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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/43**

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	**'All countries benefit equally from 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 benefits all countries equally. Candidates might distinguish between different aspects of globalisation, including economic, political, social, and cultural dimensions. However, it would be equally acceptable to focus on one particular form of globalisation, such as the spread of global capitalism. 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. Difference in economic performance between different developing countries might be discussed as a way of challenging the view that all countries benefit equally from globalisation. **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. • Examples of countries (for example, Taiwan, Singapore, South Korea) that have successfully modernised and achieved greater equality with the advanced western economies, partly as a result of globalisation. • Economic evidence supporting the view that all countries benefit from globalisation. • 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 may have led to greater equality for females around the world, through promotion of respect for women's rights and greater awareness of matters such as sexual abuse, leading to better education and employment opportunities.	**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. • 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. • 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. • 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. As Dependency Theory argues, it may actually hinder development rather than help, adding to the problems of inequality. • Evidence about exploitation and inequality linked to the role of China and Russia in the globalisation process, with reference to developing 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 increase the difficulties these countries face in overcoming poverty and inequality. • As feminist theorists have pointed out there has been only slow progress at best in the improving the lives of females in many countries. • Much depends on how equality is defined and measured.	

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Question	Answer	Marks
2	**'Aid programmes are effective in reducing global poverty.' Evaluate this view.** **Key focus of the question** **Indicative content** The question invites candidates to consider international aid initiatives and their effectiveness in reducing global poverty. Good answers will demonstrate knowledge of different ways in which aid is provided for developing societies. Reasons why aid programmes may be effective in reducing poverty will be considered and counter arguments presented by way of evaluation of the view on which the question is based. Theories of development might be used to develop an analysis of the strengths and limitations of international aid. For example, social democratic theory sees aid as a pragmatic means by which poverty can be alleviated and support provided for self-help initiatives that can be effective in lifting individuals and communities out of poverty on a sustainable basis. By contrast, modernisation theory identifies cultural factors as the main reason why some countries remain poor. The solution to global inequality, in this view, is not aid as such but rather developing countries need to adopt the institutional arrangements and values associated with capitalist, liberal democratic societies in the West. Similarly, dependency theory sees international aid as limited in its impact due to failure to address the underlying structural reasons why developing countries remain poor. For: • Some developing countries have been successful in building stronger economies, helping to lift many of the population out of poverty. In some cases, international aid has been an important factor in kick-starting this process of development. • Aid is often part of a package of measures designed to help lift developing countries out of poverty; as such, aid programmes should be assessed in this broader context. • Not all aid programmes focus on short-term relief only. There has been an increasing focus in recent years on forms of aid that potentially have a lasting impact in lifting recipients out of poverty. • Some forms of aid appear to be more effective in reducing poverty than other forms. • Examples of successful aid programmes, such as Water Aid and the UN Development Programme. • Claims that aid is often misappropriated by corrupt officials are exaggerated; most aid agencies exercise tight control over how aid is distributed and who they work with as partners in applying the aid. • External factors often intervene to undermine the effectiveness of aid programmes; for example, it can be very difficult to implement aid programmes in a war situation or where infrastructure has been severely disrupted due to natural disasters. The failure of aid programmes in situations of this kind should not be used as evidence that aid is ineffective in all circumstances.	**35**

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Question	Answer	Marks
2	Against: • Critics argue that aid programmes often attempt to achieve short-term relief only; these programmes are generally not designed to deliver long-term improvements in social and economic conditions. • Some aid programmes impose conditions on developing countries that may be detrimental to attempts to reduce poverty in the long-term. • Aid often fails to benefit intended recipients; for example, due to corruption among officials in developing countries or because of a lack of understanding of how best to distribute and apply aid 'on the ground'. • Dependency theory and World Systems theory argue that inequalities in the structural relationship between rich countries and poorer countries explain why many poorer countries have found it so difficult to develop their economies successfully. Aid programmes fail to address these structural relationships and so prove ineffective in reducing poverty in developing countries. • Modernisation theorists argue that certain cultural values are essential for successful economic development in poorer countries, including the values of democracy, entrepreneurship, individual freedom, and meritocracy. Countries that adopt these values and follow the model of development that proved successful in Western societies can escape poverty through their own efforts. In this view, aid programmes alone will fail to make much difference to levels of poverty in developing countries. • Some regimes resist the offer of aid from richer countries for political and/or religious reasons, not welcoming what they might see as 'western interference'.	

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Question	Answer	Marks
3	**'The media is too powerful for governments to control.' Evaluate this view.** **Key focus of the question** The focus of the question is the power of the media and what scope governments must control or limit that power. 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). These means may be contrasted with the power of the media to resist or evade government controls. Evaluating how effective governments are in terms of controlling 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: • The speed at which 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. • 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. 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. • As the power of the media has increased, governments (or some politicians) increasingly 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. • Regulating the media is proving increasingly challenging for national governments, partly because media conglomerates are now operating on a global scale, taking control of the media beyond national frontiers. That makes it easier for the conglomerates 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.	

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Question	Answer	Marks
3	• Governments face funding crises today and using precious resources to regulate media content effectively may be a low spending priority. • 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. Against: • Examples suggest that authoritarian regimes have often been successful in controlling access to the media. This remains the case in many countries, despite the rising power of global 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 in recent years. • 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. • 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.	

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Question	Answer	Marks
4	**'Media content reflects patriarchal values.' Evaluate this view.** **Key focus of the question** The question invites discussion of how far media content reflects patriarchal values. Support for the view on which the question is based might include discussion of the ongoing use of gender stereotypes and the objectification of women for the purposes of attracting male audiences in some forms of media. Gender disparity in the roles assigned to males and females within the media could also be examined. The role of the media in promoting idealised images of femininity would be another relevant line of analysis. A good evaluative response will consider possible counter arguments to the view expressed in the question. This might include a discussion of changes in the media in recent years and how this has affected media representations of gender differences. For example, some blatant forms of sexism have largely been expunged from the media in the UK and many other countries. The way males are presented in the media today may also be less clearly linked with patriarchal values. Some media today also try to directly challenge gender stereotypes and to expose the injustices associated with patriarchy. The new media arguably offer more opportunities for audiences to challenge patriarchal values and to participate in the production of content that avoids sexism and inappropriate gender stereotypes. Overall, researchers disagree about the extent to which patriarchal values are represented in media content today and the difficulty of drawing firm conclusion on this subject is likely to form the basis of good analytical answers. **Indicative content** For: • Arguments and evidence from feminist theories of the media where patriarchal values are identified as a key factor influencing media content. • The media often use gender stereotypes that present women in a negative light and reflect patriarchal ideas about the appropriate role of women in society. • Some media outlets still use objectified and sexualised images of women to advertise products and attract interest from male audiences. • Men still dominate positions of power within the media and women are often employed within the media in support roles to men. This can be seen as a reason why media content often appears to enshrine patriarchal values. • The roles assigned to male and female presenters have been shown in some studies to reflect traditional gender divisions, such as male news presenters announcing the 'serious news stories and female news presenters what is deemed to be the more trivial news. • Studies of the way males are presented in media content and links to patriarchal values. • Studies have shown that media content often defines key concerns for women as beauty, appearance, family, relationships, and childcare. This fits with a patriarchal view of women as conforming to traditional female roles.	**35**

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Question	Answer	Marks
4	• Although media representations of women may have changed in recent years (to reflect a wider range of roles and identities for women, for example), it is still possible to detect patriarchal and sexist values in these new forms of representation, including in some new media platforms. • Examples of patriarchal content linked to the new media. Against: • There have been changes in the way males and females are presented in the media in recent years to reflect opposition to sexism and gender stereotyping. • The increasing economic power of women in many societies has encouraged some media outlets to avoid alienating female audiences (targets of potential advertisers) with the use of derogatory or patronising stereotypes. • It depends on the type of media; some media are more progressive in their representations of gender than other media. For example, formerly broadsheet newspapers versus tabloid newspapers. • Much may depend on the countries under consideration. The media in some countries remains highly patriarchal. • Some media outlets are committed to combatting gender inequality in the media. • Women working within the media have been effective in confronting some elements of gender inequality within the media industry. • The new media have provided opportunities for more women to create media content (Facebook and YouTube, for example) and to challenge gender stereotypes and sexist representations of women in the media. Likewise, the new media provides more opportunities for males to oppose patriarchy and to generate content that is free from patriarchal values.	

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Question	Answer	Marks
5	**'Religion serves to 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. Marxist sociologists, for example, argue that religion contributes to the maintenance of ruling class interests by creating false consciousness among the working class. Similarly, feminist theories draw links between religion and the maintenance of patriarchy as a form of social control. Good answers will demonstrate a sound understanding of the possible links between religion and social control, perhaps using examples of particularly religious beliefs and practices to illustrate relevant points. 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 existing social order. **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 more likely to accept a subordinate position in society. • Links between religion and the idea of an ideological state apparatus (Althusser). • Feminist theories of the links between religion and male dominated social control. • Religious organisations are often reliant on donations from rich benefactors and so tend to support the interests of powerful, established 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. • Examples of religious beliefs and practices that can be seen as promoting social control. 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.	**35**

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Question	Answer	Marks
5	• Examples of where religious organisations have challenged social control and questioned the existing social order. For example, Liberation Theology in Latin America where religion has been used directly to oppose the social control imposed by 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 social control has been equally diminished. • Some religions have introduced changes to address inequality between males and females within the religious organisation, and to challenge patriarchy. • 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	**'There has been a decline in religiosity in all societies.' Evaluate this view.** **Key focus of the question** This question invites candidates to consider the view that the extent of religious belief has declined in all societies. Support for the view in the question might come from evidence and arguments used in the secularisation thesis. Competition from alternative belief systems and the challenges to spiritual belief posed by science might also be mentioned. Another line of analysis a candidate might take would be to consider whether the view expressed in the question is true of all religions today. While Catholicism, for example, remains a powerful influence in some European countries, this might be contrasted with the arguably weaker position of the Church of England in the UK today. Similarly, while Islam remains a more powerful influence on society in many parts of the Middle East, this contrasts with arguably the declining influence of Christianity in general in North America and Western Europe in recent years. A good evaluative response will consider the possible counter arguments, perhaps noting the growth of New Religious Movements and New Age thinking in recent decades as examples of religious revival. Growth in fundamentalist religious beliefs and practices might also be mentioned as a counter to the view in the question. Differences between the extent of religiosity today in developed and developing societies might be explored in a good analytical response. **Indicative content** For: • Evidence and arguments supporting the secularisation thesis. • Surveys showing a decline in religious belief. • Science and rationalisation have undermined belief in religion. • Falling membership of religious organisations and competition from other belief systems. • 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. • Alternative forms of spirituality have emerged to challenge the appeal of religion. • Evidence of the impact of globalisation in undermining traditional values and forms of religiosity in some developing countries. Against: • Evidence of religious revival in western societies. • Religious organisations remain a powerful influence in some societies. • Some religions appear to be gaining followers (Evangelism in the US, for example). • Growth of new religious movements and new age forms of spirituality. • For some communities/ethnicities, religion remains a central part of social and cultural life.	**35**

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Question	Answer	Marks
6	• 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. • 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. • Evidence of a revival or growth in religious fundamentalism. • Difficulties of defining and measuring 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 focused 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 focused 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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