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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/41**

Paper 4 Globalisation, Media, Religion **May/June 2026**

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-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.

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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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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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Question	Answer	Marks
1	**'There is less inequality between countries today as a result of globalisation.' 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 less inequality 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. • Arguments and evidence supporting the view that transnational organisations, as one feature of globalisation, have helped improve the position of the poor in developing countries. • 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. • Postmodernists argue that 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 rise of social movements that campaign for global equality in areas such as employment, environment, and women's rights.	**35**

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Question	Answer	Marks
1	Against: • Dependency theory as a critique of globalisation. • 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. • 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. • Evidence of widening social inequality between developed and developing countries. • 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. • 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 increases the difficulties these countries face in overcoming poverty and inequality. • Efforts to counter gender inequality have not been successful in some countries despite the influence of globalisation.	

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Question	Answer	Marks
2	**'Global migration has led to the growth of hybrid identities.' Evaluate this view.** **Key focus of the question** This question focuses on the consequences of global migration and whether the process has led to the growth of hybrid identities. Post-modernist and transformationalists would mostly agree that global migration has played a significant role in the breakdown of fixed, traditional cultural identifies and the emergence of new cultural forms that involve some degree of amalgamation or blending of cultures which often have very different origins and backgrounds. Examples of hybrid identities might be provided to illustrate the case for the view in the question. Functionalists are likely to take a different view, focusing on the social integration of migrant groups into a single mainstream culture, which is the dominant culture of the host community. Similarly, though, it could be argued that cultural defence and/or ethnic revitalisation are a more likely response to global migration on the part of many migrant groups, chiefly the underprivileged and exploited. Good answers might also reflect on issues of racism and xenophobia among host communities as an impediment (or encouragement) to the adoption of hybrid identities. Arguments relating to the cultural convergence/cultural divergence debate would help support a strong evaluative response to the question. Likewise, another line of analysis would be to question what is meant by 'hybrid identity' and how the concept can be operationalised for purposes of sociological investigation. **Indicative content** For: • Reasons why global migration might lead to a growth in hybrid identities: inter-mixing, change in material circumstances, exposure to new cultural forms (media, particularly), educational opportunities, loss of contact with country of origin over time. • Post-modernist ideas of fluidity and simulacra. • Giddens: time/space distanciation and relevance for cultural identities. • Migrant communities as an influence on the cultural development of the host community; for example, by making the host community aware of different forms of music and cuisine and religion. • Examples of hybridity in relation to groups, such as women, age groups, ethnicity. • Impact of migration on the cultural life of the community/country of origin of migrant workers by bringing exposure to new ways of life and belief systems. Against: • Assimilation rather than hybridity. Functionalist 'melting pot' theory. • Arguments that the hostility of host communities towards migrants makes any blending of cultures unlikely. • Other difficulties migrants may face in integrating in host communities, such as low pay, insecure employment, housing problems, ghettoisation. • Arguments that cultural hybridity is promoted mainly by western capitalist interests; it is less authentic and rooted in the lives of ordinary people than some commentators believe.	**35**

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Question	Answer	Marks
2	• Some global migrants quickly return to their country of origin, without any change in their cultural identity. • Better educated and more privileged migrants more likely to promote/embrace hybrid identities. • Evidence that many migrant groups remain wedded to their traditional cultural identities for a long time, and sometimes across many generations. • Hybrid identities may be embraced by migrants on a pragmatic basis only – to gain acceptance in host community, for example, while continuing to practice traditional ways of life in private and/or when they return to their country of origin.	

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Question	Answer	Marks
3	**'The media exists to promote ruling-class ideology.' Evaluate this view.** **Key focus of the question** The question invites consideration of the Marxist view that the media serves to promote ruling class ideology. Good answers will provide a clear account of arguments and evidence supporting the view on which the question is based. Concepts such as agenda setting, gatekeeping, propaganda, mass manipulation, ideological state apparatus. and hegemony may be explored in well-informed responses. Good use might also be made of studies (such as those by the Glasgow Media Group and Philo and Berry) that illustrate the power of media to frame political debates and promote the values of the rich and powerful. High quality responses will also include an evaluation of the view that the media is an instrument of ideological control. This is likely to be delivered through considering contrasting theories, such as the pluralist view that the media serves the interests of a wide range of groups and is not slanted towards processes that help maintain the power of an elite(s). Evidence to show that the media often challenges the status quo and opposes powerful interests could also form part of a good evaluation. Debates between digital optimists and digital pessimists would be relevant to include in an analytical response looking at whether the new media has delivered greater opportunity for individuals to challenge dominant ideas and power structures. **Indicative content** For: • Marxist ideas about the media being part of the ideological superstructure supporting capitalist interests and relations of production. • Debates about mass manipulation and hegemony as different conceptions of how the media operates as an instrument of ideological control. • The cultural effects model as an illustration of how the media might contribute to a process of ideological control. • Owners of the traditional media have extended their power by acquiring control of many new digital media outlets in recent years. • The size and global reach of modern media conglomerates makes them difficult to control by national governments, thereby adding to the power of the owners of those media assets to exert control over media content. • Arguments and evidence about the role of governments in using the media for propaganda purposes. • Evidence that global media companies are owned by wealthy individuals who appear to exercise close control over decisions that affect the content of the media they own. • Editors and journalists are forced to align themselves with the commercial interests of the owners or they will lose their jobs. • Studies (Hall, Philo and Berry, Curtis, Jenkins) that illustrate how media content may be shaped to support the status quo and/or promote the interests of the rich and powerful.	**35**

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Question	Answer	Marks
3	Against: • Pluralist theory states that power in relation to the media is fragmented with different groups in society each having some influence. Audiences, for example, must have their interests considered by media organisations to some extent or sales of media products will be adversely affected. Advertisers have some influence too, as they provide vital funding for media producers. Government is another social agency competing to exercise control of the media. • Pluralists would argue that the influences on media content are too diverse for the media to be regarded as an instrument of ideological control that serves the interests of the rich and powerful or is aligned with the status quo. • Evidence of where the media has expressed opposition to powerful interests and challenged the status quo. • Criticisms of the determinism/reductionism in Marxist accounts of the role of the media. • Discussions of the limitations that governments face in controlling the media and using it for propaganda purposes. • The new media has handed some control over media production to individual citizens, and this may have lessened the role of owners, and other powerful interests, as gatekeepers of what is published and broadcast. • Feminist arguments that the media serves primarily to promote patriarchal values rather than ruling class ideology. • Liberal arguments that the media serves the public interests primarily.	

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Question	Answer	Marks
4	**'Growth of the new media has given audiences a greater influence over media content.' Evaluate this view.** **Key focus of the question** The new media is more interactive than the traditional media, giving individuals more opportunity to shape media content, network with a wide base of like-minded people, and organise protest and/or resistance to powerful groups that might otherwise dominate access to the media. Good responses to the question will consider how far people have been empowered by the emergence of the new media and whether claims about greater influence over media content can be substantiated. Debates between digital optimists and digital pessimists may feature in well-informed responses. Digital optimists argue that the new media has provided individuals with more opportunity to shape media content, form new social relationships, become opinion formers, and communicate quickly and effectively with diverse groups. By contrast, digital pessimists argue that ownership of digital assets allows large corporations, such as Meta and Google, to control the uses and content of the new media. Similarly, Marxist theory may be applied to show that, as with the traditional media, a few powerful owners are able to control the new media. Arguments against the view in the question might also note that authoritarian governments have been ruthless in cracking down on internet use whenever citizen groups have any success in using the new media to advance views against the government. Examples of specific political campaigns may be used in good answers as a way of debating the issues to which digital optimists and digital pessimists have drawn attention. **Indicative content** For: • Arguments and evidence put forward by digital optimists to suggest that the new media has a positive impact in enhancing free speech, democratising society, and liberating individuals who now have greater freedom to influence media content. • evidence that activists have used the internet and social media to challenge power elites in several ways, including harnessing mass support for political campaigns, raising awareness of government malpractice and maladministration, and coordinating protests and activism. • Evidence that commercialising the use of the new media has been problematical (X's financial concerns, for example) and this may place media corporations in a position where they have to compromise with the interests of users and other groups in order to have a chance of making any profit from the digital assets they own. • The new media can be used to monitor the illegal or immoral activities of big businesses and governments. Hacktivist networks can infiltrate corporate and government websites, potentially gaining access to information that would expose wrongdoing and injustice. • The digital revolution has enabled citizen journalism with civilians having access to the technology to send instant messages and pictures around the globe (including to international media outlets) to report on events affecting citizen protests and government attempts to repress opposition.	**35**

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Question	Answer	Marks
4	• Evidence about the growth of digital influencers. • Interactive media allows audiences to provide instant feedback on new media content, thereby potentially exercising direct influence on that content. • New media is well placed to gather significant data about audience preferences and to use that data in shaping future content. Against: • Evidence that ownership of much of the new media has quickly become concentrated in the hands of a few powerful media corporations (Google, Meta, Netflix, Microsoft, Disney, Alibaba, for instance). • Owners set the rules on how the new media can be used and ways it can be accessed. • Powerful individuals and corporations can use the new media to extend their influence and generate further wealth; the opportunity for other people to use the new media to the same effect is much more limited. • Evidence that there are close links between those who own digital assets and those who own the traditional media. These overlapping interests create additional powers that large media corporations can use to dominate the new media space. • Authoritarian governments increasingly seek to limit the liberating potential of the new media by deploying censorship, masked political control, and technology capture. • Examples of government interventions to limit the use of the new media for purposes that might threaten the status quo. • Outside the wealthy, established democracies, large numbers of people still lack access to digital technologies. They are therefore reliant on government controlled traditional media. • Technology providers are under increasing pressure to exercise closer control over how their technology is used and by whom. For example, Facebook has recently banned several account users who were seen by the company to be posting socially undesirable content. While some will see this as responsible monitoring of media usage, others will view it as a potentially troubling development that places restrictions on how individuals use the new media and who is judged suitable to post messages and organise protests. • Media corporations are under increasing commercial pressure to operate as multi-media providers, and this has led them to take a strong interest in controlling the development of the new media. • Examples of where owners of digital assets have demonstrated their control by, for example, curtailing or preventing access to certain users. X's ban on Donald Trump, for example, or Facebook's ban on certain extremist groups.	

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Question	Answer	Marks
5	**'Religion is a barrier to social change.' Evaluate this view.** **Key focus of the question** This question invites consideration of sociological theories that view religion is a force that helps to maintain the status quo and prevent social change. 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 possible links between religion and the interests of the rich and powerful. 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 Weber's observation that at certain times historically religion has played a key part in social change. Postmodernist questioning of what religion means for people today might also feature in good evaluative responses. Examples may be used to question how far religious organisations promote ideas that are favourable to the status quo as opposed to promoting social change. Liberation theology might be cited as 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 dominant interests and conservative values. **Indicative content** For: • Marxist theories of religion. • Functionalist theories pointing to the role of religion in maintaining social order. • Examples of how religious teachings often encourage acceptance of the existing social order. • Religion acting as 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. • Feminist sociologists argue that religion expresses patriarchal values, supporting the power of males over females. • Historical evidence about the conservative role of religion in supporting prevailing power structures.	**35**

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Question	Answer	Marks
5	Against: • Some religions have been quite radical in their opposition to poverty and exploitation, speaking out against perceived deficiencies in the capitalist economic system 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. • Liberation Theology in Latin America is an example of where religion has been used directly to oppose capitalist interests and to side with those who are socially deprived. • Supporters of the secularisation thesis would argue that the declining power of religion means that any role it has in promoting false consciousness among the working class has been equally diminished. • Some religions have introduced changes to address inequality between males and females within the religious organisation. • Evidence of religious organisations that adopt a more neutral position in relation to contested social and political values. • Schisms within religious organisations have sometimes led to fundamental social change, such as the division of India to create Pakistan and the English Reformation. • Religious organisations may be under increasing pressure to accept and adapt to important social changes, e.g. tolerant attitudes to homosexuality, divorce, cohabitation.	

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Question	Answer	Marks
6	**'More people have religious beliefs today than in the past.' Evaluate this view.** **Key focus of the question** This question invites candidates to consider the extent to which there has been an increase in religiosity in recent times. Arguments in support of the view might refer to the concept of religious revival and/or the growth of new religious movements. Similarly, evangelism is proving a powerful force in many parts of the world presently, attracting many new adherents. Growing support for fundamentalism in some parts of the world might also be advanced as a point supporting the view in the question. Challenging the assumption that people were more religious in the past by, for example, questioning the validity of historical evidence about belief and practice, could be another relevant supporting point. Good evaluative responses are likely to pick up on the arguments associated with the secularisation thesis, including the decline in the influence of established religions and increasing intellectual challenges to religious authority and belief. **Indicative content** For: • Evidence of religious revival in western societies. • Arguments that religious organisations remain a powerful influence in many societies and may be attracting many new followers. • For many developing societies some communities, religion remains a central part of social and cultural life and may becoming more important as a response to globalisation, e.g. cultural defence, ethnic revitalisation. • Some religions appear to be gaining followers using new means of communication e.g. televangelism, online religious services, religious forums. • Growing success of evangelism in different parts of the world, e.g. the US, Nigeria. • Evidence of growing connection between religion and business, e.g. some marketing techniques successful in business have been adopted by some religious groups and used to attract new followers. • Greater choice and easier accessibility have allowed people greater scope in what religious beliefs they choose to follow and how they practise their religion, e.g. spiritual shopping. • Arguments and evidence questioning the opposite view that people were more religious in the past (Golden Age of religion debate). • 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. • Evidence of growth in privatised forms of religion and believing without belonging. • Growth of new religious movements and New Age belief systems. • Disillusion with rationalism and science, as noted by postmodernist writers.	**35**

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Question	Answer	Marks
6	Against: • 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. • Consumerism is a stronger influence in people's lives today than religion. • Science and rationalisation have undermined belief in religion. • Alternative forms of spirituality have emerged to challenge the appeal of religion. • Much depends on how religion is defined. For example, it can be questioned how far privatised forms of worship meet strict criteria for religious belief because of, for example, lack of commitment to a religious community or tradition of practice and belief. • Lack of evidence about how religious people were in previous periods. • Difficulty in gathering sufficient evidence to know comprehensively how important religion is around the world. • Difficulty in defining and operationalising the concept of religiosity, e.g. is spiritual shopping a genuine example of religious belief, it may depend on how we define religiosity.	

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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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