are required to demonstrate knowledge of significance attributed to the growth of new religious movements and New Age ideas in the secularisation debate and the arguments and evidence that is used in analysing whether or not religion has lost its social significance. Good answers may pay close attention to how secularisation is defined as this has a bearing on how the growth of new religious movements and New Age ideas is interpreted. A definition that ties secularisation closely to a decline in the authority of established religions would view growing support for new religious movements and New Age ideas as evidence to support the secularisation thesis. By contrast, a definition of secularisation that focuses on the idea of declining religiosity is likely to view growing support for new religious movements, such as cults and sects, and/or New Age ideas as evidence of religious revival and not secularisation. Candidates might also consider whether growing support for new religious movements and New Age ideas is sufficient evidence in itself to disprove the secularisation thesis. This may take them into a broader evaluation of the claims made by those who advance the secularisation thesis, with reasoned conclusions drawn about how far, if at all, modern societies have experienced a process of secularisation. **Indicative content** For: • Growth in new religious movements and New Age ideas can be seen as evidence that established religions have lost their social significance. Wilson sees the decline of established religions, together with fragmentation in religious belief systems, as defining characteristics of secularisation. In a secular society, Wilson argues, centralised spiritual authority is replaced by support for competing religious beliefs (cults and sects, for example) and other sources of moral guidance. • New religious movements and New Age ideas are too divided and fragmented to replace the power and authority of established religions. Indeed, most proponents of the secularisation thesis believe that once secularisation has occurred there can be no return to society based on traditional values and social order that is based on religious teaching and governance. • Interest in spirituality may have picked up in western societies in recent years, but studies suggest it is driven by individualistic concerns with discovering meaning and personal fulfilment rather than any desire to return to a form of society based on religious control and traditional values. • Even if the growth in support for new religious movements and New Age ideas is seen as an indicator of religious revival, there is still a lot of evidence to support the secularisation thesis; for example, evidence about the declining role of religion in public life, increasing number of people who reject marriage or marry without a religious ceremony, increasing number of people identifying as atheists, and so on.	**35**

Question	Answer	Marks
6	Against: • Growing support for new religious movements and New Age ideas helps challenge claims associated with the secularisation thesis that membership of religious organisations is declining and people are becoming less religious. • Growth in new religious movements and New Age ideas can be seen as part of a broader trend that has seen an increase interest in spirituality among people in western societies in recent years; the growth in revivalist movements and privatised worship provide further examples of this trend. • Functionalist arguments that religion serves important functions in society are supported by evidence of growth in new religious movements and New Age ideas at a time when support for established religions is declining. Functionalist sociologists view sceptically the idea that societies can become secular to the point where religion has little or no social significance. • New religious movements may evolve into the established religions of the future, suggesting that the process of secularisation can eventually be reversed. • The social and political influence of new religious movements and New Age ideas should not be underestimated.	

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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