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International Education

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SOCIOLOGY **9699/42**

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	**'Transnational organisations have been unsuccessful in reducing global poverty.' Evaluate this view.** **Key focus of the question** The question invites consideration of the role of transnational organisations in addressing global poverty. A good answer will consider a range of arguments and evidence supporting the view that transnational organisations have been unsuccessful in reducing global poverty. Transnational organisations that work with less economically developed countries to alleviate poverty and to improve educational and health facilities include alliances of nation-states such as the United Nations, the EU, and the G7; transnational trade organisations such as the WTO, the World Bank, and the IMF; charities such as Oxfam, Save the Children, and World Vision. High scoring responses will also consider arguments and evidence that challenge the view on which the question is based. This might take the form of a nuanced discussion of the benefits and drawbacks of the interventions used by transnational organisations to help raise living standards in developing countries and combat poverty. Examples of interventions could be used to illustrate key analytical points. Distinguishing between the impact of different types of transnational organisation would be another way of adding depth to the evaluation. **Indicative content** For: • Evidence that the position of the poor is deteriorating in many developing countries despite a long history of interventions by transnational organisations. • TNCs from developed countries investing in developing countries but extracting profit prevents development to overcome poverty • Critics claim that the IMF and World Bank work in favour of the richer western countries by encouraging poorer countries to adopt policies that are favourable to the development of global capitalism. These policies, it is argued, leave the poorer countries vulnerable to exploitation by transnational corporations. • The UN's Millennium Development Goals (MDGs), which aim to reduce certain global inequalities by 2030, are unlikely to succeed because insufficient provision is made for ensuring that governments in less economically developed countries act responsibly and are accountable for making the best use of the aid and support available. • Many non-government transnational organisations are financed by western governments and supra-national organisations such as the UN and the EU. Their ability to act independently of these government agencies may therefore be compromised, making them less likely to challenge the imposition on poorer countries of policies that favour the interests of western countries. • Studies show that a high percentage of the funding received by transnational organisations for helping poorer countries is spent on staff costs and the administrative needs of the organisation. Only a fraction of the money is spent directly on projects to help reduce global inequality.	**35**

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Question	Answer	Marks
1	• Arguments based on Marxist theories that identify underlying structural factors linked to global capitalism as the reason why developing countries appear locked in a cycle of poverty. According to these theories (dependency theory, for example), interventions by transnational organisations are ineffective because they fail to challenge the deeper economic and political relations that make developing countries vulnerable to exploitation by richer, western nations. • Interventions by transnational organisations are sometimes undermined by lack of cooperation from national and local governments in developing countries. Against: • Government transnational organisations have provided support and encouragement for social and political reforms designed to help less economically developed countries modernise and benefit from access to international trade and investment. • TNCs invest in developing countries to improve local economies. • Examples of interventions by transnational organisations that appear to have been successful in reducing poverty: Oxfam funding for low technology farming projects and WaterAid's involvement in clean water and hygiene projects, for instance. • Organisations such as the IMF and World Bank have provided significant funding for infrastructure projects and commercial initiatives in less economically developed countries. It is not clear how this level of funding could be generated through alternative means. • In relation to the UN's MDGs, the richer members of the UN agree to support poorer UN members to achieve these MDGs through the provision of aid, the reduction of debt, and the formation of fair-trade relationships. • Some transnational organisations are active in providing training and support to help the poor in less economically developed countries to improve their life chances. • Some international charities help to recruit and supply overseas workers with the skills to help address the problems of poverty and inequality in less economically developed countries. • Some transnational organisations have had success in reducing poverty by finding effective ways of working together with national and local governments. • Problems leading to poverty can often be on such a scale (e.g. the environmental crisis), that only transnational organisations can offer any kind of solution.	

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Question	Answer	Marks
2	**'Governments are unable to prevent the increase of global crime.' Evaluate this view.** **Key focus of the question** The question invites consideration of global crime and why it may be difficult to police and prosecute. Examples of different types of global crime may be used to illustrate the problems that national governments face in detecting and deterring law breaking that extends beyond national frontiers. Marxist arguments that global crime is encouraged by the criminogenic conditions and values of capitalism might be used to explain the difficulties that governments face in dealing with criminality on a global scale. Marxists would argue that the nation state is controlled by, or subordinate to, capitalist interests and that is why some global crimes (corporate crime, for example) are rarely punished. The view that measures to prevent the growth of global crime have been unsuccessful may be challenged, however, by considering examples of successful policing and prosecution. Internationally coordinated efforts between governments to combat global crime might also be discussed as a way of extending the evaluative content of the answer. **Indicative content** For: • Global crimes are crimes that occur across the borders of two or more countries, making it harder for individual nation-states to police and prosecute e.g. people or drug trafficking • Organised criminal groups can run their illegal operations from countries where they are least likely to be detected/prosecuted. They can also switch between countries to avoid arrest. • Some global crime is organised with the same efficiency and methods as that which characterises the modern capitalist corporation; this makes global crime highly profitable and leads to the creation of powerful networks that wealthy criminals can use to evade detection. • Castells argues that globalisation has led to the development of physical, digital and financial networks that cut across national borders and which allow knowledge, goods and people to move quickly, easily and cheaply across the world. This has made possible the development of a global criminal or 'shadow' economy in which there exist complex interconnections between a range of criminal networks in a variety of countries, • Global crime is often organised along national or ethnic lines, assisted by the process of global migration. For example, there are close links between triads based in China and the Chinese diaspora. The national/ethnic dimension makes it harder for law enforcement agencies to penetrate these groups and detect their illegal activities. • Governments in some countries may be corrupt and so fail to detect or prosecute global crime	**35**

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Question	Answer	Marks
2	• Digital technology has created new opportunities for criminals to operate globally without detection. For example, criminal organisations and terrorist groups are evading security services and intelligence agencies by hiding in the shadows of the dark net, using encrypted messaging services to communicate and anonymous cryptocurrencies such as bitcoin to generate funds. Moreover, the internet has created significant opportunities for cybercrime (e.g. ransomware) and identity theft. • Crimes committed by transnational corporations are difficult to police. In developing countries, TNCs can threaten to withdraw their much-needed investment if the authorities threaten them with prosecution. TNCs and wealthy individuals can avoid detection/prosecution by using bribes to corrupt local officials in the police and government. Against: • Franco argues that although organised crime groups may operate on a global scale, they are still heavily embedded in local contexts and are therefore subject to effective local policing and justice. • Individual nation states are increasingly working together to combat global crime; for example, UK police forces have worked with their counterparts in Eastern Europe in efforts to control the migration associated with sex trafficking. • Some supra-national organisations have been established to coordinate the fight against global crime, with examples including Interpol and Europol. • Law enforcement agencies in many countries have been strengthened (given more powers and resources) because of the perceived threat from global crime. • Growth in global crime has led governments to increase efforts to control the financial networks through which criminals operate. For example, there has been some success in closing loopholes that allow money laundering through identity fraud and the use of offshore bank accounts. • Governments potentially could do more to combat global crime, but for various reasons some governments choose not to intervene. The Russian and Chinese governments have been reluctant to cooperate with some international proposals for fighting global crime, for example. The US government has allowed banks in the US to maintain secrecy in a way that makes international money laundering investigations difficult.	

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Question	Answer	Marks
3	**'The media has only an indirect influence on social behaviour.' Evaluate this view.** **Key focus of the question** The question invites consideration of how far the media influences social behaviour and the evidence on this subject. Good answers will discuss a range of arguments and/or evidence supporting the view on which the question is based. This might include a review of various models of media effects that see only an indirect influence of the media on social behaviour. The two-step flow model supports the view of the media having only a weak indirect impact on behaviour. 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. Good answers will also include a sustained evaluation of the view that the media has only a weak indirect influence on social behaviour. This might be achieved through considering the hypodermic syringe and mass manipulation models which see the media as exerting a substantial and direct effect on the thoughts and behaviour of audiences. A critical assessment of evidence from studies of the impact of the media on behaviour might also feature in a sound evaluative response. Distinguishing between different types of media (new media and traditional media, for example) could provide a further angle for the analysis of media effects. **Indicative content** For: • The two-step flow model supports the view of the media having only a weak indirect impact on behaviour. • Cultural effects model suggests that any influence of the media is indirect and established only through a long period of exposure to media messages. • People are not passive consumers of the media, rather they choose how they use the media to satisfy their own personal needs. This view is supported by the uses and gratifications model, in particular. * • Fears prevalent in the 1930s that people would be brainwashed by the media have proved unfounded. • 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. • Media messages can be interpreted in different ways; how individuals and groups interpret those messages is influenced by factors which the media has 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.	**35**

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Question	Answer	Marks
3	• 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. Against: • 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 mass manipulation model advanced by some Marxist thinkers also sees the media as a powerful tool of propaganda and ruling-class ideology that influences social behaviour. Through this ideology people are made to accept their position in society. They would not think in this way without being influenced by ideological agencies such as the media. • Some studies have claimed to show that the media has a substantial and direct influence on human behaviour. This includes the studies by Bandura, Newson, and Charlton. • 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. • 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. • The influence of the media may be indirect rather than direct, but it is still strong. Some versions of the cultural effects model would endorse this view. • 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 e.g. Russia's alleged intervention in the US presidential election. ***Note:*** *The uses and gratifications model can be used to support or evaluate the view in the question depending on how the point made is developed It could be showing the indirect effect of the media or no effect of the media which would be an evaluation of the view.*	

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Question	Answer	Marks
4	**'Control of the media is shared between different groups.' Evaluate this view.** **Key focus of the question** The idea that different groups in society can influence the content of the media is a key component of pluralist theory. Good answers are likely to use pluralist ideas to explain the view expressed in the question. Contrasting perspectives will then be deployed to provide an evaluation of the pluralist claim that control of the media is shared between different groups in society. Marxist sociologists argue that the content of the media is controlled by the owners of media conglomerates and, more broadly, by capitalist interests. Interactionists would argue that only detailed study of individual instances of where decisions are made about media content would shed light on who controls the media and how that control is exercised. Feminist sociologists would highlight the extent to which media content is shaped by men and reflects male interests predominantly. Postmodernists would point out that the new digital media has created opportunities for more people to influence media content than was perhaps previously the case. Some answers might also consider the role of specific groups in influencing media content. This could include audiences, editors and journalists, advertisers, and government agencies. **Indicative content** For: • Pluralist arguments that control of the media is shared between different groups. • In democratic societies there are various institutional arrangements that allow different groups an opportunity to influence the media. For example, government regulations often require some or all media organisations to operate in ways that allow scope for different groups in society to influence media content (for example, the BBC Charter). • There are many cases of where powerful lobby groups representing different sections of society 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. • Examples of legal cases where individuals and groups have successfully challenged the actions of media corporations. • Dependence on advertising revenues means that most media corporations must be careful to reflect the interests of a range of individuals and groups in society in order to attract advertisers. • Media organisations are often so large and complex that it is difficult for one individual or group to control how the organisation operates. • The digital optimist view that the new media has increased the opportunities for individuals and groups from a range of backgrounds to influence content.	**35**

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Question	Answer	Marks
4	Against: • Marxist arguments that capitalist interests ultimately determine the content of the media and that different groups in society can influence that content only where that is consistent with satisfying the aims of the capitalist owners of the media. • Media conglomerates operate increasingly on a global scale and, arguably, this has made them less subject to influence by national governments and pressure groups. • 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. • 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. • Digital pessimist arguments that the new media has done little to help democratise access to the media. • Arguments that governments have considerable scope to control the media. This may be particularly the case with authoritarian governments. • Feminist arguments that men in senior positions within media organisations control the media. • Media executives are often drawn from a very narrow background usually the dominant ethnic group and older age.	

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Question	Answer	Marks
5	**'Religion is an instrument of ideological control.' Evaluate this view.** **Key focus of the question** This question invites consideration of sociological theories that view religion as a form of ideological control that favours the interests of the rich and powerful. Marxist sociologists, for example, argue that religion contributes to the maintenance of the capitalist economic system by creating false consciousness among the working class. Feminists view religion as supporting patriarchal values and therefore adding to the power which males hold over females. Good answers will demonstrate a sound understanding of the theories and evidence supporting the view that religion serves as an instrument of ideological control. 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 established whether all religions are equally supportive of the dominant power structures in society. **Indicative content** For: • Marxist arguments that religion is part of the ideological superstructure, and a form of false consciousness, supporting the interests of the capitalist economic system. • Religious teachings often encourage acceptance of the existing social order. • 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. • 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. • Historical and contemporary examples of where religion has been imposed on subordinate groups by the rich and privileged, including the early period of industrialisation with the working class and cases of missionary work associated with the spread of colonialism in the nineteenth century. • Feminist arguments that religion expresses patriarchal values, supporting the power of males over females. • Examples of religious ideas being used to support the interests of dominant ethnic groups in some societies.	**35**

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Question	Answer	Marks
5	Against: • Durkheim argued that religion contributes to social solidarity and to the fulfilment of collective needs. • Malinowski's view that region satisfies important psychological needs of the individual. • Post-modernist reflections on the role of choice and personal identification as factors influencing meaning of religion today. • 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. • Labour movements in western Europe historically had a close connection with non-conformist religions and were influenced by religious teachings and values. Likewise, 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. • Some religions have introduced changes to address inequality between males and females within the religious organisation. • Max Weber warned against making sweeping generalisations about the contribution that religion makes to society. He recognised that the role of religion can vary across time and between societies, and that not all religions have the same impact on people's thoughts and behaviour. In some situations, Weber said religion could be a source of social change, in others it may act as a conservative force or a catalyst for division and confrontation. This is a more nuanced way of thinking about the role of religion than the one presented in traditional functionalist and Marxist theories of religion. • Supporters of the secularisation thesis would argue that the declining power of religion means that any role it has in promoting ideology has been proportionately diminished.	

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Question	Answer	Marks
6	**'Religion has little role in people's lives today.' 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 influence and relevance of religion in people's lives. Established religions have declined in several respects, it can be argued: loss of position within the institutions of the state; declining membership; competition from alternative belief systems and the challenges to spiritual belief posed by science; loss of position within the community. Arguably, it is western societies primarily where the declining influence of religion has occurred. The extent of the decline in religious belief and practice can, however, be debated and arguments against the secularisation thesis are likely to feature in good evaluative responses to the question. Another relevant line of analysis would be to consider whether the view expressed in the question is true of all groups today (for example, it may be less true of some communities/ethnicities/age groups than others). Good answers might also distinguish between religions in terms of their influence today. For example, Catholicism 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. Likewise, the Evangelical movement is proving a powerful force in many parts of the world presently, attracting many adherents. The growth of new religious movements and New Age thinking might also be explored as a way of questioning the idea that people no longer believe in religion. Moreover, questions could be raised about how influential religion was in the past, perhaps arguing that participation in religious practices in former times reflected social conformity rather than deeply held religious belief. **Indicative content** For: • Falling membership of religious organisations and competition from other belief systems. • Surveys showing a decline in religious belief. • In western societies particularly, religious organisations are less involved in public life and in the institutions of the state today. • The social and cultural significance of religion has declined in many countries for example, decline in church weddings, baptisms, rejection of religious teachings on birth control. • People are more likely to challenge the authority of established religions to decide key issues of morality in society. • There is more profanity and possibly greater acceptance of heresy and blasphemy today. • Alternative forms of spirituality have emerged to challenge the appeal of religion. • Consumerism is a stronger influence in people's lives today than religion. • Science and rationalisation have undermined belief in religion.	**35**

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Question	Answer	Marks
6	Against: • Decline in membership of established religious organisations does not necessarily mean that belief in religion is any less today than in the past. Many people appear to believe without belonging today. • There is some evidence of religious revival in some societies. • Religious organisations remain a powerful influence in some societies. • Some religions appear to be gaining followers (Evangelism in the US, for example). • For some communities/ethnicities/countries, religion remains a central part of social and cultural life. • 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. The concept of religiosity is also difficult to define and operationalise. • In the past people may have practised religion more out of social conformity and obligation rather than personal belief (Belonging without believing). • 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. This process may be aided by new technologies such as social media. • Evidence of growth in privatised forms of religion and believing without belonging. • Evidence of the continuing influence of religion in areas such as education, politics, and community work.	

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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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