

Mark Scheme (Results) Summer 2007

GCE

GCE General Studies (6451) Paper 01

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does **not** mean giving credit for incorrect or inadequate answers.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

6451: Aspects of Culture

Section A - A01

Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

1 Which of the following would not be included in the mass media? (1)

D (no alternative) (ii) and (iv)

These two have individuals as their audience whilst the others appeal at the same time to a large audience.

2 Which of the following descriptions are of activities that can be called 'popular culture'? (1)

D (no alternative) (ii) and (v)

Statement (i) describes folk culture and statements (iii) and (iv) refer to high culture

3 Give two principles used in moral reasoning by people who follow Social Contract theory. (2)

Any two of the following points: one mark each

- moral codes are a human invention agreed by society (these may be written or unwritten and define norms and values etc etc)
- moral codes are intended to make life better for ourselves
- society is committed to provide agreed services
- society agrees to protect its members from harm and in return they agree to support the aims and values of society
- in return for services provided individuals agree to obey society rules
- the contract is broken if either society or the individual fails to observe their side of the bargain
- behaviour is governed by self interest
- behaviour is controlled by fear of sanctions
- social contract does not involve any sense of altruistic duty to others
- actions which are beneficial to society are 'right'
- actions that are harmful to society are 'wrong'
- actions which unfairly restrict an individual's freedom of choice or actions are wrong
- in return for 'rights' individuals have duties to society
- moral choice is subjective and relative

NB: Answers must in some way indicate a moral relationship between society and the individual.

Watch out for answers that relate to Utilitarianism rather than S.C

Do not reward "treat others as you wish to be treated yourself"

Where one principle contains contradictory points the mark cannot be credited.

- 4 (a) Identify one religious symbol and the religion to which it belongs. (1)

To gain the mark candidates must identify both a symbol and the religion it is attached to.

There is a vast choice. Some symbols are used by more than one religion. Be prepared to accept physical symbols (like the cross or Mandala); colours or words/language.

Do **not** accept holy books as religious symbols.

Note a religious symbol is something that is used to remind a believer of something else. Google is a useful source of information.

Do not accept names of individuals as symbols unless specifies as statues or icons.

- (b) Explain briefly what this symbol might mean to a follower of the religion that you have identified in part (a). (2)

The answer must relate to the symbol identified in part (a). Candidates can gain marks in part (b) even if they have not correctly identified a religion in part (a) provided they have correctly identified a symbol.

Note candidates are asked to explain and not simply give.

One mark for a simple factual statement about what symbol is but without any explanation or development.

eg: *'a crucifix shows the death of Jesus on a cross'*.

[1]

One additional mark for a statement that identifies the meaning associated with the symbol.

[1]

eg: This is worth two marks

'In Christianity the cross is a reminder of the death of Jesus. He was put to death by the Romans but God brought him back to life. It shows that there is life after death'

Note: answers do not have to be detailed to gain both marks but do need to show an understanding of meaning rather than simply a statement of what the symbol is.

Second mark cannot be awarded for answers which do not comment on 'meaning' as opposed to explanation simply of what symbol represents

5 (a) Name a major world religion and identify one belief about death specific to it.

(3)

One mark for correctly identifying a belief and the associated religion. Note beliefs must relate to aspects of death, either the process, nature of, dealing with, or afterlife. Do not allow laws against killing unless there is a specific reference to things like the sanctity of life ('Thou shalt not kill' is not enough on its own but if it included '... because life is sacred' it could be credited. Similarly abortion and euthanasia must be related specifically to beliefs about death.

0 marks if either belief or religion omitted. Must have both correct to score a mark.

e.g.

Buddhism: reincarnation; cycle ends with Nirvana; reached when wrong and selfish thoughts are overcome; only the individual can overcome the cycle of rebirth.

Christianity: gateway to eternal life in heaven; immortal soul; day of judgement; bodily resurrection; everlasting life on earth; punishment for wicked; only one chance; key to immortality is belief in Jesus Christ.

Hinduism: death separates soul and body; soul is immortal; individuals experience several lives; have to work out own destiny; soul inhabits series of bodies; type of body determined by previous life; when soul finds real self will become part of god head.

Islam: death ends present life; believers granted eternal life at day of judgement; at judgement must give account of life; righteous go to Paradise; wicked go to hell.

Judaism: immortal soul; in hell ghosts of soul wait bodily resurrection; day of judgement at coming of Messiah; reward for righteous and punishment for wicked.

Sikhism: body and soul; body dies but soul part of spiritual universe; reincarnation; soul eventually united with God; deeds in life follow soul like a shadow; individual can control immortal destiny; wicked condemned to endless reincarnation until they repent.

Eg. '*Religion: Buddhism; Belief: repeated reincarnation in different forms of life*'.

[1]

- (b) Explain how this belief might affect the behaviour of a believer in that religion. (2)

One mark for a simple statement about how belief can influence life (does not have to be related specifically to any belief).

Eg: Gives a purpose in life

Gives confidence and/or hope for the future

Provides a moral code

[1]

One mark for specifically showing how the belief listed in (a) might influence behaviour

Eg. 'Buddhists value all life as possessing an immortal soul. They will try to avoid killing any life form in case they inadvertently destroy a dead relative or friend who has been reincarnated.'

NB: This may take the form of a development of the 'simple statement but must relate specifically to the identified belief.

[1-2]

A developed answer that relates to how the belief influences behaviour can score up to 2 marks.

Belief must be that identified in 5a.

Note: 5a must be correct in both parts in order to access marks in 5b. If no marks in 5a, there can be no marks in 5b.

- 6 Aesthetic criteria such as form, content and longevity are used to evaluate and compare different works of art. Suggest two reasons to justify using aesthetic criteria. (2)

One mark for each of two different and reasonable suggestions [1+1]

A variety of responses is possible and **might** include:

- they allow an objective approach;
- they are generally agreed standards;
- they allow judges to be consistent;
- they avoid judgements based simply on personal taste;
- they allow categorisation of works of art;
- they allow us to distinguish between simply liking and actually appreciating works of art;
- they allow moral judgements to be applied to works of art;
- they allow judgements to be made without reference to monetary value;
- etc.

DO NOT allow a simple restating of the question eg 'to compare/evaluate different works of art' They must add something to get a mark
Note the question is not about 'why' they are used but how their use can be 'justified'.

DO NOT give any marks for saying what the criteria are.

DO NOT give any marks for references to fixing monetary value

NOTE: Sometimes a candidate may give two different points on a single sentence/line but either nothing or a wrong answer in the other. Allow both marks.

- 7 Define artistic style. (2)

"Artistic style" refers to **either** the way art is classified **or** the way in which it is done.

Allow references to any of the forms of creative or performing arts.
e.g. art/painting, music, architecture, literature, dance, film etc

One mark for simple statement showing a basic understanding of the term [1]

Second mark is for further development

Either explaining how a work may be classified e.g. shared characteristics
Or by using an example of style to illustrate their explanation e.g. baroque architecture is large scale, emotive and intensely decorated, whereas classical architecture is restrained and obeys clear rules. [1]

An illustration without a supporting definition gains 0 marks

N.B. It is not sufficient merely to name a style or artist. Illustrations must help to show understanding of the term.

Explain how one of the following factors has influenced the development of an artistic style:

- popular taste
- the social structure
- the availability of new materials
- political conditions and circumstances
- economic conditions
- the originality of an artist

The question asks for explanation not simply a listing of reasons. Answers must be about the development of style and not just about aspects of a style.

One mark for each of up to two statements relating the chosen factor to artistic style

[1+1]

Allow one mark for a suitable example that illustrates the contribution clearly.

[1]

Reserve one mark for attempting to show how the chosen factor contributed to **or influenced** development

[1]

e.g. Worth the full 3 marks;

Popular taste is an important factor in the development of a new style. This can be seen in the modern music industry. The easy availability of CD's and media broadcast means there is a great demand for new music. The only way that artists can guarantee that their work will sell well is if they can produce something different. Audiences rapidly become bored with old fashioned bands. However, if a new style takes off it will encourage other bands to copy the 'new' style.

e.g. Worth the full 3 marks;

18th century new wealthy middle class merchants wanted to establish themselves in high society.

- *Mark of high society was landed estate.*
- *Purchased old estates - replaced or restyled old houses.*
- *Employed fashionable architects or people who could copy them.*
- *New buildings needed to be 'modern' and fashionable.*
- *eg. Smiths of Warwick and spread of neo-Palladianism in Midlands.*

Note: Candidates who write about the influence of **more than one** of the factors should only receive marks for **one factor**; mark the one dealt with in greatest depth and accuracy.

Do not award marks if answer deals with a factor not listed in the question.

0 marks for simply reworking the term being explained.

Allow new technology as an aspect of new materials.

If answer relates to the style of an individual rather than a generic style max 2.

Section B - All questions examine AO4

Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

Question 9(f) should also be used to examine AO2

Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

- 9 (a) Which one of statements (i) - (v) represents scientific knowledge? (1)

A The answer must be statement (i). No alternative

Statement (iv) is a statement of historical fact and not one developed as a result of a testing process

- (b) Which one of statements (i) - (v) contains both fact and opinion. (1)

C statement (iii) no alternative

- (c) Which of the statements are opinions? (1)

C statements (ii) and (v)
(no alternative)

Statement:

- (i) is a form of scientific (empirical) knowledge
- (ii) is opinion. It is not sourced in the question.
- (iii) is an opinion but it is a report of what Hall said; therefore it is factual
- (iv) sounds like opinion but is a factual statement that can be verified
- (v) sounds like fact but is actually an opinion because looking at the big picture could cause some people to adopt a totally different position

- (d) Give one reason to explain why statement (iv) could be shown to be true. (1)

'... the BBC positioned itself in the 1990's to prepare for the digital revolution'

1 mark for a simple correct statement

Probable reason: Although it sounds like an opinion it is a statement of historical fact for which records would exist, thus enabling an accuracy check to be easily made.

Allow answers like:

- We know that the digital revolution did happen and the BBC were involved
- The BBC did take advantage of the opportunities offered by ...
- Because the BBC were able to take advantage they must have been prepared for it
- We could check historical records to see if ...
- People are still alive who were involved and we could check with them to see...
- The BBC is a major player in digital television therefore ...

To be credited the answer must relate to the BBC as well as the digital revolution. Note the statement is about the BBC preparing not simply about digital revolution happening.

- (e) (i) What form of argument is illustrated in paragraph 2 (lines 4-7)? (1)

Inductive. No alternative.

- Allow these alternative but related words induction, induced, inducing
- Allow a definition of inductive reasoning along the lines:
- Drawing a general conclusion based on a series of specific points
- Moving from the general to the specific
- Where if premises/reasons are true the conclusion may be true but is not inevitable.

- (ii) Look at paragraphs 4 and 5 (lines 11-22). Identify and write out one phrase or sentence that shows reasoning by analogy. (1)

There are two possible responses. To gain the mark candidates must write out the phrase and not simply refer to line numbers. A correct answer must contain the part of the phrase below which is underlined. Other words from the entire sentence are optional

"If we were French we would have a coordinated policy to take French Arts to the rest of the world". (lines 11-12)

"... in the same way as the BBC positioned itself in the 1990's to prepare for the digital revolution." (lines 17-18)

- Do not award a mark if the candidate has quoted more than one sentence.
- Correct answers must contain one or other of the sets of emboldened words.
- Do not award a mark for a paraphrase of the correct answer.

- (f) How successfully do the evidence and arguments used in the source support the opinion that “increased government funding is essential as the creative industries become more and more important to Britain’s economy” (lines 24-25) (4)

Note the question does not ask the candidate whether they agree with the conclusion but whether the passage presents a sufficient case to justify it. Note also there are two different authors. The passage is based on a newspaper article but contains much that was ‘said’ by a different person. Evidence not presented in the passage is not admissible unless it is used, for example, to illustrate deficiency. The question is aimed to test thinking and analytical skills, not just comprehension.

Answers can refer either to evidence or to types of argument.

Allow 1 mark for a candidate’s justified conclusion related to the question (i.e. Candidate gives a simple opinion of how successful the author has been together with a simple reason. The reason may not be closely related to T and A skills.)

Allow 1 mark for candidates who make a simple link between the evidence used and the claim.

Allow 1 mark for candidates who make a simple link between the type(s) of argument(s) used and the claim

1-2 additional marks for explicit consideration of the strength (or weakness) of the evidence used (note this is NOT simply ‘amount’ of evidence)

1-2 additional marks for explicit consideration of the strength (or weakness) of type of argument(s) used

Allow any combination of these routes up to a maximum of 3 marks

4th mark is reserved for explicit reference to ‘sufficiency’ -i.e. ‘how successful’ the author has been. This should be in the form of a conclusion based on the examination of the evidence/arguments

Do **NOT** allow a mark for a simple summary of the content or précis of the passage unless it clearly addresses the question.

Answers that:

- Give sound T and A points, but do not directly relate to the passage, maximum 2 marks
- Agree or disagree but without any supporting comments (reasons or evidence) are BBL = 0 marks
- Describe content rather than examine quality of argument, or that simply summarise the passage without any of the agreed points, maximum 1 mark Questions that candidates could ask/answer include:
 - Is evidence primarily objective or subjective?
 - Does the author rely on emotive language or ideas?
 - Is the argument balanced or one sided?
 - Are there obvious deficiencies in the argument?
 - What types of argument are used?
 - Is valid evidence ignored or dismissed too easily?
 - Does the conclusion follow automatically from the evidence cited?

Points that could be made include:

- The passage presents a single viewpoint
- It is an unbalanced argument
- Is supported with factual evidence
- Factual evidence is not used to oppose the argument
- Opinions are expressed as though they are factual
- Points made are not sufficiently developed
- Mainly inductive reasoning
- Comparisons are made but they are weak and unconvincing
- There appears to be a causal argument but it is not convincing or sustained
- Is the argument about the arts or just some arts in London?
- Some use of empirical evidence

AO2 Mark Scheme

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question too seriously, there may be serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The AO2 mark is not dependant on the AO4 mark

AO2: 3 Marks
Total Section B 13 marks

Section C

All questions in section C examine AO3 and AO2.

AO3 - Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.

AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

Marks for Section C questions should be awarded according to AO3 and AO2 level descriptors

General Guidance on Marking

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for irrelevant or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing relevant, plausible explanations using evidence and for critical and imaginative thinking. Candidates should also be credited for considering more than one point of view. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

10. "Western culture is no better than other cultures." Examine arguments for and against this view. 17 marks

NB: Answer may deal with culture as society and social structure or make a narrower view and discuss cultural activities

Level	A03 level criteria	Mark	Indications of level for this question.
0	Irrelevant or facetious answer	0	
1	Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1	Candidates may write in general terms about culture without addressing the question set. They may show a limited understanding of what 'culture' means. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced
2	Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	Candidates may accept the claim uncritically and will probably argue against it. Evidence will be limited and may well see western culture as superior to other forms of culture. Some may confuse western culture with high culture. Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence. Most answers at this level may demonstrate ill-informed prejudice. Conclusions may be personal responses to the issue rather than developed from arguments presented in the text.
3	An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-11	Candidates should demonstrate some awareness of the meaning of western culture and pay some attention to the idea of 'better' Answers at this level will probably adopt an uncritical approach and may use a limited range of evidence to support their viewpoint. Arguments are likely to be superficial. Western culture may well be confused with British or American culture. Answers may be descriptive rather than evaluative or analytical. Where candidates recognise an alternative view they may see other cultures contributing to western culture or being influenced by western culture Conclusions should arise from the arguments and evidence presented
4	A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	12-16	Candidates will demonstrate a clear understanding of the term western culture and should give consideration to the expression 'better'. At this level candidates should be able to show that different does not mean the same as better or superior. Candidates could examine ways in which one culture might be regarded as better than another. Evidence may focus on issues such as language, food, religion, clothing and entertainment. Answers placed in the middle or top of the band may show that in the modern world all cultures are interdependent and that western culture is merely a composite of many different contributory cultures. Candidates may be able to show way in which western culture has been influenced by or has 'borrowed from' other cultures. Candidates may also pay attention to issues of globalisation and the dominant influence of western culture in a technological world. Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.
5	A fully balanced perceptive answer	17	A range of views and evidence supporting different perspectives.

11. "Religion is no longer a satisfactory basis for moral reasoning." Assess arguments for and against this opinion. 17 marks

NB: answers do not have to consider other forms of moral reasoning. If moral reasoning ignored/misunderstood max mid level 3

Level	A03 level criteria	Mark	Indications of level for this question.
0	Irrelevant or facetious answer	0	
1	Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1	Candidates may focus on either religion or morality and will have a limited understanding of the terms. Answers may well be generally descriptive with little attempt to examine the issue of the relevance of religion in the modern world. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced
2	Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	Candidates may accept the claim uncritically and will probably argue in support of it. Evidence will be limited and may well see religion as disproved by science and therefore of no relevance to today. Candidates may confuse moral reasoning with morality or moral values Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence. A common viewpoint may be that each individual should determine for themselves the moral standards they choose to live by. Many answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issue rather than developed from arguments presented in the text.
3	An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-11	Candidates should demonstrate some awareness of the meaning of religion and moral reasoning and links between them. At this level answers may be lacking in real substance. Most candidates may assert that religion has little relevance for today. Few will pay attention to the terms 'satisfactory' and 'basis'. Some may argue that because religion leads to immoral acts it has lost credibility Some at the top end may focus on advantages or disadvantages of religion as an authority for morality/moral reasoning but the majority of responses may view individual choice as the main authority. At this level few will recognise different forms of moral reasoning. Conclusions should arise from the arguments and evidence presented
4	A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	12-16	Candidates will demonstrate a sound understanding of the terms religion, moral reasoning and satisfactory. Candidates may consider the terms used and focus primarily on morality or moral reasoning. Towards the middle of the range candidates may recognise that today there are many different forms of moral reasoning, of which religion is only one. Stronger answers may compare the relative merits of different forms of moral reasoning and will be able to show an understanding of e.g. utilitarianism, social contract, marxism. Some may argue that the relevance of religion as an authority for moral reasoning depends on the beliefs of individuals, the circumstances involved and the issues under consideration. Evidence may be based on specific contemporary issues. Some candidates may see religion as an inhibitor of individual freedom rather than as an appropriate basis on which to base moral decisions. Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.
5	A fully balanced perceptive answer	17	A range of views and evidence supporting different perspectives.

12. ““Censorship is always harmful.” Consider arguments for and against this view.
17 marks

Level	A03 level criteria	Mark	Indications of level for this question.
0	Irrelevant or facetious answer	0	Candidates may confuse censorship with the census.
1	Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1	Candidates may focus on what censorship is and show a limited understanding of whether it is harmful or not . Answers may well be generally descriptive with little attempt to examine the issue of ‘ always harmful ’. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced
2	Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	Candidates may accept the claim uncritically and will probably argue against it. Evidence will be limited and may well see censorship simply in terms of protecting children. Few will pay attention to the term ‘harmful’. Answers may be descriptive and assertive. Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence. Most answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issue rather than developed from arguments presented in the text.
3	An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-11	Candidates should demonstrate awareness of the meaning of censorship and of different ways in which it may be used. Most answers may accept the statement uncritically and argue that censorship is an infringement of individual freedom. Harmful may be interpreted as undesirable or ‘bad’ but most candidates may examine what the term means. Few will consider for whom censorship may be harmful. Those who reject the statement are likely to do so in terms of protecting people from harmful experiences. Examples may be drawn from current experiences in the media (such as Big Brother, skinny models etc.) At the top of the level candidates may show awareness of different types of censorship and different reasons for using it. Answers which attempt to show two points of view will be heavily biased in one direction Conclusions should arise from the arguments and evidence presented
4	A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	12-16	Candidates will demonstrate a clear understanding of the terms ‘censorship’ and ‘harmful’. Some candidates will consider and qualify the expression ‘always’. At this level candidates will be able to demonstrate an awareness of different forms of censorship, different reasons for censorship and different people or institutions involved in censorship. Some may identify and consider self-censorship as an alternative to official censorship. Candidates may contrast censorship of entertainment and the media designed to protect individuals from harmful influences and official government censorship designed to protect the state in times of emergency. Candidates may show that all states have some form of censorship and may contrast the approach of totalitarian regimes using censorship as a means of control and other states that use it as a means of moral protection. At the top of the range candidates may distinguish between different types of censorship such as official censorship, overt censorship, covert censorship, informal censorship and parental/adult censorship. Conclusions must arise from the evidence/arguments used and not be ‘bolt-on’.
5	A fully balanced perceptive answer	17	A range of views and evidence supporting different perspectives.

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question too seriously, there may be serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably.	0 marks (exceptionally poor)

NB The Quality of Communication marks are not dependant upon the AO3 mark

A02: 3 Marks
Total Section C 20 marks