

A-LEVEL

GENERAL STUDIES A

Unit 3 A2 Culture and Society (GENA3)

Mark scheme

GENA3
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Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Unit 3 (A2 Culture and Society)

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks are usually based on **levels** (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENA3**)

Question Numbers	Section A		Section B	Section C	Total AO
	01	02	03–06	07–10	
Assessment Objectives 1	2	2	8	8	20
AO2	4	4	7	7	22
AO3	2	2	5	5	14
AO4	2	2	5	5	14
Total marks per Question	10	10	25	25	70

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above). For example, in Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer responses are required by means of **Assessment Objective 4**. If you are hesitating between two levels, however, QWC may help you to decide.

Marking methods

All examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself... 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved by your Team Leader, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

This unit will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

Section A

0 1 Compare and contrast the views and arguments expressed in the three sources.
[10 marks]

A good answer to this question will analyse the views of the writers and compare them as well as make reasoned comments about the different viewpoints they propound. As always, the use of comparative terms (on the other hand, conversely, however etc.) is useful in answering this type of question. These should be credited wherever proper contrast and comparison is made.

There will be some description of content, though the extent to which that is analysed rather than replicated will determine the level. Stylistically candidates should beware of the necessity for objective analysis – comment on the nature of the topic may not always be appropriate. Provenance and the recognition of political bias and the language in which it is couched might also be considered.

Assign each of the candidates' responses to the most appropriate level described below according to its overall quality, then allocate a single mark within that level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

Levels	Marks	Descriptors
Level 3	8 – 10	Good to comprehensive evaluation of all three extracts in terms of their differences, showing an awareness of viewpoint and written with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt to assess the range of comments, touching on elements of difference, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, with few points to offer and significant gaps in coverage; lacking in clarity and with significant errors in expression.
Level 0	0	No valid response to the question.

Points that might be made include:

Extract A views and arguments

- that Conservative policies were designed to hit the poor rather than the wealthy
- the process is demonisation and exaggeration
- abuse towards disabled people has risen as a result
- the process used by Atos is flawed
- the Government deliberately distorts the picture.

Extract B views and arguments

- the welfare state erodes people's drive
- workers and taxpayers are worse off than benefit claimants
- this explains the Conservative policy
- the economy is at risk
- outlines the changes positively
- attacks the left wing.

Extract C views and arguments

- tax avoidance and loopholes are far more damaging to the economy.

Comparisons

- each extract uses polemical language, including sarcasm
- emotive language is used in each (exemplify vocabulary and purpose)
- A and C take one viewpoint; B an opposite one
- case studies are used in A & B
- comparisons/contrasts of style may be appropriate
- A & B cover fairly similar ground; C is more factual
- clear and effective communication
- all include a 'sting in the tail'
- B has less evidence base.

On this occasion reference to the provenance of the articles is welcome but not essential to reach Level 3.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 2 Assess how far it is the responsibility of the state to pay benefits to those who are unemployed but capable of work.

[10 marks]

An extension of the sources in Question 01, but not dependent on them. Assessment implies a value judgement and we hope for a balanced answer.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within that level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

Levels	Marks	Descriptors
Level 3	8 – 10	Good to comprehensive response, able to state clear value judgements and opinions supported by justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt with some supporting opinions and reference to examples, written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, few points offered or developed; lacking in clarity of argument; weak expression with errors.
Level 0	0	No valid response to the question.

Points that might be made include:

- the cases for and against state benefits
- is there a difference in the case of those who cannot work?
- how is this difference assessed?
- what alternatives are there to benefits for the recipients?
- are these alternatives universal or realistic?
- pensions?
- what are the alternatives for government?
- cf. the demands of the economy (tax, deficit, balance of payments)
- in particular issues of, for example, defence, health, growth
- relationship with each other, the EU and the rest of the world.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

GENERAL MARK SCHEME FOR SECTIONS B AND C

Each essay should be awarded a single mark out of 25. In awarding the mark examiners should bear in mind the overall assessment objectives for General Studies (see INTRODUCTION) which the essay questions are intended to test in the following proportions:

AO1 – 8 marks

AO2 – 7 marks

AO3 – 5 marks

AO4 – 5 marks

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 4	20 – 25 (6)	Good to very good treatment of the question Wide ranging and secure knowledge of topic (AO1); good range of convincing and valid arguments and supporting illustrations, effective overall grasp and logically argued conclusion (AO2); good understanding and appreciation of material, nature of knowledge involved and related issues (AO3); well structured, accurate and fluent expression (AO4).
LEVEL 3	13 – 19 (7)	Fair to good response to the demands of the question Reasonable knowledge of topic (AO1); a range of arguments with some validity, appropriate illustrations with reasonable conclusions (AO2); some understanding and appreciation of material, nature of knowledge involved and related issues (AO3); mostly coherent structure and accuracy of expression (AO4).
LEVEL 2	6 – 12 (7)	Limited to modest response to the demands of the question Limited/modest knowledge of topic (AO1); restricted range of arguments and illustrations but some awareness and attempt at conclusion (AO2); little understanding and appreciation of material, nature of knowledge involved and related issues (AO3); weak structure and variable quality/accuracy of expression (AO4).
LEVEL 1	1 – 5 (5)	Inadequate attempt to deal with the question Very limited knowledge of topic (AO1); little or no justification or illustration, no overall grasp or coherence (AO2); inadequate understanding and appreciation of material, nature of knowledge involved and related issues (AO3); little or no structure/frequent errors of expression (AO4).
LEVEL 0	0	No valid response or relevance to the question.

Section B

0 3

Examine the proposition that the 21st century is the best time to be alive.

[25 marks]

Specification 3.5.6 and 3.5.9

There are many ways into this open-ended question. A philosophical answer may determine that every time is the best time to be alive – especially perhaps in those times when a knowledge of the past or of alternatives was less comprehensive than it is today.

It is a question demanding an analysis of a lifestyle. This need not necessarily be contemporary, though the use of the superlative should lead candidates into a comparison.

The obvious areas to use for comparison are:

- health
- communications
- housing and hygiene
- transport
- education
- safety,

but there are many other very fertile areas that candidates could pursue.

We are looking to reward the way they set out their case. A comparison of a range of possibilities should be exemplified thoroughly and consistently. If a particular era is chosen, it would have been prudent for them to balance pros and cons.

Hopefully, candidates who choose the present time will be able to discuss the problems of our age –

- pollution
- energy
- overpopulation
- famine
- poverty
- gaps between haves and have-nots
- weather-dependency,

and such issues as

- religious strife
- tribalism
- survival
- envy
- anger
- conflict,

which have been constant companions of the human condition.

Perhaps some will consider the intellectual and artistic achievements of their chosen era and be able to frame their arguments on cerebral, spiritual, transformative issues as well as the more mundane.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 4 The 20th-century philosopher Bertrand Russell said:

“It is possible that mankind is on the threshold of a golden age; but, if so, it will be necessary first to slay the dragon that guards the door, and this dragon is religion.”

Explain what you think he meant and discuss how far you believe he was right in his negative assessment of the role of religion.

[25 marks]

This area of the specification (3.5.4 and 3.5.5) covers the validity of belief and moral issues. The quotation of Bertrand Russell, from *Has Religion Made Useful Contributions to Civilization? An Examination and a Criticism*, proposes that religion is a conservative force – preventing progress and indeed standing in the way of the fulfilment of human potential.

It will be necessary, to access level 4, for an attempt to be made to explain the quotation – not a difficult task but one which has been included to focus the candidates’ minds on the meaning of Russell’s dictum.

Once the explanation is given, it will be possible to deconstruct the quotation.

There are two sides to the question:

- religion in some way obstructs progress
- religion acts as a positive force in people’s lives.

In the first instance it may be possible to set out ways in which religion has impeded the important golden age which is just around the corner:

- the control of the free mind which religion can hamper
- social controls
- the use of over-restrictive moral frameworks
- the conflict between beliefs
- the relationship between religion and the state in many places throughout the world
- the ‘comfort blanket’ obstructing independent thought.

On the other hand, religion could be seen as

- providing moral frameworks for good
- taking responsibilities from people’s shoulders
- preventing extremes of belief or behaviour
- providing social cohesion
- providing support for the less privileged.

Whatever tack the candidates use, it is important that they try to define what the golden age might be – in Russell’s mind and/or their own perception of it.

A spectrum of responses is probable. Conclusions about the extent to which they respect Russell’s judgement should be backed up by appropriate illustration.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 5 The BBC Charter has always stated that the BBC has a responsibility to inform, educate and entertain the public.

Discuss how far television companies such as the BBC and commercial stations live up to those ideals.

[25 marks]

Specification 3.5.7

'...AND WHEREAS in view of the widespread interest which is taken by Our People in services which provide audio and visual material by means of broadcasting or the use of newer technologies, and of the great value of such services as means of disseminating information, education and entertainment.' *So reads the Charter.*

In a sense this isn't up for discussion – it is a given in the question. Perceptive candidates, however, may wish to question it and may be able to make something good out of it. For instance,

- why is this stipulation there?
- why are these 3 areas singled out?
- why have a prescriptive framework anyway?
- how does this fit with commercial pressures?

The meat of the question is how far the BBC and other TV broadcasters live up to their responsibility and how they go about it.

Candidates will undoubtedly use examples to illustrate their essay, though quoting the names of programmes, as many will simply do, is not enough. The points being made about each example used must be made clearly to relate to the thesis being propounded. It is likely, for instance, that programmes cited may not be known by examiners and 'for the intelligent general reader' the points must be made with some development and, preferably, clarity.

How far do the BBC and other stations inform the listener/viewer? Both media at national and local level inform through news coverage. Additionally, there are, on many channels, programmes which analyse news in some detail. Other stations are decidedly perfunctory and even mainstream national TV channels have news bulletins which reflect tabloid preoccupations with showbiz.

Education is done overtly by documentaries or a diminishing number of educational broadcasts and also covertly through such media as quiz programmes. There may be discussion here about whether more should be done.

Entertainment is a pretty subjective area, so doubtless candidates will differ on their opinions of how successfully this aim is managed. Nevertheless, many candidates are bound to point to the narrowness of the categorisation we (or indeed the BBC) are providing. They will say that these aims are not discrete and that many programmes will be able to offer all three quite satisfactorily. This is for them to prove to the examiners' satisfaction.

Conclusions to a 'how far' question do need to reflect the extent that the proposition is met, and that is the case here.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 6 In 2012, one of the four versions of Edvard Munch's painting *The Scream* was auctioned for a record £74 million.

Discuss how such high prices might be considered appropriate and what criteria can be applied to value such works of art.

[25 marks]

The value of works of art is another highly subjective arena. There are two areas to consider here:

- appropriateness
- criteria

It is to be hoped that we are going to have some sophisticated answers which don't simply say that you can build a hospital for the price of a Munch – full stop! Those who attempt this legitimate area of the specification (3.5.2 and 3.5.3) should be able to contextualise the price in terms of the market and point to the separation between what is the case and what it is impossible to vire – i.e. straight comparisons are futile. Nevertheless, we are asking them to take a stab at whether prices are appropriate and this takes us into deeper realms of art as

- ownership
- investment
- subjective judgement
- public/private object
- object to please the eye
- object to have some other role.

In establishing the criteria for an artwork we need to have some of those tried and tested areas such as

- form
- meaning
- longevity
- charisma
- impact
- originality

The Munch is well enough known for them to describe in some way that shows us that they know it. The stated question is not simply about its value but about how value can be determined. A number of aspects to consider here are:

- rarity (in fact the Munch is one of 4 versions, though considered to be the best)
- iconic status
- why is this painting so important?
- how do dealers make these decisions?
- is it all manufactured hype?

Two conclusions should be drawn in accordance with the questions posed.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

Section C

0 7 There are contemporary issues where culture and beliefs seem to be in direct conflict with the laws of the land.

Examine a range of such issues and discuss the moral dilemmas they pose.
[25 marks]

Specification 3.5.5 and 3.5.6. The invitation to examine a range of issues means that we are looking for more than one contemporary issue where there is a mismatch of practice and the wish of the state.

The issues themselves may be a full-blown standoff between a carefully considered and debated legal position and deeply held cultural norms. These inevitably lead to dilemmas, frequently embracing a moral or ethical dimension. Candidates should describe the two sides of each problem and should comment on how they affect the protagonists.

A number of issues might revolve around such traditional moral and quasi-religious problems often discussed at this level, such as

- contraception
- abortion
- euthanasia.

Others might involve conflicts of belief such as those of

- teaching creationism
- accepting homosexuality
- gender equality
- gay marriage
- genital mutilation
- enforced marriage
- notions of racial or religious superiority.

Conflict between law enshrined in religious practice and the laws of the land such as

- sharia law
- fundamentalist beliefs in a variety of religions.

Beliefs which could be discussed are not only religious. There is a wide range of deeply held political and cultural belief that can come into conflict with the law. Some examples are

- unfettered free speech
- protest movements
- vivisection and animal rights
- pro and anti-European Union
- immigration
- other pressure groups, some with a belief in direct action
- striking without ballots
- issues surrounding drugs and alcohol.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 8

‘The position of Britain as an off-shore island has always hampered its relationship with the rest of Europe.’

Discuss how far you believe this has been true in the past and how it affects our position within the EU.

[25 marks]

Specification 3.5.8

It seems that Britain was joined to France (and possibly through low-lying marshland to the Netherlands and Denmark) until a catastrophic event some 8000 years ago.

Britain has always taken independent lines until, largely, brought into line by invading forces. Candidates may have the ability to chart some of that early history. It seems certain that Britons were gradually moved further west by successive waves of invaders – Romans, Anglo Saxons, Danes, French. Its insularity discouraged more colonisation and there was less interaction between its inhabitants and those of other places in Europe.

The advantages in earlier times would have included (though internal borders did still exist)

- stable borders
- linguistic development
- possibility of strong central government
- a degree of self-determination and cultural homogeneity.

The disadvantages have led to:

- xenophobia
- insularity
- arrogance
- linguistic isolation (monoglots)
- empire building
- overpopulation
- lack of food or fuel security.

There has been a degree of international peace and Britain avoided the worst of

- The Hundred Years War
- 18th century wars of succession
- Napoleonic invasion
- German territorial gains.

During the development of the EU the isolation continued. Neighbours with common borders had more reason to bond; Britain had worldwide commonwealth and Anglophone trading partners. The axis of influence moved to Germany and France. That is where the trading centres now are.

British politics – especially the Tory party in power for most of the life of the EU – is generally Eurosceptic. This leads to marginalisation compared to those countries in Europe which share common borders and common cause.

Trading is more difficult because of transportation costs and travel time. The tunnel helps but there is still a big cost implication for importers and exporters.

There are other implications and we are looking for candidates demonstrating knowledge and analysis in both halves of the question – the past and the present.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 9 Examine what politicians can do to restore the confidence of the voters and encourage a larger turnout at general elections.

[25 marks]

Specification 3.5.8 and 3.5.9. A relatively straightforward question. A YouGov survey for the Guardian in September 2012 found that Boris Johnson was the only serving politician in Britain to enjoy a positive approval rating with the public. Moreover, his net positive rating of 25 contrasted sharply with David Cameron's rating of minus 18.

The unpopularity of politicians of all parties stems from a variety of perceptions (some of which might be misconceptions):

- expenses scandals
- seemingly shady deals over tax and relationships with the press
- the feeling of a lack of empowerment within Europe
- out of touch leaders, and rich ministers and Lords
- disappearance of the age of deference to authority (state, church, judiciary, bankers, police, media, teachers)
- poor gender, ethnic, disability balance.

What can politicians do to restore lost confidence? Paul Flynn MP, in his blog, says "It will take many years to rebuild trust in politics. All MPs are judged by many to be lying thieves. The details are forgotten but the mud still sticks. The sins of predecessors are visited on present MPs. The nature of politics is to exaggerate success, oversell, deny failure, spin or as the public interpret it, to lie."

Candidates will have a variety of ideas. Among them might be:

- it will take a lot of time to rebuild recent damage
- politicians can never be trusted
- they will never please everyone
- the example of bad behaviour in the Commons is irretrievable.

A larger turnout at elections could be achieved by

- following the Australian model of compulsory voting
- making on-line voting easier
- politicians engaging in debate with young people
- better political education.

BUT

- according to the British Social Attitudes Report of 2010 today's young people are not only less likely to vote than older groups, they are also less likely to vote than people of the same age 20 years ago
- evidence from the Electoral Commission (2002) showed that young people aged 18 to 24 were more likely than all other age groups to complain that they had not received enough information about candidates, parties and the parties' campaigns. Teachers lack knowledge and young people say that it is dull and boring and not relevant to their interests and lives.

Perhaps nothing can be done, but hopefully candidates will have views about what has made them vote (or not).

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

1 0 Discuss to what extent users of the internet should be allowed complete freedom of speech and expression.

[25 marks]

A 'to what extent' question demanding an answer on a spectrum. 3.5.7 of the spec asks about the effects and use of the internet. The opportunity here is to delve into the issues of the dichotomy between freedom of speech and protection of the individual.

Freedom of speech and expression means that everyone can write/comment/post openly about any issue or person.

Dangers of this include:

- lies
- innuendo
- grudges
- lack of tact
- having no regard for the feelings or sensitivity of the 'victim'
- mud sticks
- trolls
- safety.

There are many other ramifications but with open access comes huge responsibility. Celebrity culture doesn't help – anonymity of bloggers and tweeters has enabled them to be gratuitously rude. If people are being hurt by such comments, shouldn't they have a right of redress?

Candidates may want to suggest that there is a moral imperative to behave as responsibly on line as in a face-to-face situation. This is the counterpart of the right to say what you want. The tensions here are obvious, as freedom of speech is regarded as a fundamental human right. Here there should be plenty of fertile ground for argument and candidates may take whatever line they wish. It is the strength of argument that will be marked.

Candidates may also wish to discuss the difficulty of censoring the internet:

- is it possible?
- is it desirable?
- what are the issues involved?

Complete freedom of speech and expression does not exist anywhere. Censorship extends to many areas in the UK including pornography, war coverage, state security, Holocaust denial, personal privacy, copyright infringement, misleading advertising, where it jeopardizes a fair trial, incitement to religious hatred, incitement to racial hatred, libel and slander. The extent to which UK laws can police an international beast like the internet is often debated.

An answer which acknowledges these difficulties should also face the issue of how far the balance of freedom of speech and personal rights to privacy and freedom from harm can coexist.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.