Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/42**

Paper 4 Globalisation, Media, Religion **May/June 2023**

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

1 Components using point-based marking:

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

From this it follows that we:

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

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

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

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

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

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

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

2 Presentation of mark scheme:

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

3 Calculation questions:

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

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4 Annotation:

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

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	**'Capitalism is the main reason for the growth in global crime.' Evaluate this view.** **Key focus of the question** Global crime, sometimes known as transnational crime or 'crimes without frontiers', can be understood as crime that takes place across the borders of two or more countries. Studies suggest that the scale of global crime has increased significantly in recent years. This question invites candidates to consider the reasons for the rise in global crime and, in particular, to reflect on possible links with the spread of capitalism worldwide. Candidates are likely to discuss sociological arguments that see the global criminal economy as mirroring the global capitalist economy. Castells, for example, argues that globalisation resulted in the development of physical, digital and financial networks that cut across national borders and which led to knowledge as well as goods and people moving quickly, easily and cheaply across the world. While this facilitated the development of global capitalism, it also created opportunities for the development of global criminal networks. Examples of global crime may be used in good answers to illustrate possible links with the spread of global capitalism. Connections between drug dealing (through money laundering) and the global financial system might be explored, for instance. Similarly, so-called 'green crimes' committed by some transnational corporation who flout environmental protection laws in poorer countries would provide a further example of links between global capitalism and global crime. While global capitalism may be a significant contributor to the increase in global crime, other factors are also involved. A strong evaluative response to the question will consider some of these other factors, including the impact of wars and regional conflicts, poverty, and weakness and corruption in some governments. **Indicative content** For: • Global crime is often organised along business lines and is facilitated by access to international commercial networks associated with the spread of global capitalism. • The spread of capitalist values globally may have encouraged more people and businesses around the world to adopt immoral, selfish and illegal practices to compete with one another in order to make money and to achieve material success. • Wallerstein believes that global capitalism has damaged the economy of poor countries, making the latter fertile ground for the development of criminal networks who may be recruited by established criminal groups in wealthier countries to, for example, supply drugs or people trafficking. • Transnational Corporations have often been found to break laws in low-income countries, especially those relating to the health and safety of their workers and to environmental protection. • Deregulation of the world's financial system, which in part was designed to facilitate growth in international trade and commerce, has facilitated a range of financial crimes, from tax evasion and insider trading to defrauding transnational organisations such as the EU out of grant and subsidy money.	**35**

Question	Answer	Marks
1	Against: • Marxist accounts that link the growth of global crime to the spread of global capitalism are most convincing in relation to crimes that are committed for financial gain, such as dealing in illicit drugs or people trafficking. Other types of global crime have also increased significantly and here the links to capitalism are more tenuous. For example, international tourism has led to an increase in sexual crimes with some poorer countries being viewed as a safe haven for sexual predators who visit as tourists and exploit women and children in the local sex industry. • The claim that global capitalism and the spread of neoliberal values around the world has weakened the economy of poorer countries (and thereby encourage a local increase in crime) has been disputed. In many cases, the economy and institutions of poorer countries may have been strengthened through increasing international trade and exposure to globalisation. • While global capitalism may have contributed to the increase in global crime, it is not the only significant factor. Wars and regional conflicts have been responsible for a huge increase in migration, thereby creating a market in people trafficking. War and poverty have also led some farmers in the developing world to abandon conventional crops and grow plants to produce illicit drugs. War-lords also use global criminal networks to generate funds to buy armaments and pay their soldiers. • Although global capitalism may facilitate global crime, the extent of the problem is greatly exacerbated by the weakness of the legal and political systems in many poorer countries and by the failure of governments in developed countries to clamp down on the corporate crimes committed by transnational organisations in less developed countries.	

Question	Answer	Marks
2	**'Modernisation theory provides the best explanation of why some countries remain poor.' Evaluate this view.** **Key focus of the question** This question requires candidates to demonstrate an understanding of different approaches to explaining global inequality. Good answers will be aware that modernisation theory attributes primary importance to cultural factors in explaining differences in global development. Rostow, for example, argues that poorer countries can improve their social and economic position through adopting the values and practices that supposedly have made western developed countries economically successful. Good answers are likely to draw contrasts between modernisation theory and explanations of global inequality that focus on structural factors as opposed to cultural factors, including dependency theory and the world systems approach. Case studies and statistical evidence may be used to support key points and comparisons might be made between poorer countries that remain highly underdeveloped in economic terms and those which have achieved some success in moving away from poverty, such as the so-called Asian Tiger economies. **Indicative content** For: • 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. • Modernisation theorists argue that Marxist theories of development (Dependency Theory and Wallerstein's World Systems Theory) are guilty of economic reductionism in arguing that poorer countries are trapped in a position of exploitation and inequality by the logic of capitalism. Social, cultural, political, and environmental factors are attributed little value in explaining the causes of global inequalities in these Marxist theories. • Evidence exists that poorer countries can resist capitalist dependency where a suitable cultural response is adopted. For example, Cuba resisted a 36-year trade embargo by the USA at the same time as raising standards of living and improving rates of literacy, mortality, and life expectancy. • Cultural explanations of global inequality provide a framework for understanding why some developing countries have achieved higher levels of economic growth than others. Marxist theories, by contrast, struggle to explain these differences. • Historical studies suggest that cultural factors played an important part in the process through which Western societies became wealthy at the time of the industrial revolution. It seems likely therefore that cultural factors could also contribute to economic growth in developing countries today.	**35**

Question	Answer	Marks
2	Against: • Marxists argue that structural factors are more important than cultural factors in explaining global inequality. For example, dependency theorists argue that the capitalist class in western developed economies has generated wealth for itself by deliberately and systematically under-developing the economies of poor countries, leaving those countries in a state of dependency on Western nation-states and TNCs. • Frank argues that global inequalities were first established through the use of both slavery and colonialism. Colonialism and imperialism created a global economy in which the colonies were primarily exploited for their cheap food, raw materials and labour. Local industries were either destroyed or undermined by cheap imported manufactured goods from the West. • Dependency theorists argue that exploitation continues via neo-colonialism. For example, the terms of world trade are dominated by Western markets and needs. This means that many poor countries do not get a fair price for their raw materials, cash crops or manufactured goods. • Modernisation theory has been criticised by Marxist theorists as a form of ideology that is used to justify Western capitalist exploitation of developing economies by blaming poor countries for the poverty they experience. • Transnational companies (TNCs) help maintain inequalities in poorer countries by exploiting and dehumanising people for profit. • Some sociologists argue that international aid is another means by which Western countries can exploit the less economically developed countries. • Wallerstein argues that capitalism is inherently a global system that is organised around an international division of labour, with poorer countries locked into exploitative ties with wealthier, industrialised countries and unable to develop economically in ways that would free their populations from poverty and inequality.	

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Question	Answer	Marks
3	**'Media content is shaped by the interests of the ruling class.' Evaluate this view.** **Key focus of the question** The idea that the media serve the interests of the ruling class is associated with Marxist theory. Good answers are likely to use the ideas of Marxist sociologists to explain the view expressed in the question. Marxist sociologists argue that the content of the media is controlled by the owners of media conglomerates and, more broadly, by the capitalist ruling class. Studies such as those by the Glasgow Media Group help to illustrate and support the Marxist view. Evaluation is likely to be provided by contrasting the Marxist perspective with other sociological theories of the media, such as the interactionist, pluralist, feminist, and postmodernist. Evidence and arguments might also be used to question of how far the capitalist ruling class is able to influence the content of the media. **Indicative content** For: • Marxist sociologists argue that control of the media rests in the hands of owners of the media and companies that fund the media through paying for advertisements. Their interests are aligned with the capitalist ruling class as a whole and the media therefore are supportive of capitalist values and objectives. Others groups have little or no opportunity to influence the content of the media, in this view. • Media conglomerates operate increasingly on a global scale and, arguably, this has extended their power to promote capitalist interests free from any controls or restrictions that national governments might seek to impose. • Editors and journalists are forced to align themselves with the commercial interests of the media owners or they will lose their jobs. • Studies of the media by the Glasgow Media Group showed that the media represent power holders and other privileged groups in society in a favourable light. News coverage of industrial action, for example, tended to present owners and managers as reasonable and moderate while trade union officials represent the workforce were presented as aggressive, militant, and disruptive. • Countries and regimes that reject the capitalist economic system are generally depicted by the western media in a negative way and their leaders are often ridiculed. This is the case currently with North Korea and was the case with Cuba and the Soviet Union in the past.	**35**

Question	Answer	Marks
3	Against: • There are many cases of where powerful lobby groups representing sections of society that are not directly linked to the capitalist ruling class have been successful in influencing the decisions taken by media organisations. • Government regulations often require some or all media organisations to operate in ways that allow scope for different groups in society to influence the media (for example, the BBC Charter). Government censorship also acts as a check on bias in the media that might favour the interests of one group over another. • Digital optimists argue that the new media has provided powerful new means for individual citizens and protest groups to oppose established authorities (such as the ruling class) and argue for changes in society that benefit the less privileged and the poor. • 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 taken into account 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. • Editors and journalists have specialist skills and knowledge. Their ability to shape the content of the media, even against the wishes of a dominant owner, should not be underestimated. • Interactionists would argue that only detailed study of individual instances of media control would shed light on where power lies. • Feminist sociologists would highlight the extent to which the media are controlled by men (most media owners are male) and serve male interests predominantly. Media content is shaped not so much by individual owners, but by the impact of a patriarchal culture and power structure. • The new media have handed some control over media production to individual citizens and this may have lessened the role of owners as gatekeepers of what is published and broadcast.	

Question	Answer	Marks
4	**'The two-step flow model provides the best explanation of media influence.' Evaluate this view.** **Key focus of the question** Sociological attempts to explain media effects provide the underpinnings for this question. The two-step flow model was an early attempt to question the assumptions in the hypodermic-syringe model of how the media influences audiences. The hypodermic-syringe model suggests that media content acts like a drug injected directly into a vein, having a direct and powerful effect. Later theorists have generally accepted that the media isn't quite so overwhelming in its influence as the simple syringe analogy suggests. The two-step flow model, associated with Katz and Lazarsfeld, suggests that personal relationships and conversations with significant others, such as family members, friends, teachers and work colleagues, result in people modifying or rejecting media messages. Opinion leaders in a community, in particular, have a strong influence on how other people within their circle of acquaintance interpret media messages. Good answers are likely to evaluate the two-step flow model by drawing contrasts with other models such as uses and gratifications, reception analysis, and cultural effects. Candidates might also question the assumptions on which the two-step flow model is based and/or consider whether the theory, which emerged in the 1950s, may be dated. **Indicative content** For: • The two-step flow model rightly questions the assumptions of the hypodermic-syringe model that audiences are passive and that audience members are all affected in the same way. • The two-step flow model played an important part in questioning the view inherent in the syringe model that the audience is an 'atomised mass' whose response to media messages is unaffected by their social relations with others. • The two-step model rightly questions how much influence the media has on audiences, noting that the way the latter interpret what they see, hear or read is mediated by opinion leaders within their community/circle of friends. • Studies have shown that media content is a major topic of conversation for many people and also it is often a shared experience (shared with family/friends, for example). Accordingly, it can be expected that these social relations are an important influence on how individuals interpret media messages.	**35**

Question	Answer	Marks
4	Against: • The two-step model is simplistic because audience members may or may not discuss what they see, read or hear with others. • Even if people do discuss some messages, many messages go undiscussed. • There is greater diversity of media today and fewer 'mass media' experiences where large numbers of people are exposed to the same media content. • Media content is consumed on a more individual basis today, so potentially less scope for social factors to influence how the individual interprets media messages. • The cultural effects model provides a more sophisticated version of the hypodermic-syringe model in arguing that the media can have significant effects on attitudes and behaviour. These effects come about indirectly and through long-term exposure to media content; the short-term impact of consuming media content is very limited. • The uses and gratifications model and the reception analysis model both question the extent to which opinion leaders influence how media messages are interpreted. These models suggest that each individual selects how they use the media and their personal beliefs and values have a considerable influence on how they interpret media messages. • It is not easy to prove or disprove whether or not the media has a powerful influence on behaviour because of the difficulty of separating relevant variables and measuring the precise effects of media exposure.	

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Question	Answer	Marks
5	**'Religion is a source of conflict in society.' Evaluate this view.** **Key focus of the question** The question invites candidates to consider issues arising from this idea that religion is a source of conflict in society. Both functionalist and Marxist theories, in ways that differ to some extent, claim that religion plays a key role in maintaining harmony in society. However, some sociologists have argued that this view overlooks the many historical and current examples of where religion appears closely associated with wars and other conflicts around the world. Different forms of conflict linked to religion may be examined in good answers. This might include sectarian conflict, religious wars, divisions within particular faiths/religious organisations, conflicts between church and state. Evaluation is likely to draw contrasts between the view that religion is a source of conflict and the ideas of those theorists (functionalist, Marxists) who see religion as a conservative force in society. Candidates might also question the extent to which conflict occurs within particular religious organisations/faiths, and also examine the role played by religion in promoting solutions to social conflicts. **Indicative content** For: • Functionalist and Marxist theories that emphasise the supposed role of religion in promoting social order appear to downplay the potential for divisions between religious groups to act as a source of conflict. This seems to be a major lacuna and one which perhaps undermines the credibility of claims that religion makes a significant contribution to social order. • There are numerous examples of bloody conflicts and extreme persecution and unrest in which religion appears to have played a part. Conflicts between Protestants and Catholics in Northern Ireland and between Hindus and Muslims in India, are just two examples of this. • Conflicts based around religious divisions are rarely short-lived; they often run on in a society for decades and, in some cases, centuries. Hence, it is not as if religious conflicts can be written off as a minor exception to what functionalists and Marxists see as the normal role of religion in helping to maintain social order. • Whilst it is true that the values of peace and harmony are central to most religious teachings, it is not always the case that organised religions set out determinedly to avoid conflict or to help maintain the status quo. Liberation Theology, for example, is a concerted effort by a committed group of priests in Latin America to challenge oppressive political regimes and press for social changes that would help alleviate poverty and exploitation. • Weber's study of the role of Protestantism in the rise of capitalism illustrates how, at certain points in history, religion may be a force driving social change and opposition to the status quo, being a source of conflict between the old and the new order.	**35**

Question	Answer	Marks
5	Against: • In most conflict situations, including those where religious divisions are fuelling the unrest, organised religions are also often seeking to part of the solution, seeking out ways of resolving differences and making overtures of reconciliation. • Successful capitalist economies (US, UK, Germany, Japan) have often enjoyed long periods of relative stability within their own borders where divisions such as those between employers and workers and managed harmoniously for the most part. Marxist sociologists may be right in arguing that religion has made a significant contribution to achieving this level of integration and stability. This suggests that just as there is evidence to show that religion may sometimes help trigger social conflict, there is also a significant weight of evidence to support claims that religion promotes social order. • Max Weber rightly 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.	

Question	Answer	Marks
6	**'Resacralisation is occurring in many societies.' Evaluate this view.** **Key focus of the question** Sociologists who claim that a process of resacralisation is occurring in many societies cite evidence such as: growth of new religious movements, increased support for evangelical and fundamentalist religions, studies suggesting a growing interest in spirituality, and the increased involvement of religion in some aspects of public life such as politics and education. In providing an evaluation, candidates are likely to contrast arguments and evidence for the idea of resacralisation with the secularisation thesis with its claim that religion has lost its social significance today. Good answers might also question what is meant by resacralisation and whether a renewed interest in spirituality can be seen as evidence that the process of secularisation is being reversed. **Indicative content** For: • Some religious organisations appear to be attracting more followers (the Evangelical movement in the US, for example). • Evidence of growth in new religious movements. • Increased support for fundamentalist religious beliefs in some societies. • Evidence of an increase in privatised worship and the use of social media for religious engagement. • The idea of 'believing without belonging' may be used to support the idea that a religious revival is occurring despite falling membership of many established religious organisations. • Increasing use of religious symbols and practices in some areas of public life, such as politics in the USA or education in the UK (faith schools, for example). • Re-emergence of theistic regimes in some countries, such as Iran and Afghanistan under the Taliban.	**35**

Question	Answer	Marks
6	Against: • Falling membership of religious organisations and competition from other belief systems would indicate a decline in religiosity rather than resacralisation. • Evidence of continuing decline in the number of people participating in religious ceremonies. • There is plenty of evidence of desacralisation rather than the opposite; for example, people in many societies today are 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. • Some studies suggest people of faith devote less time to religious activities today than in the past and some have become more questioning of their faith. • In some societies and communities, there remain strong pressures on people to participate in religious practice and maintain their faith, at least outwardly. Observance in the case of many of these people may reflect social pressure and a desire to conform rather than a belief in the sacred. • Religiosity is difficult to measure so any empirical evidence about the strength of people's religious belief today has to be treated sceptically	

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 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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