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**General Certificate of Education
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GENERAL STUDIES

GENA3

Unit 3 A2 Culture and Society

Mark Scheme

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

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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.
- In most cases mark schemes for individual questions are based on *levels* 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.
- Examiners are required to assign each of the candidates' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see below). For example, in Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
- *Indicative content* is provided as a guide for examiners. It is not intended to be exhaustive and other valid points must be credited. Candidates do not have to cover all points mentioned to reach the highest level.
- A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across the questions and assessment objectives for this unit

Question Numbers	Section A		Section B	Section C	Total AO
	1	2	3	4	
Assessment Objectives 1	2	2	8	8	20
2	6	2	7	7	22
3	2	2	5	5	14
4	2	2	5	5	14
Total marks per Question	12	8	25	25	70

01 Compare the views expressed in the three extracts about surveillance in modern Britain.**(12 marks)**

A good answer to this question will trace the arguments of all three extracts. Such answers will summarise both the content and the point of view which each writer is trying to present. They must draw comparisons/contrasts between the three extracts.

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

Levels	Marks	Descriptors
Level 3	9 – 12	Comprehensive to good comparison of the views expressed in all the extracts, written with fluency and accuracy.
Level 2	5 – 8	Modest to quite good attempt to assess and compare, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 4	Bare to limited response, with few points to offer and significant gaps in coverage; lacking in clarity and with significant errors in expression. Using phrases lifted from the passages.
Level 0	0	No valid response to the question.

Points that might be made include:

Extract A

1. Sir David Omand is a senior government intelligence officer (cf B1 and C1 below)
2. Omand claims that the security services' need for information is more important than individual rights of privacy (cf B2)
3. Individuals and companies will have to submit to greater scrutiny and ethical matters will be compromised.
4. Modern intelligence needs to be able to get results and this can be done without affecting rights and existing legislation too much.
5. Reference to the contradictions/tensions inherent in the last sentence of the extract.

Extract B

1. A personal view from a politician (should be treated with this in mind).
2. The EU and Labour want to watch us more closely.
3. E-mails must be kept for a year in case of terrorist activity.
4. All our messages cannot be read but the legislation to do so might be used badly by the government.
5. Most people obey the law but resent surveillance.
6. It doesn't work anyway and reminds the writer of Soviet repression.

Extract C

1. This uses a 'fact' about CCTV surveillance to question the factual nature of statistics.
2. The Sunday Times, New Statesman and Daily Mail all quote similar, but not identical, statistics.
3. A person 'can be' caught 300 times a day, or is this an 'average' across the country, or an average Londoner? The phrase has changed its significance.
4. The reason this was used was, it appears from official sources, to provoke debate.
5. Readers are invited to find other 'truths that aren't necessarily true'.

A comparison of these views will take into account the effect their provenance has on their content and will look at similarities and differences between them. Examples will include the dissimilarity between the first two 'government and political' viewpoints and the third (Extract C) which questions the nature of information and how it is perceived.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

02 Extract A suggests that ‘finding out other people’s secrets is going to involve breaking everyday moral rules.’

To what extent do you think that this is justified?

(8 marks)

Here they are invited to make a value judgement on the case for and against the morality of surveillance and the effect this has on the individual. This is not a source-based question. Candidates do not have to refer to the sources but may do so if they wish.

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

Levels	Marks	Descriptors
Level 3	7 – 8	Comprehensive to good response, able to state clear arguments/opinions supported with justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 6	Modest to quite good attempt with some supported 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:

- What rights or redress does a citizen have in the face of such difficult areas as the defence against terrorism?
- What justifications can there be for infringement of privacy?
- Is there an air of inevitability in the process?
- What kinds of secrets are ‘fair game’ for investigators?
- What precedents will be set by such surveillance?
- What is the effect on human rights?
- What are the moral issues raised?

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

SECTIONS B AND C**GENERAL MARK SCHEME FOR A2 ESSAYS**

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 above) 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

03 'The use of abbreviations in texting and messaging will ruin the beauty of the written word.'

Examine this view and say how far you believe it is true.

An examination of the quotation is required. Why do people use such abbreviations?

- Cost
- Speed
- 'Coolness'
- Code
- Convention
- Simplicity

Some of those are not strictly applicable in messaging though here the alleged ability of young people to multi-task – receiving and sending rapid messages while engaged in other tasks – may be cited genuinely.

A look at examples and formulae – LOL ☺ :-) may be appropriate here – how much space can be saved.

The beauty of the written word could be said to be three-fold:

- Elegance
- Clarity
- Nuance

Elegance is perhaps the least important consideration in a message (cf telegram-ese of an earlier generation which has acquired an elegance of its own).

Clarity is important and perhaps conventional abbreviations do aid clarity.

Nuance is usually a problem. Real nuance may require less brevity than messages often offer and can result in misunderstanding.

How far the candidate believes the statement is true needs to be addressed. They may wish to offer a position on a continuum between elegance and brevity. There should be some mention of what constitutes the beauty of the written word and sensible responses may separate the written word into its varieties according to usage:

- Poetic
- Literate (as in literature)
- Business
- Communicative

Candidates will need to point out the appropriateness of each form to its purpose. Clarity of thought here will demarcate clearly between the different types of English. One form of English does not preclude or supersede another.

An important issue is that of language development. Language lives and evolves according to contemporary usage and there has undoubtedly been a revolution in language since computer and phone communications have reached new users.

Those who centre their arguments on generational differences may fail to recognise the undoubted skill of grandparents to communicate in just as fluent textese as the candidates. There are, of course, stereotypical examiners who insist their family text them in full sentences and will not reply unless there is some degree of elegance.

Reference and exemplification are essential – assertions alone will not attain higher levels.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

04 'The arts are an essential ingredient of a healthy and dynamic society.'

To what extent do you agree with this opinion?

A standard essay on this topic. One which should be accessible to anyone who wishes to demonstrate a passion for the arts, or indeed to demonstrate that the arts are a waste of energy and public money. Either view is permissible and candidates may wish to argue both viewpoints. Those who do so well will be well rewarded.

Keywords are

- Essential
- Healthy
- Dynamic.

Questions which may arise include

- To what degree are the Arts essential?
Clearly not in terms of very basic necessities of life but what value do they add?
- Do the arts contribute to a healthy society?
Open to candidates to argue, along with a definition of what may comprise a "healthy" society.
- Do the arts contribute to a dynamic society?
Again, one that can be argued. Do the arts ever change society? Do they help it to move forward? What is the role of the arts in society? Issues which better candidates will address.

There should be some definition of what is meant by the arts. A narrow view may not be as fruitful as one which encompasses a variety of art forms and activities:

- Participative
- Receptive
- Creative

Participative arts allow recreation, shared experience, direct contact with the artistic process (e.g. playing an instrument, painting, writing). They can be argued to be life enhancing, educational, aesthetically valuable, skill-based. They are taught in schools and therefore (presumably) are endowed with some intrinsic value. These can therefore be considered to be positive and part of a civilised society.

Receptive arts are those which can be enjoyed for what they do to enhance life. Listening to music, appreciating a work of art for its appearance, being satisfied to understand a piece of art work aesthetically or for its deeper meaning. These may be argued to be the skills which lift life from the mundane to higher planes.

Creative arts are the result of work by a creative being – such as a poet, author, composer. These works are outside normal survival skills – expressive abilities enhancing the life, health and dynamism of society.

Candidates are asked to say how far they support the opinion. They should therefore argue from some point of view and give a clear idea of where they stand. Any viewpoint is acceptable as long as it is well argued and supported.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

05 In 2008 advertising posters were placed on buses saying 'There's probably no God. Now stop worrying and enjoy your life.'

Examine the ideas behind this campaign and discuss the extent to which you would support them.

The campaign was started in response to widespread Christian advertising of activities like Alpha courses. It was presented by members of the British Humanist Society who felt that advertising what they saw as a myth was deeply misleading. The cost of the campaign was match funded by Professor Richard Dawkins – a prominent atheist. They aimed to raise £5,500, but managed more than £152,000.

Dawkins has said: 'Religion is accustomed to getting a free ride – automatic tax breaks, unearned respect and the right not to be offended, the right to brainwash children.' According to the BBC, Hanne Stinson, chief executive of the BHA, said: 'We see so many posters advertising salvation through Jesus or threatening us with eternal damnation, that I feel sure that a bus advert like this will be welcomed as a breath of fresh air. If it raises a smile as well as making people think, so much the better.'

(I cannot resist adding the comment of Stephen Green of pressure group Christian Voice who said: 'Bendy-buses, like atheism, are a danger to the public at large'.)

One of the targets of the campaign was the evangelical Christian owner of Stagecoach buses. Atheists confidently expected he would refuse to allow the advertisements and the resulting publicity would help promote their viewpoint. Stagecoach unexpectedly ran with the advertising campaign.

There is a strong religious element in British society.

- an established church with the monarchy at its head.
- laws founded on religious principles where oaths are sworn.
- a strong element of religious tolerance of a variety of faiths.
- Religious propagandising through the media (e.g. R4 'Thought for the Day')
- Holidays tied to religious feasts.
- Compulsory worship and RE in schools.

There is no similar emphasis for those who do not believe.

The bus campaign was successful in that it raised awareness for the secularist cause. It has since been hi-jacked by the Christian cause whose own bus advertisements were in a very similar format and read 'There definitely is a God. So join the Christian Party and enjoy your life.'

We are looking for answers that focus on the ideas that might have led to the Humanists' stand and a reaction to the sentiments contained in it.

How far candidates support the campaign will depend on their own views. They may argue from any viewpoint, though we should expect, for higher levels, some attempt to articulate and accept a variety of opinions. Argument must be more than assertion and exemplification is essential. Any other valid points should be rewarded.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

06 When Barack Obama gave Gordon Brown a boxed set of DVDs selected by the American Film Institute the *Daily Mail* called the gift ‘as exciting as a pair of socks’.

What would be your choice of three significant British or European films to include in such a gift to an American president? Justify each of your choices.

A personal invitation to present ‘Desert Island Films’ which can involve any choice but with proper justifications. The choices, if properly justified, could be of any British or European film, but a justification for some of the more bizarre choices could be impossible to make because they would clearly be inappropriate for the recipient. Any candidate who has, for whatever reason, misunderstood the serious intent of the question and failed to contextualise it accurately will not normally access higher levels although an exceptionally clever and knowledgeable answer may manage it.

Candidates may wish to present any of the ‘mainstream’ genres and should justify their film choices on some or all of the following criteria.

- Artistic merit
- Cinematography
- Historical significance
- Entertainment value
- Enduring reputation
- Special significance for Anglo-American relations
- Special significance for Brown/Obama

We need to be told what is special about each choice. Detailed reference is expected and those who show little depth/breadth of knowledge of their chosen films will not succeed.

British and/or European films have been specified. These could include films whose funding/distribution might be American but they should show some aspects of their provenance which make them different from American films and that feature of them should be explored.

It is expected that three choices will have roughly equal weighting. Unbalanced attempts, or those which offer more or less than the three choices specified are unlikely to access the highest level.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

07 Discuss the morality of rewarding the leaders of banking and industry with substantial bonuses, payoffs and pensions.

This is a response to the collapse of the banking system in 2009 and the associated recession.

Arguments supporting the decision to make large payments include:

- Individuals working within these sectors have been used to being paid well and also to being paid regular bonuses, based on the profits of their industry.
- There is nothing particularly unusual about the way bankers were paid – the ‘bonus culture’.
- Much research has been carried out on performance-related pay, which is, after all, what bonuses are.
- Small changes in performance can be worth + or - many millions of pounds.
- The large payments that are made tend to be from pre-negotiated compensation contracts. It could therefore be argued that there is no alternative to huge payoffs.
- The capitalist system in which banks and industry operate is based on risk and gambling. Top executives and traders do face highly demanding jobs, and won’t take them unless they can get adequate returns.

The extreme case is the former Chairman of RBS whose bank failed and who had to be bailed out by the government. Sir Fred Goodwin, at the age of 50, received a pension deal which was worth £703,000 a year.

Morality of large payoffs:

- ‘Is it morally right for him to receive such a huge pension when so many workers at RBS are facing redundancy?’ is a question from associated blogs.
- Is it right that Bankers are Public Enemy Number One, accused of gambling with ‘our’ money and bringing the country to the verge of economic ruin?
- Are the Bank of England, the FSA and the Treasury also to blame?
- Had we all become too greedy?
- Is the world economic situation to blame?
- Is the ‘Fat Cat’ culture morally bankrupt?

There are plenty of arguments for candidates to choose.

Arguments against might include:

- ‘This is morally and economically outrageous’, John Prescott, the former deputy prime minister, said on his Facebook site ‘RBS has received £20 billion in public money and would have gone into administration without it.’
- In the midst of this crisis, Ex-HBOS chief executive Andy Hornby said ‘The bonus system has proved to be wrong. Substantial cash bonuses do not reward the right kind of behaviour.’

Candidates may wish to contrast what looks like generous awards for failure with other professions.

- Sharon Shoesmith, the head of the Haringey social services unit held responsible for failing to prevent the death of baby P was fired from her £100,000 a year job, and received no payout.
- Health Service executives are 'sent on gardening leave' when things go wrong.

Beware of arguments which are pure envy. There should be some attempt at a balanced and reasoned critique of the situation. The morality of the issue should be central.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

08 'The system for voting in British general elections is deeply flawed and, some say, undemocratic.'

Discuss whether you believe this is true and what features of the electoral process critics may see as flawed or undemocratic.

There are undoubtedly elements of the present local and general election process in the UK that are less than straightforwardly democratic.

In general terms candidates may wish to point out the problems that have arisen through

- fraud, especially through postal votes in inner cities.
- parties choosing their leaders rather than the electorate.
- the election date being chosen by the Prime Minister (potentially so close to voting day that the other parties have a significant disadvantage).
- votes being wasted in constituencies with large inherent majorities.

Most candidates will focus on the available electoral systems.

First past the post used in UK general elections. Electors vote for one person (usually representing a political party) in single-member constituencies. The candidate with the most votes wins a seat in the House of Commons.

Strengths:

- produces strong, decisive governments with an overall majority in parliament.
- every voter represented by one MP means there is a democratic link between people and parliament.
- quick and simple for the voters.

Weaknesses:

- not proportional, e.g. in 1997, Labour won 44% of the vote but 64% of the total seats.
- voters are disenfranchised, with votes being wasted in constituencies with large inherent majorities.

Proportional Representation:

Single Transferable Vote is a preferential voting system with a number of candidates. Voters rank the candidates according to their preference, and each constituency elects between three and five MPs, depending on its size. Those candidates reaching a certain quota of votes are elected. Surplus votes for the elected candidates and the votes for the least supported candidate are redistributed on the basis of voters' second choices. This process continues until the required number of MPs reach the necessary quota.

Strengths:

- the result more nearly reflects the distribution of votes.
- can lead to a coalition government without two-party confrontation
- doesn't waste votes.

Weaknesses:

- coalition governments can be divided and indecisive.
- coalition governments tend to be created by political deals in 'smoke-filled rooms' which the voters have no control over.
- STV is also a complex system which could confuse voters.
- not quite the same close constituency MP link as in single-member constituencies.

It is used in Assembly, European and local government elections in Northern Ireland and in local elections in Scotland.

Other systems include the Alternative Vote; Alternative Vote +, Additional Member System, which candidates might wish to discuss.

Fertile ground may be discovered in such issues as:

- The Electoral Commission's criticisms of the security of British voting.
- Possible abuse of the postal voting system.
- Electronic voting used elsewhere.

Candidates will need to address the question carefully and describe those features which may be seen as 'flawed or undemocratic'. Discussion of the opening statement may lead them to any conclusion so far as it is supported; the relevant critical opinions should also be evidenced carefully.

Some sound knowledge and analysis will be evident in answers achieving Levels 3 and 4.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

09 Examine the view that using the internet can adversely affect the personal and social development of the user.

Candidates are asked to say whether they believe that internet use can be harmful to the user's personal and social development. Implicit in the question is a negative emphasis but any viewpoint can be argued here.

Psychological and media experts have compiled a list of warning signs for Internet addiction. For children this will include:

- The Internet is frequently used as a means of escaping from problems or relieving a depressed mood.
- The child prefers to spend more time online than with friends or family.
- He/She lies to family and friends about the amount of time or nature of surfing being done on the Internet.
- The child becomes irritable if not allowed to access the Internet.
- He/She has lost interest in activities they once found enjoyable before getting online access.
- The child forms new relationships with people they have met online.
- He/She has jeopardized relationships, achievements, or educational opportunities because of the Internet.
- The child disobeys the time limits that have been set for Internet usage.
- They eat in front of the computer frequently.
- The child develops withdrawal symptoms including: anxiety, restlessness, or trembling hands after not using the Internet for a lengthy period of time.
- The child is preoccupied with getting back online when away from the computer.
- They have trouble distinguishing between the virtual world and the real world.

Many of these traits are true of young adults or indeed anyone becoming addicted to the computer.

They can have profound social implications which include:

- Forming unsuitable or dangerous relationships through the computer.
- Retreating into fantasy worlds or blurring reality (through avatars?).
- Becoming unable to relate socially to others.
- Violence
- Obsession
- A loss of personal contact through overuse of social media (Facebook etc).
- Inability to face criticism and lack of control
- Addiction to on-line games, gambling, pornography.

Developmental aspects may include lack of focus on family, school, work, especially in the case of younger people who do not yet possess the social control mechanisms to identify and work through potential problems.

On the other hand it could be argued that there is nothing wrong with judicious use of the internet – a tool for learning and communicating without historical parallel. The problem lies only in the self control (or parental control) of the user. Candidates may be able to list countless possible advantages of the new media. Mobile phones and i-pods which interact with computers have enormous benefits which candidates will be well aware of. If positive personal and social development can be demonstrated then we will, of course, reward them. This is an open question.

Other implications of such areas as crime, abuse, paedophilia, unsuitable relationships which can be facilitated by the internet are all important and candidates may wish to develop them. Research seems largely to point to dangers and adverse effects and candidates should not brush this weight of evidence aside.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

10 The British press is often charged with double standards in its treatment of women and of celebrities.

Discuss how far you agree that this view is fair and accurate.

This is likely to be a popular question. Evidence is essential if higher levels are to be reached. We may be faced with lots of assertion here.

This is not a 'pop' at sensationalist journalism; candidates are asked to discuss whether the view expressed is both fair and accurate. They may argue any justification they like, so long as the arguments hold water and are presented suitably.

They will need to have a clear idea of double standards and the reason behind them. Using women as sex objects may sit uneasily with an article about equality of gender esteem. How likely is a popular paper to be consistent in its objectification? An example may be found in the case of the University Challenge debacle in which (among other problems) Corpus Christi captain Gail Trimble was certainly treated in a sexist manner in a number of newspapers. There will doubtless be other examples by 2010. Are young and attractive men treated in the same way? The reason behind this particular issue is, of course, that sex sells newspapers.

Are the popular press alone in using sex to sell papers? *The Guardian* will inevitably trail a 'sexy' story, however insignificant, in its front page contents headlines. Perhaps candidates may be aware of this as a double standard, particularly as such newspapers as *The Guardian* may be the most likely to condemn both prurience and double standards.

Celebrities are often defined by their looks and sexuality. Newspapers have had a lot to say about the intimate lives of such diverse characters as Jade, Clinton, Jordan, Barrymore. There are those celebrities who

- court publicity
- see it as part of being famous
- shun publicity.

Should they all be treated the same way? Is their private life fair game?

Above all, there is the question of whether celebrities are built up to knock them down.

Do certain sections of the British press (which?)

- go too far in their celebration of celebrity?
- concentrate too heavily on TV 'stars'?
- drive people to lead a celebrity lifestyle?
- pursue celebrities too much?
- have a savage feeding frenzy if sexual peccadillos are found?
- promote the 'values' of celebrity and topless models while being sanctimonious about sex?

These again are the double standards of the question. No doubt many candidates will say that this is a fair price for fame. They will have to discuss how far they agree that the view expressed is fair and accurate and we must mark the strength of those arguments.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.