

**MARK SCHEME for the October/November 2006 question paper**

**8004 GENERAL PAPER**

**8004/01**

Paper 1, maximum raw mark 100

This mark scheme is published as an aid to teachers and students, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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USE OF ENGLISH: GENERAL CRITERIA

	Marks	
<b>Band 1</b> (‘excellent’)	18 – 20	<ul style="list-style-type: none"> <li>• fully operational command of English</li> <li>• highly fluent</li> <li>• idioms and expressions appropriately and effectively used</li> <li>• (near) faultless grammar</li> <li>• appropriate and ambitious vocabulary</li> <li>• excellent spelling</li> <li>• correct punctuation</li> <li>• <b>very low error frequency</b></li> </ul>
<b>Band 2</b> (‘good – very good’)	14 – 17	<ul style="list-style-type: none"> <li>• effective command of English</li> <li>• good use of idioms and expressions</li> <li>• reasonably fluent</li> <li>• few grammatical inaccuracies</li> <li>• good range of relevant and perhaps ambitious vocabulary</li> <li>• good spelling</li> <li>• few punctuation errors</li> <li>• <b>low error frequency</b></li> </ul>
<b>Band 3</b> (‘average’)	10 – 13	<ul style="list-style-type: none"> <li>• reasonable command of English; meaning is not in doubt</li> <li>• generally appropriate use of idioms and expressions</li> <li>• some fluency</li> <li>• some grammatical errors but an acceptable standard overall</li> <li>• fair (possibly limited) range of vocabulary</li> <li>• sound spelling with few lapses</li> <li>• <b>some careless punctuation</b></li> </ul>
<b>Band 4</b> (‘below average’)	6 – 9	<ul style="list-style-type: none"> <li>• inconsistent command of English</li> <li>• hesitant fluency</li> <li>• meaning mostly clear</li> <li>• some inappropriate idioms and expressions</li> <li>• regular grammatical errors</li> <li>• limited vocabulary</li> <li>• some spelling and punctuation errors</li> <li>• <b>above average error frequency</b></li> </ul>
<b>Band 5</b> (‘weak’)	3 – 5	<ul style="list-style-type: none"> <li>• poor command of English</li> <li>• poor fluency</li> <li>• often incorrect use of idioms and expressions</li> <li>• meaning often breaks down or lacks clarity</li> <li>• insecure grammar – frequent rudimentary errors</li> <li>• limited and sometimes inappropriate vocabulary</li> <li>• frequent spelling and punctuation mistakes</li> <li>• <b>high error frequency</b></li> </ul>
<b>Band 6</b> (‘very weak’)	0 – 2	<ul style="list-style-type: none"> <li>• virtually every line with (many) errors</li> <li>• no real functional command of English</li> <li>• no fluency</li> <li>• often incomprehensible use of idioms and expressions</li> <li>• very poor grammar</li> <li>• full of basic error</li> <li>• very poor range of vocabulary</li> <li>• meaning often unclear/incomprehensible</li> <li>• no effective communication</li> <li>• very frequent errors in spelling and punctuation</li> <li>• <b>extremely high error frequency</b></li> </ul>

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**CONTENT: GENERAL CRITERIA**

<b>Band 1 'excellent'</b>	<b>26 – 30</b>	<ul style="list-style-type: none"> <li>• ample material; totally relevant, interesting, perceptive</li> <li>• thoughtful illustration using local/regional/national/international examples</li> <li>• coherent discussion, displaying sensitivity, awareness and maturity of approach</li> </ul>
<b>Band 2 'good – very good'</b>	<b>20 – 25</b>	<ul style="list-style-type: none"> <li>• ample material; totally (or near totally) relevant, perceptive but not as well illustrated as an answer in Band 1</li> <li>• sound balance; well structured where appropriate</li> <li>• good knowledge of topic demonstrated</li> </ul>
<b>Band 3 'average'</b>	<b>13 – 19</b>	<ul style="list-style-type: none"> <li>• ample, competent, workmanlike, if predictable subject matter</li> <li>• little flair</li> <li>• shows fair knowledge</li> <li>• generally sticks to the question</li> </ul>
<b>Band 4 'below average'</b>	<b>7 – 12</b>	<ul style="list-style-type: none"> <li>• not bereft of sense and reasoning, but content is predictable/dull</li> <li>• ideas vague and/or lacking sustained development</li> <li>• may be attempting to modify a prepared essay to fit the question without real success</li> <li>• largely relevant but some (short) digressions</li> <li>• not much apt illustration</li> </ul>
<b>Band 5 'weak'</b>	<b>3 – 6</b>	<ul style="list-style-type: none"> <li>• vague, confused ideas, inadequate content;</li> <li>• more significantly digressive than a Band 4 answer</li> <li>• limited relevance; little or no use of examples</li> <li>• poor knowledge of topic</li> <li>• question largely misunderstood</li> </ul>
<b>Band 6 'very weak'</b>	<b>0 – 2</b>	<ul style="list-style-type: none"> <li>• very vague, confused ideas</li> <li>• content is largely or completely irrelevant to the task; no relevant examples</li> <li>• very little or no knowledge shown of the topic</li> <li>• question has been completely misunderstood</li> </ul>

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## PROVISIONAL NOTES ON INTERPRETING QUESTION REQUIREMENTS

(To be used in conjunction with the coordination meeting photostats of candidate scripts.)

### **Q.1 'Laws are made by the powerful to protect their own interests.' Examine this statement.**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

#### **Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'correctness' or fairness or appropriateness of the statement in the question can receive Content marks.
- Allow broadness of interpretation of 'laws' to include social codes, mores, conventions, treaties, UN resolutions provided there is a link to how these are (or are not) made by the powerful to protect own interests.
- There is no requirement to consider the situation in more than one country.
- Examples of areas for discussion and exploration with reference to the question include:

people who are empowered with making legislation: the extent to which they are 'the powerful'  
the extent to which laws might aim at furthering common interests and goals across society  
particular interests that might be protected by law making: financial / faith / gender / class / racial  
the role of the legislature in a country's constitution  
international law-making

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

### **Q.2 In your society how far can people look forward with confidence to growing old?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

#### **Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the extent to which can receive Content marks.
- Allow broadness of interpretation of 'your society' to mean people in your country / people like you / people of your age group / people in general. The answer does not need to be anchored in a particular 'society' to gain top Content band marks, provided the relevant criteria are met.
- Allow broadness of interpretation to 'growing old'. If candidates interpret this as 'growing older' (e.g. the transition from the world of school to the world of adulthood) they may still receive top band Content marks, provided the relevant criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:

financial security for older people – or lack of it  
issues of health provision and accommodation  
attitudes (perhaps changing) to the old within extended / nuclear families  
activities and pastimes enjoyed by the elderly  
ageing populations of some countries  
how particular generations and cultures may have different expectations

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

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**Q.3 'History is no more than a study of human folly.' Is this a fair comment?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of fairness of the statement in the question can receive Content marks.
- Allow a broad interpretation of 'history' to mean 'the past' or 'the study of history'.
- Examples of areas for discussion and exploration with reference to the question include:

historical examples of 'human folly'  
 examples of significant positive human endeavour from the past  
 what we might learn from the past  
 how history can involve a study of *everything* that has happened in the past, not just human activity  
 whether having such a view denies or undermines the value or importance of history

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

**Q.4 Should the key industries of a country be controlled by the State?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree to which key industries should be state controlled can receive Content marks.
- Allow broad interpretation of 'industry' to include areas such as new technology (or 'knowledge industries'), provided that this is clearly related to the terms of the question) – these are key to the financial success of many new or developing economies. For a top band Content mark there is no requirement to consider more than one type of industry if the relevant criteria are met; and an answer might consider 'key industries' in general and still score top content band marks provided relevant criteria are met.
- For a top band Content mark there is no requirement to consider more than one country, provided the relevant criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:

examples of positive / negative outcomes of state control of industry  
 examples of negative / positive outcomes of privatisation of industry  
 extent to which the state can run industries better than the private sector, and vice versa  
 who an industry's stakeholders are and to whom they are accountable  
 different financial circumstances / political climates of different countries in the world  
 what constitutes a 'key' industry

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

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**Q.5 'Politicians do not control events; they merely react to them.' Do you agree?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any degree of agreement or disagreement with the statement in the question can receive Content marks.
- Allow a broad interpretation of 'events'. This could embrace specific events such as strikes or demonstrations, events such as natural disasters, and wider processes of change.
- For a top band Content mark there is no requirement to consider the situation in more than one country, provided the relevant criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:
  - how views might differ depending on whether one lives in a republican / monarchical / democratic / authoritarian / totalitarian etc. state
  - what a politician's role actually is
  - whether people expect politicians to *control* 'events'
  - what it is that actually *does* control events if it is not politicians (e.g. economic factors)
  - historical examples of politicians reacting to / controlling events

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

**Q.6 'Science will soon create the perfect human being.' Discuss.**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'correctness' or fairness of the statement in the question can receive Content marks.
- Allow for a broad interpretation of 'soon' – this might appropriately be interpreted as 'next week', or 'in the next few years', or 'in the next century' (for example; in relative historical terms 100 years is 'soon!') but still score top Content band marks, provided the criteria are met.
- Allow for a broad interpretation of 'science' – this might be restricted to particular fields of medicine, or genetic engineering, or cosmetic surgery (for example) and still score top Content band marks, provided the criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:
  - how we define 'perfect'
  - genetic engineering; stem cell technology; cloning
  - medical advances in combating disease
  - limitations of current knowledge and research
  - technical / ethical / political / religious obstacles that science might need to counter or overcome
  - 'nature vs nurture' debate

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

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**Q.7 Consider the view that the key to good health is not medicine, but lifestyle.**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'correctness' or fairness of the statement in the question can receive Content marks.
- There is no requirement to balance the answer (either in length- or in argument- terms) between 'medicine' and 'lifestyle' in order to gain top band content marks, provided the criteria are met. A candidate who writes about the extent to which 'lifestyle' is the key to good health (but does not consider the role of medicine) may still receive top Content band marks, provided the criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:
  - personal responsibility (diet, exercise, smoking, etc.)
  - responsibility of governments and world organisations for promoting good health
  - preventative medicines
  - different priorities and attitudes to health issues in poor / rich countries
  - the role of genetic factors in good health
  - how environmental factors can affect health

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

**Q.8 'Technology is more of a curse than a blessing in the workplace.' Do you agree?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'correctness' or fairness of the statement in the question can receive Content marks.
- While the wording of the question invites comparison and weighing up of technology's 'curses' and 'blessings' in the workplace, it does not strictly require it. Candidates are *not* required to consider the 'blessings' in order to gain top Content band marks; an answer may concentrate entirely on the extent to which technology is a 'curse' and gain top Content band marks, provided that the relevant criteria are met.
- For the purposes of tackling this question, 'advantage' / 'disadvantage' would be perfectly acceptable readings of 'curse' / 'blessing'.
- The focus of the question is technology *in the workplace*. Allow for some broadness of interpretation of 'workplace' to include the classroom / school, and working from home. A generalised essay which is about advantages / disadvantages of technology, not linked to the workplace or working people should not score above Content band 4.
- An answer which restricts itself to one type of technology (e.g. computers) may still score top Content band marks, provided the relevant criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:
  - technology's positive / negative impact on workers' health and safety
  - improvements in work buildings and environments
  - impact of technology on workload and time
  - computing / word-processing / email / office communications
  - job losses / job creation
  - links between technology and employment / salaries
  - how technology might lead to more home-based working (disadvantages / advantages)

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

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**Q.9 Can scientists justify the development of ever more sophisticated weaponry?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree to which scientists can justify this may receive Content marks.
- Allow candidates to interpret the question as tantamount to 'Can scientists justify the development of even more ...' or 'Can scientists justify developing sophisticated weapons?' Such approaches may receive top band Content marks, provided the relevant Criteria are met.
- A generalised answer about the rights / wrongs of weaponry which does not consider *scientists* (who may be synonymous with 'engineers') should not score above Content Band 4.
- Examples of areas for discussion and exploration with reference to the question include:
  - effects and impact of chemical weapons / stealth aircraft / cruise missiles / nuclear weapons on military / civilian lives
  - financial costs and implications of creating new weapons
  - effects of weapons on the non-human environment
  - effectiveness of new weapons as deterrents
  - pacifist arguments
  - scientific research and development for its 'own sake'

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

**Q.10 'Famine is a global issue, not just a local one.' Discuss.**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'correctness' or fairness of the statement in the question can receive Content marks.
- While the wording of the question invites comparison and weighing up of 'global' and 'local' it does not strictly require it. Candidates are *not* required to consider the 'local' dimension in order to gain top Content band marks; an answer may concentrate entirely on the extent to which famine is a global issue and gain top Content band marks, provided that the relevant criteria are met.
- Allow a broad interpretation of 'local' – to include individual towns / villages / countries
- Examples of areas for discussion and exploration with reference to the question include:
  - the scale of famine in the world / particular countries today
  - the extent to which the situation is improving / worsening
  - organizational / logistical / political problems of transporting surplus foods to famine -stricken areas
  - global reactions to local famine; how news-media / internet 'globalise' famine
  - the work and agenda of international aid agencies and charities
  - causes and global consequences of famine

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.



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**Q.11 'Music without words is meaningless.' Is this true?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'truth or appropriateness of the statement in the question can receive Content marks.
- Interpret 'music' broadly to mean any style of music or organized sound (including aspects such as birdsong). There is no requirement to consider a variety of types of music for full content band marks, provided that the criteria are met.
- While most candidates will see the focus of the question as being to do with the relationship between meaning and music, it would be possible to score top Content band marks (provided the criteria are met) with a sophisticated philosophical answer arguing that words cannot make or constitute 'meaning', hence proving that the statement cannot be true, without actually considering music in detail.
- Allow candidates to see 'meaning' in personal ways (i.e. 'what music means to me'). But an answer which is simply the candidate's personal response to different pieces of music that s/he likes or dislikes unrelated to consideration of whether their inclusion / exclusion of words links to meaning should not score a Content mark above Band 4.
- Examples of areas for discussion and exploration with reference to the question include:  
what we mean by 'meaning' – whether language is the sole bearer of 'meaning'  
how music can create or communicate meaning; ways in which it is 'meaningful' to us  
the function and effects of lyrics / libretto / melody / sound / different instruments  
how music can mean different things to different people at different times and in different contexts  
ceremonial / sacred / celebratory functions of music  
whether it matters whether music is 'meaningless'; ways in which music transcends the verbal

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

**Q.12 Do minority languages have a place in a world of mass communication?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the extent to which minority languages have a place may gain Content marks.
- Allow broadness of interpretation of 'minority languages'. Candidates do not need to write about small or threatened language constituencies to gain top Content band marks (provided the criteria are met). Candidates may acceptably see "minority languages" as meaning 'languages which are not English (and/or Hindi, Spanish, Mandarin etc.) or as meaning a language which is not the main / official language in their country, and this is entirely acceptable.
- Examples of areas for discussion and exploration with reference to the question include:  
what 'minority languages' have to offer: repositories of local knowledge; literatures;  
role of language in shaping identity  
the growth of English as global language; English as a 'lingua franca'; bilingualism; neglect of language skills  
the effect of e-technologies on different languages  
political / economic / cultural reasons for promoting use of one language over another  
links between 'language death' and 'mass communication'

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

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**Q.13 'Advertisements always promise far more than they deliver.' Discuss**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of correctness or fairness of the statement in the question can receive Content marks.
- There is no requirement to consider a variety of advertising mediums. An answer which restricts itself entirely to just one medium (e.g. TV) may still receive top band Content marks, provided the criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:  
examples of (unrealisable) promises that advertisements might make  
examples of accurate and appropriate advertising  
advertising where the underlying function is branding / giving information (as opposed to selling products )  
whether the situation has changed / is changing; regulations on advertising  
effects of advertising on different age/socio-economic sectors  
extent to which this might be a problem in society

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

**Q.14 Can comedy really be taken seriously?**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of the extent to which comedy can be taken seriously can receive Content marks.
- Allow a broad interpretation of 'comedy' to include comic films, music, jokes, cartoons, books etc.
- There is no requirement to consider a variety of comic forms / genres / mediums. An answer which restricts itself entirely to just one comic format (e.g. TV) may still receive top Content marks provided the relevant criteria are met.
- An answer which is simply the candidate's personal response to why s/he likes particular examples of comedy, which is not linked to consideration of why those can or cannot be taken seriously should not receive a Content mark above Band 4.
- Examples of areas for discussion and exploration with reference to the question include:  
ways comedy can convey serious messages and how effective these might be  
physiological / psychological links between laughter and tears  
attitudes to the comic in different cultures / historical periods / generations  
reasons for popularity of comedy with audiences / readers  
comedy's function in selling products  
whether / why comedy is sometimes thought of as 'inferior' to 'tragedy'; the presence and function of comic elements in tragedy

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.

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**Q. 15 'A work of art can only be valued in monetary terms.' Assess this view.**

**Refer to the Use of English and Content Tables in the mark scheme in arriving at your mark.**

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the degree of 'correctness' or fairness of the statement in the question can receive Content marks.
- A candidate who writes generally about works of art s/he personally likes and the reasons s/he likes them should not receive a mark above Content Band 4, unless they form a clear response to the judgement being made in the question.
- Allow for a very broad interpretation of 'art'. Candidates may interpret this as any form of creative endeavour or product.
- The question wording states 'a work of art': a candidate might write about just a single work of art and still score a mark in Content Band 1, provided the relevant criteria are met.
- Examples of areas for discussion and exploration with reference to the question include:

reasons why works of art might be valued aside from the monetary: aesthetic / historical / educational / expressive / religious / stylistic innovation etc  
how different people may have different notions of value and priorities (artist / buyers / collectors / investors )  
changing tastes and fashions in art  
extent to which high saleroom prices commanded by some artists are justified  
difficulty of explaining and assessing *what* the value is of a work of art; the view that because it is impossible to 'quantify' what it is good about art, the price it commands at a particular time is as good a guide to its 'value' as any other  
different cultural approaches to and expectations of art

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local / national / international examples.