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SOCIOLOGY **9699/41**

Paper 4 Globalisation, Media, Religion **May/June 2024**

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

1 Components using point-based marking:

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

From this it follows that we:

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

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

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

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

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

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

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

2 Presentation of mark scheme:

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

3 Calculation questions:

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

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4 Annotation:

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

Using the mark scheme

The questions are marked using a generic analytic mark scheme, which separates the marks for the different assessment objectives (AO). The work is marked for each AO using generic levels of response mark schemes. The marks awarded are usually based on a judgement of the overall quality of the response for that AO, rather than on awarding marks for specific points and accumulating a total mark by adding points.

Indicative content is provided as a guide. Inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
DEV	Point in support of the view in the question
EVAL	Evaluation/point against the view in the question
EXP	Some explanation but underdeveloped rather than developed
J	Juxtaposition of point
K	Knowledge
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Identification of a point
	Irrelevant material
	Point that has been credited
	Off page comment
	On page comment

Generic levels of response

Question	Answer	Marks
1	**'Only rich countries benefit 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 is a development from which only rich countries benefit. Candidates might distinguish between different aspects of globalisation, including economic, political, social, environmental and cultural dimensions. However, it would be equally acceptable to focus on one particular form of globalisation, such as the spread of global capitalism. Supporters of the view that only rich countries benefit from globalisation include Marxist sociologists who often view globalisation as a form of neo-colonialism and creeping westernisation of the world (dependency theory and world systems theory are examples of the Marxist viewpoint). Good answers might contrast the Marxist view with the ideas of modernisation theorists and neoliberals/globalists who view globalisation as a positive development for all countries. **Indicative content** For: • Globalisation is seen by Marxist sociologists as westernisation (or Americanisation); as such, it benefits western capitalist elites at the expense of underprivileged groups in less economically developed countries which effectively become satellite states for western multi-national corporations to exploit. • It is not clear that globalisation has led to a spread of democracy and liberal values; in 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. • Global migration has contributed to the spread of globalisation, but it is not clear that migrants from less economically developed countries necessarily benefit from opportunities to work in the more economically developed countries. These workers may be exploited and exposed to dangerous working conditions for very little financial reward. In some cases, their conditions of life in the country of destination are harsher than they were in their country of origin. Rich countries may benefit at the expense of the migrants from developing 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. It may hinder development rather than help. • Feminists would argue that globalisation has led to increases in types of crime which disproportionally impact on women such as people trafficking and may benefit men in rich countries particularly. • Economic evidence that the divide between rich countries and developing countries has increased during the period of globalisation. • The burden of environmental change, which can be linked to globalisation has fallen most heavily on developing countries.	**35**

Question	Answer	Marks
1	Against: • Neoliberals/globalists argue that free markets and global trade contribute to economic growth in all countries and from which everyone benefits. • 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. • Modernisation theorists argue that globalisation helps spread the cultural values that they believe are essential for successful economic development from which all benefit, including the values of democracy, entrepreneurship, individual freedom, and meritocracy. • Globalisation has helped to spread ideas about gender equality and justice around the world, helping to improve the position of women globally. • New Right critique that national identity and the nation-state are both threatened by the emergence of globalising processes and power structures. • Rich elite in rich countries and developing countries benefit the most at the expense of the rest of the population.	

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

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

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Question	Answer	Marks
3	**'The media does not have a direct impact on human behaviour.' Evaluate this view.** **Key focus of the question** The question invites consideration of whether the media has a direct impact on human behaviour. Answers might provide a review of different models of media effects. The hypodermic-syringe model, for example, suggests that the media has a substantial and direct effect in influencing the thoughts and behaviour of audiences. By contrast, the uses and gratifications model claims that people are not passive consumers of the media; on the contrary, in order to satisfy their personal needs people actually make choices about how to use the media. Good evaluative answers will consider whether it is mistaken to think that the media has a direct impact on behaviour. Studies of media influence on behaviour (such as those by Bandura, Lull, Ferguson, Morley, and Cumberbatch) are likely to feature in well-informed responses. **Indicative content** For: • People are not passive consumers of the media, rather they choose how they use the media to satisfy their own personal needs. • Media messages can be interpreted in different ways; how individual and groups interpret those messages is influenced by factors over which the media has little control, such as gender, class, age, ethnicity, and community. • Cultural effects model of media effects. • Fears prevalent in the 1930s that people would be brainwashed by the media have proved unfounded. • Studies of whether exposure to violence in the media leads people to behave violently have been largely inconclusive; isolating the influence of the media to study its effects on the way people think and behave is very difficult to achieve. • The new media arguably has given individuals the opportunity to shape media content rather than simply being passive recipients of media messages. • Other studies of media influence, such as those by Lull, Cumberbatch, and Morley.	**35**

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Question	Answer	Marks
3	Against: • Hypodermic syringe model supports the idea of direct media effects. • Mass society theory and studies of media impact in the 1930s lend support to the view that the media has a powerful influence on behaviour. • Marxist sociologists believe that the media plays a part in promoting ruling class ideology. Through this ideology people are encouraged to think that the capitalist economic system is fair and acceptable. They would not think in this way without being influenced by ideological agencies such as the media. • Companies and governments would be unlikely to spend so much money on media advertisements if they believed audiences were unaffected by exposure to media content. • Studies suggest that the media plays a pivotal role in the creation of moral panics and in deviancy amplification. This shows that under certain circumstances the media can have a significant impact on audiences. • Digital optimists may have exaggerated the extent to which individuals can influence the new media; digital pessimists would argue that the new media provides even stronger mechanisms for powerfully influencing human behaviour. • Gender/ethnic stereotypes transmitted by the media can have a direct impact on behaviour.	

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Question	Answer	Marks
4	**'Media content reflects the interests of the rich and powerful.' Evaluate this view.** **Key focus of the question** The idea that media content reflects the interests of the rich and powerful is associated with Marxist theory primarily, but also finds echoes in feminist theory and among digital pessimists. Good answers may use the ideas of Marxist sociologists to explain the view expressed in the question. Contrasting perspectives will then be deployed to provide an evaluation of the claim that media content reflects the interests of the rich and powerful. Marxist sociologists argue that the content of the media is controlled by the owners of media conglomerates and, more broadly, by capitalist ruling class. By contrast, pluralists argue that the media serves a diverse range of interests in society and no single group controls the media. Interactionists would argue that only detailed study of individual instances of where decisions are made about media content would shed light on who controls the media and what interests are served. Feminist sociologists would highlight the extent to which the media is controlled by men and serve male interests predominantly. Postmodernists would point out that the new digital media has created opportunities for more people to influence the media than was perhaps previously the case and this has taken some power away from elite groups. **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. Other groups have little or no opportunity to influence the content of the media, in this view. • The media provides entertainment which distracts people from everyday reality and creates a form of false consciousness, blunting the political awareness of the people. • 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. • 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 representing 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
4	• Arguments that government-controlled media outlets serve ruling class/elite interests. • Digital pessimists view that even the new media is dominated by rich and powerful media owners and interests. • Feminist arguments that the media support male interests primarily Against: • Pluralist theory of the media. • 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. • To attract viewers and readers media organisations must produce content that appeals to different sections of society. Not all of this content will reflect the interests of the ruling class. • 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 may also act 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. • Examples of media led campaigns that oppose the interests of privileged individuals and groups.	

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Question	Answer	Marks
5	**'Religion serves to maintain the existing social order.' Evaluate this view.** **Key focus of the question** The focus of this question is the relationship between religion and social order. Good answers are likely to develop the contrast between sociological theories that view religion as a conservative force that helps to maintain the existing social order and theories that recognise some role for religion in challenging the status quo and bringing about social change. Functionalist and Marxist theories would agree in seeing religion as a conservative force linked to the maintenance of the status quo, though the two perspectives differ in how they explain the role of religion in supporting social order. By contrast, various sociologists have argued that religion often serves as a radical force, helping to question the existing order and bring about social change. Weber, for example, viewed Calvinism as a powerful force in helping to bring about the changes that led to the emergence of industrial capitalism. The general view that religion, in some circumstances, can be a force for social change has been developed by subsequent sociologists who have cited examples such as the Iranian revolution and liberation theology to support their arguments. Postmodernists view religion as bound up in the social changes that they refer to as postmodernity. **Indicative content** For: • Functionalists claim that religion contributes to a sense of collective identity and value consensus; it helps bind people together in support for the existing social order. • Marxist sociologists argue that religion is a form of ideology that deters the working class from rising up and overthrowing the capitalist economic system. Religion makes people passive and disinterested in radical social change. • Religious organisations are often reliant on donations from rich benefactors, thereby helping tie them into the existing power structure in society. • Established religions are often closely linked with the dominant institutions of society, contributing to the maintenance of the status quo and social order. • Arguments that the nature of religious belief and practice encourage conformity, respect for authority, and acceptance of the existing social order. • Examples of where religious organisations have supported conservative values as opposed to promoting social change, e.g. opposition to the abolition of slavery in the nineteenth century.	**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 bring about social change. • Labour movements in western Europe historically had a close connection with non-conformist religions and were influenced by religious teachings and values. Many of the great social changes of the twentieth century were driven by labour movements. • Liberation Theology in Latin America is an example of where religion has been used directly to oppose the status quo and to side with those who are socially deprived in their quest to achieve social change. • Arguments that many religions have been open to change within their own organisations and 'liberalisation' within certain religions has helped to support the adoption of progressive values in the wider society. For example, the ordination of female priests might be seen as one example of change within religion that is also supportive of change in attitudes to gender in the wider society. • Supporters of the secularisation thesis would argue that the declining social significance of religion means that any power that religious organisations must defend the status quo and prevent social change today is considerably diminished.	

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Question	Answer	Marks
6	**'The growth of religious fundamentalism is a reaction to globalisation.' Evaluate this view.** **Key focus of the question** The question focuses on the reasons for the growth of religious fundamentalism in recent years. Sociologists such as Bauman see fundamentalism as a response to the spread of globalisation; it is an attempt to preserve traditional values and lifestyles against perceived threats from radical social change. In good answers, this viewpoint is likely to be contrasted with other explanations for the growth of fundamentalism. Alternative explanations include the idea that the growth of fundamentalism has been encouraged by new technologies for disseminating ideas and attracting supporters. In this view, fundamentalist beliefs and groups have long existed; it is simply that recent advances in means of communication have made it easier to promote fundamentalist ideas and recruit new followers. Questioning of the value of rationalisation and science in recent years may also have made it easier for fundamentalist groups to attract new supporters. Fundamentalism may also be seen as a response to growing awareness of inequality and discrimination. People who struggle to succeed in societies based around secular, liberal values search for meaning in fundamentalist beliefs. **Indicative content** For: • The rise of Islamic fundamentalism has largely coincided with a period when many Islamic countries have become increasingly exposed to globalisation and to the influence of western values and institutions. • Bruce argues that fundamentalism is a form of cultural defence where people seek to protect and maintain their cultural or ethnic identity in the face of rapid social changes and the spread of western culture. • The spread of globalisation challenges traditional religious authority by promoting materialism, democracy, individual rights, and western values. Fundamentalism is therefore a rational response of traditionally religious people to ideas that threaten their existing worldview. • Examples of fundamentalist movements that have mounted opposition to globalisation.	**35**

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Question	Answer	Marks
6	Against: • The idea that globalisation and the spread of capitalism has led to a growth in fundamentalism may fit some examples of fundamentalism better than others. For example, support for Christian fundamentalism in America has increased rapidly in recent years, yet capitalism and other features of globalisation have been long established in America. It is hard to see how this recent growth in Christian fundamentalism can be explained as a reaction to increased globalisation. • Explanations for the growth of fundamentalism must consider that some social groups are more likely to be supporters of fundamentalist beliefs than others. Groups that are poor or marginalised are more likely to be adherents, for example. Alongside the impact of globalisation, therefore, attention needs to be paid to poverty and deprivation as factors that also contribute to the growth in fundamentalist religions. • The idea that fundamentalism is an attempt to defend traditional religious values can be questioned. Fundamentalism in some forms today can be seen not so much as a reaction to the spread of globalisation but as an expression of certain modernist values. For example, some converts to fundamentalist religions speak of a search for personal identity, meaning, and a desirable lifestyle. • Difficulties in defining fundamentalism and measuring whether there has been a growth in this form of religious practice and belief in recent years. • It is questionable whether fundamentalism is increasing in all countries as opposed to just some, therefore raising questions about whether the emergence of globalisation alone is a sufficient explanation for increasing fundamentalism.	

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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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