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SOCIOLOGY **9699/41**

Paper 4 Globalisation, Media and Religion **October/November 2025**

MARK SCHEME

Maximum Mark: 70

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

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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 guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but not applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
On page comment	On page comment

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Question	Answer	Marks
1	**'Globalisation has led to greater equality between countries.' Evaluate this view.** **Key focus of the question** The question invites candidates to demonstrate knowledge of what is meant by globalisation and whether it has resulted in greater equality between countries. Candidates might distinguish between different aspects of globalisation, including economic, political, and social dimensions. However, it would be equally acceptable to focus on one form of globalisation, such as the spread of global capitalism. Arguments supporting the view on which the question is based have been advanced by modernisation theorists and neoliberals who view globalisation as beneficial for all societies and as a force that is helping to reduce inequalities between countries. Good evaluative responses will consider alternative views about the impact of globalisation. For example, Marxist theorists claim that globalisation is a form of neo-colonialism that benefits the rich and powerful in developed countries at the expense of poorer people in less developed parts of the world. Globalisation might also be seen as a form of creeping westernisation that threatens the culture, national identity and political autonomy of developing countries. **Indicative content** For: • Neoliberals argue that free markets and global trade contribute to economic growth in all countries and from which everyone benefits. • Modernisation theorists argue that globalisation helps spread the cultural values that they believe are essential for successful economic development, including the values of democracy, entrepreneurship, individual freedom, and meritocracy. • Some less developed countries (for example, Taiwan, Singapore, South Korea) have successfully modernised and achieved greater equality with the advanced western economies. • Globalisation has been associated with the spread of democracy and liberal values, helping to free people from oppressive political regimes and exploitative social practices; it gives hope to others that liberation from intolerable social and political circumstances is possible. • Increasing contact and exchange between people in different countries is helping to break down barriers that in the past might have led to conflict and wars; a cosmopolitan society of global citizens is viewed by some as the best antidote to the inward- looking nationalism that has so often led to bloody conflicts in the past, particularly in less developed countries. The resulting increase in social and political stability arguably allows these countries to prosper economically and reduce the inequality they would otherwise experience. • Globalisation has been associated with the increased involvement of transnational organisations in helping to address issues of inequality around the world. Some of the work undertaken by transnational organisations, such as the IMF and EU, may have had a significant influence in helping developing countries to modernise.	**35**

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Question	Answer	Marks
1	Against: • 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. • It is not clear that globalisation has led to a spread of democracy and liberal values in developing societies; in many countries, there has been a backlash against globalisation that, in some cases, has strengthened the hand of oppressive regimes and led to violent clashes and abuse of human rights. In that sense, globalisation may have led to greater political and social inequality in some countries. • Global migration has arguably led to a brain drain of the most talented and best qualified workers from developing countries who move to developed countries in search of improved life chances. This may have left developing countries poorer in social and economic terms. • The western model of capitalism that is promoted through globalisation is not necessarily appropriate for meeting the economic and social needs of the less economically developed countries in other parts of the world. It may hinder development rather than help, adding to the problems of inequality. • Local cultures in developing societies may be weakened by the impact of globalisation, leading to problems such as increasing crime, breakdown of traditional authority structures, anomie, and social fragmentation. This in turn increase the difficulties these countries face in overcoming poverty and inequality. • Globalisation is ongoing and some recent developments have raised questions about whether limits to the benefits of globalisation may have been reached e.g. trends such as onshoring, increased use of trade barriers, resurgence in nationalism in some countries. Similarly, the need to address forms of climate change may be leading to some divisions between developed and developing countries that threaten the process of globalisation e.g. disputes about carbon reduction in different parts of the world.	

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Question	Answer	Marks
2	'**Global migration makes developing countries poorer.' Evaluate this view.** **Key focus of the question** This question focuses on the consequences of global migration for developing countries. Marxist sociologists would support the view in the question, arguing that there are several ways in which less developed countries as a whole are disadvantaged by global migration, including the 'brain-drain' effect of this migration on the sending countries, the loss of younger workers, damage to the cultural fabric of the society, and the disruption of communities and social organisations. Global migration between developing countries can also lead to the disruption of local labour markets. A good evaluation is likely to consider the alternative case that global migration has benefits for developing countries. For example, neoliberals argue that global migration contributes to economic growth and benefits both the sending and the receiving countries. Developing countries may benefit from migrants repatriating some of the income they earn through working in developed countries. Similarly, skills and qualifications achieved by migrants may benefit the developing society when migrants return home. These arguments and debates give a flavour of what material should be covered in good answers to the question. **Indicative content** For: • 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. • 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. • Migration of younger workers can increase the dependency ratio in developing countries, placing government resources under increasing strain and potentially lowering the standard of living of dependent groups. • 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, making it difficult for migrants who eventually return home to reintegrate effectively. • 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 for migrants who are subject to exploitative control by people traffickers and through modern-day slavery. • Low wages for migrant workers are likely to limit any benefit that the home country derives from, for example, repatriation of migrant income or return of migrants with useful skills and resources.	**35**

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Question	Answer	Marks
2	Against: • 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. • Repatriation of income from global migrants may help boost the economy of the sending countries. • 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. Some of these workers may return home with improved skills and resources that can benefit the developing country. • Migrants may return home from working in developed countries with new ideas and values that are beneficial for the development of their country of origin. • Some migrants are very successful in the country to which they migrate, setting businesses and become wealthy in time. They can act as role models for people in the country of origin and may also provide funding and support for businesses back home. • The general process of global migration might have net benefits for all countries through, for example, contributing to world economic growth and the so-called trickle-down effect. • Evidence and examples of how migration may have benefitted poorer countries should be rewarded.	

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Question	Answer	Marks
3	**'The media has a direct influence on social behaviour.' Evaluate this view.** **Key focus of the question** The question invites consideration of the arguments and evidence about whether the media can directly affect social behaviour. Good answers are likely to distinguish between direct and indirect theories of media effects. Theories which suggest that the media has a substantial and direct effect in influencing the thoughts and behaviour of audiences include the hypodermic syringe and mass manipulation models. Good answers might also include a review of relevant studies supporting the idea of direct effects, such as those investigating the possible relationship between violence in the media and violent social behaviour. Models of media effects that reject the idea of the media having a direct influence on behaviour are likely to feature in the evaluative part of answers. For example, the uses and gratifications model would argue that people are not passive consumers of the media; on the contrary, to satisfy their personal needs people actually make choices about how to use the media. Other models of media effects (reception analysis model and cultural effects model) suggest that the influence of the media varies between groups and may be subtle and indirect. **Indicative content** For: • The hypodermic syringe model sees media content as acting like a drug that is injected into audiences who are then directly influenced in the way they think and behave. • The Marxist mass manipulation theory sees the media as playing a direct role 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 directly influenced by ideological agencies such as the media. • Examples of the media seemingly directly influencing behaviour, such as the 'War of the Worlds' radio broadcast in the 1930s. • Some studies have claimed to show that the media directly influences human behaviour. This includes the studies by Bandura, Newson, and Charlton. • Studies suggest that the media plays 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. • 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. • Evidence of the strong influence of the media in helping authoritarian regimes maintain power. • Examples from the development of social media that might show a significant, direct influence of media content on audiences. Celebrity influences who have large followings of people who may seem to act as devotees, heavily influenced by the celebrity. • The use of the new media as a vehicle for political manipulation.	**35**

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Question	Answer	Marks
3	Against: • Studies of whether exposure to violence in the media leads people to behave violently have been largely inconclusive. • Other studies of media influence, such as those focusing on the impact of advertising and on voting behaviour, have also failed to produce definitive results. • People are not passive consumers of the media, rather they choose how they use the media to satisfy their own personal needs. • 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. • Fears prevalent in the 1930s that people would be brainwashed by the media have proved unfounded. • Media messages can be interpreted in different ways; how individual and groups interpret those messages is influenced by factors which the media have little control over, such as gender, class, age, ethnicity, and community. • Isolating the influence of the media to study effects on the way people think and behave is very difficult to achieve. There are other methodological difficulties in investigating media influence and this also adds to the difficulty of securing conclusive evidence about media effects. • The new media has opened opportunities for users to challenge dominant media ideas and influencers, possibly helping others think more critically about the impact of the media. • The media today is less monolithic than in the past. There are numerous media outlets and audiences tend to be more fragmented, making it harder for the media overall to have a single dominant influence on behaviour.	

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Question	Answer	Marks
4	**'Governments lack the power to control 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 many media corporations have increasingly grown in scale, become more global and proportionately more powerful. • Media conglomerates tend to operate on a global scale today and that makes it easier for them to avoid detailed control by 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**

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Question	Answer	Marks
	• 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. • Growing concerns about the adverse influence of some aspects of social media is encouraging governments to look at new ways of regulating and limiting internet content providers.	

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Question	Answer	Marks
5	**'Religion is a means by which the ruling class maintain social control.' Evaluate this view.** **Key focus of the question** This question invites consideration of sociological theories that view religion as a form of social control that favours the interests of the ruling class. Marxist sociologists, for example, argue that religion contributes to the maintenance of the capitalist economic system by creating false consciousness among the working class. Good answers will demonstrate a sound understanding of the possible links between religion and the interests of the ruling class. Evaluation of the view on which the question is based is likely to draw on contrasting theories of religion, such as the functionalist view that religion contributes to value consensus and social harmony, or the postmodernist questioning of what religion means for people today. Examples may be used to question how far religious organisations promote ideas that are favourable to the status quo (liberation theology, for example, is an example of religion being used to challenge entrenched economic interests and support the dispossessed in Latin America). Contrasts between different religions might be explored to establish whether all religions are equally supportive of the ruling class. **Indicative content** For: • Religious teachings often encourage acceptance of the existing social order through contributing to false consciousness in the working class. • Religion provides a form of spiritual solace (opiate) for the poor, making them less likely to resist the material deprivation they experience and thereby supporting the interests of the capitalist ruling class. • Links between religion and the idea of an ideological state apparatus (Althusser). • Religion often has strong links with other agencies of social control; for example, the influence of conservative religious groups in relation to the US government and political system, with this combination acting as a powerful force to support ruling class interests. • Religious organisations are often reliant on donations from rich benefactors and so tend to support the interests of such groups rather than encourage radicalism among followers. • Established religions are often closely linked with the dominant institutions of society, helping to support the interests of the rich and powerful. • Feminist sociologists argue that religion expresses patriarchal values, supporting the power of privileged males over females. In this view, the ruling class may be seen as privileged males. Against: • Some religions have been quite radical in their opposition to poverty and exploitation, speaking out against perceived deficiencies in the capitalist economic system and seeking to raise consciousness about issues of inequality and exploitation.	**35**

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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. • 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. • Many new religious movements have developed without close links to the established powers in society and may have a more challenging view of political issues linked to inequality. Similarly, New Age ideas are often radical rather than conservative and supportive of the ruling class. • Supporters of the secularisation thesis would argue that the declining power of religion means that any role it has in promoting false consciousness among the working class has been equally diminished. Other social institutions may be much more important in securing social control today e.g. the media. • Some religions have introduced changes to address inequality between males and females within the religious organisation. • Weber's arguments against reductionist views of the role of religion. Weber would argue that the social significance of religion has varied over time and can differ between countries and regions.	

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Question	Answer	Marks
6	**'Religious organisations have lost their social significance.' Evaluate this view.** **Key focus of the question** This question invites candidates to consider the extent to which there has been a decline in the role and importance of religious organisations in society. Arguments and evidence supporting the view on which the question is based are likely to be derived from sociologists who have contributed to the secularisation thesis. Examples of loss of social significance include the declining role of religion in civic ceremonies, less involvement in government, declining role as a source of moral authority, less involvement in the education system, and the general decline in membership of religious organisations and, arguably, in religiosity. The extent to which religious organisations have lost their social significance can, however, be debated and arguments against the secularisation thesis are likely to feature in good evaluative responses to the question. Candidates might also consider whether the view expressed in the question is true of all religions today. Catholicism, for example, remains a powerful influence in some European countries and this might be contrasted with the arguably weaker position of the Church of England in the UK today. In many developing countries religious organisations continue to have considerable social significance. In some parts of the world there is evidence of a religious revival; for example, the Evangelical movement is attracting many adherents today. The growth of new religious movements and new age thinking might also be explored as a way of questioning the idea that religion has lost its social significance. **Indicative content** For: • In many countries, religious organisations are less involved in public life and in the institutions of the state today. • Evidence of falling membership of religious organisations and competition from other belief systems. • The social and cultural significance of religion has declined in many countries. • Declining role of religion as a moral authority in society. • Religious organisations play a less prominent role in civic ceremonies today. • Surveys showing a decline in participation in religious ceremonies. • Consumerism is a stronger influence in people's lives today than religion. • Science and rationalisation have undermined belief in religion. • In some countries, a greater diversity in religious faiths/organisations has emerged, which may have diluted the social significance of any one religious organisation. • Alternative forms of spirituality have emerged to challenge the appeal of religion. • Falling membership seen in many religious organisations has had an adverse financial impact on the organisations ability to fund operations and employ spiritual leaders.	**35**

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Question	Answer	Marks
6	Against: • Religious organisations remain a powerful influence on public life in some societies, clearly the case with theocracies. Contrasts between western and non-western societies may be relevant in this respect. • For some communities/ethnicities, religion remains a central part of social and cultural life. • Many religious organisations are seeking to rejuvenate themselves by, for example, renewing their involvement in the community and engaging more in social and political issues. • Even in secular societies, religious organisations may still be an important influence on social and political life. Examples include the significant influence of the Christian right in US politics and the Catholic Church in Italian public life. • There is evidence of religious revival in some countries. • Some religions appear to be gaining followers (Evangelicalism in the US, for example). • Claims that people are less religious than in the past can be questioned. For example, there is a lack of evidence about how religious people were in previous periods. • Evidence of growth in privatised forms of religion and believing without belonging. • New forms of technology may have helped strengthen the organisational base of religions; for example, online religious services, social media means of communicating with followers, tele-evangelism. • Discussion of civil religion and its significance in relation to the question. • In some countries, growth in membership and power of religious organisations as a manifestation of 'cultural defence' in response to the impact of globalisation.	

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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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