

**MARK SCHEME for the May/June 2013 series**

**8004 GENERAL PAPER**

**8004/13**

Paper 1, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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## USE OF ENGLISH CRITERIA TABLE

	Marks	
<p><b>Band 1</b></p> <p><b>‘excellent’: fully operational command</b></p>	<b>18–20</b>	<ul style="list-style-type: none"> <li>• very few slips/errors</li> <li>• highly fluent</li> <li>• very effective use of expressions and idioms</li> <li>• excellent use of vocabulary; (near) faultless grammar</li> <li>• excellent sentence structure and organisation of paragraphs</li> <li>• excellent spelling/punctuation.</li> </ul>
<p><b>Band 2</b></p> <p><b>‘good-very good’: effective command</b></p>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• few slips/errors</li> <li>• fluent</li> <li>• effective use of expressions/idioms</li> <li>• good use of vocabulary; sound grammar</li> <li>• good sentence structure/well-organised paragraphs</li> <li>• good spelling/punctuation.</li> </ul>
<p><b>Band 3</b></p> <p><b>‘average’: reasonable command</b></p>	<b>10–13</b>	<ul style="list-style-type: none"> <li>• some slips/basic errors but acceptable standard overall</li> <li>• reasonably fluent/not difficult to read</li> <li>• generally appropriate use of expressions/idioms</li> <li>• fair range and apt use of basic vocabulary; acceptable grammar</li> <li>• simple/unambitious sentence structure/paragraphing</li> <li>• reasonable spelling/punctuation.</li> </ul>
<p><b>Band 4</b></p> <p><b>‘flawed but not weak’: inconsistent command</b></p>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• regular and frequent slips/errors</li> <li>• hesitant fluency/not easy to follow at times</li> <li>• some inappropriate expressions/idioms</li> <li>• limited range of vocabulary; faulty grammar</li> <li>• some flawed sentence structure/paragraphing</li> <li>• regular spelling/punctuation errors.</li> </ul>
<p><b>Band 5</b></p> <p><b>‘weak-very weak’: little/(no) effective communication</b></p>	<b>0–5</b>	<ul style="list-style-type: none"> <li>• almost every line contains (many) slips/errors of all kinds</li> <li>• little/(no) fluency/difficult (almost impossible) to follow</li> <li>• (very) poor use of expression/idiom</li> <li>• (very) poor range of vocabulary: (very) poor grammar</li> <li>• (very) poor sentence structure/paragraphing</li> <li>• (very) poor spelling/punctuation.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p>

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## CONTENT CRITERIA TABLE

<p><b>Band 1</b></p> <p><b>‘excellent’:</b></p> <p><b>very good and comprehensive knowledge/understanding of topic</b></p>	<b>26–30</b>	<ul style="list-style-type: none"> <li>comprehensive coverage, totally relevant material, perceptive, analytical</li> <li>thoughtful, enlightening illustration using local, national and international examples where applicable</li> <li>coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity</li> <li>(very) well structured.</li> </ul>
<p><b>Band 2</b></p> <p><b>‘good-very good’:</b></p> <p><b>good knowledge/understanding of topic</b></p>	<b>20–25</b>	<ul style="list-style-type: none"> <li>totally (near totally) relevant, well focused but less analytical and perceptive than Band 1</li> <li>major points well developed</li> <li>(very) good range of examples/illustration</li> <li>logical and systematic discussion</li> <li>effectively structured.</li> </ul>
<p><b>Band 3 UPPER</b></p> <p><b>‘average’:</b></p> <p><b>sound knowledge/understanding of topic</b></p>	<b>16–19</b>	<ul style="list-style-type: none"> <li>competent: major points adequately developed</li> <li>largely relevant and remains focused on the question</li> <li>reasonable range of examples/illustration to support key points</li> <li>reasonably structured.</li> </ul>
<p><b>Band 3 LOWER</b></p> <p><b>fair knowledge/understanding of topic</b></p>	<b>13–15</b>	<ul style="list-style-type: none"> <li>more obvious points mentioned rather than adequately developed</li> <li>some digression, but generally sticks to the question</li> <li>does not always support major points with apt illustration</li> <li>tendency to assert/generalise rather than argue/discuss in detail</li> <li>may lack focus.</li> </ul>
<p><b>Band 4</b></p> <p><b>‘flawed but not weak: limited knowledge/understanding of topic’</b></p>	<b>7–12</b>	<ul style="list-style-type: none"> <li>restricted material/scope: rather pedestrian</li> <li>some relevance but may be implicit/tangential at times</li> <li>prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic</li> <li>limited illustration and/or factual inaccuracy</li> <li>insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question.</li> </ul>

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<p style="text-align: center;"><b>Band 5</b></p> <p><b>‘weak-very weak’: poor/very poor knowledge/understanding of topic</b></p>	<p style="text-align: center;"><b>0–6</b></p>	<ul style="list-style-type: none"> <li>• (totally) inadequate content with little/no substance: (very) vague and confused ideas</li> <li>• question largely (completely) misinterpreted/misunderstood</li> <li>• very limited (total) irrelevance</li> <li>• very limited/(no) appropriate illustration.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range.</p>
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### Introduction

No question is seeking a 'right' answer. Any view relevant to the set question may receive marks for Content. Well-argued support for points will be rewarded. Answers should be focused on/around 'key' words.

### N.B. For all questions

- Various views will be acceptable, but must be argued logically and supported by illustrations/examples for a mark in the top two bands.
- Examples given below of areas for discussion and exploration per question are indicative only. They are not an exhaustive list.

### Section 1

#### 1 A meritocracy offers opportunities for advancement through individual ability and achievement. To what extent is your society meritocratic?

Key words: 'meritocracy'; 'advancement'; 'ability and achievement'; 'To what extent ...?'; 'your society'.

- Candidates are expected to examine the extent to which their society offers opportunities based on ability and achievement as opposed to prospects based on a person's social status/networks/gender/family/ethnic group.
- New Zealanders, for example, pride themselves on their history of pioneering self-reliance and achievement of a better life through hard work but this may be countered by the 'tall poppy syndrome', a term used to describe a social phenomenon in which people of genuine merit are resented, attacked, cut down, or criticised because their talents or achievements elevate them above or distinguish them from their peers.
- Candidates could discuss the importance of educational qualifications in gaining jobs and promotions.
- Meritocracy may also be discussed in the achievements of sports/entertainment/arts personalities.
- Comparisons can also be made between the past and present as well as with other countries.
- specific example(s) and illustration required.

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**2 Would you agree that the Olympics are less about sports and more about nationalism and commercialism?**

Key words: ‘Olympics’; ‘less about ... more about’; ‘nationalism’; ‘commercialism’.

- Candidates need to weigh the dual elements of nationalism and commercialism against what they think the spirit of sports represents. There ought to be discussion of all three aspects to achieve a higher mark, though not necessarily in equal measures.
- The assessment of what the Olympics is ‘about’ can be seen from the perspectives of the individual sports and participants being the primary focus; records being broken and personal stories of success/failure.
- Candidates will probably see the commercialism in the merchandising, sponsorship deals, TV broadcasting revenue and impact on the host country of visitor spending.
- Nationalism and patriotism may well be interpreted to be the same concept but some responses might note the political agenda in the flags/anthems; in the 1936 Munich Games; Olympic boycotts; Communist/Democratic host countries/ participants, etc.
- specific example(s) and illustration required.

**3 Should tax payers be expected to subsidise the cost of university courses?**

Keywords are ‘Should’; ‘tax payers’; ‘be expected’; ‘subsidise’; ‘university courses’.

**Arguments for taxpayers’ subsidy**

- University graduates will contribute to economy/future tax revenues as graduate jobs are usually specialised, highly-skilled and high-paying.
- Low take-up of university places if students have to pay high fees due to low/no subsidies, especially amongst poorer students.
- Expensive courses requiring lab work such as medicine, dentistry, sciences should be subsidised to maintain level of doctors/scientists.
- Subsidies are used to maintain university facilities and not just for student courses and teaching-related costs.
- specific example(s) and illustration required.

**Arguments against taxpayers’ subsidy**

- University graduates benefit personally from tertiary education and should pay for it themselves as majority of taxpayers do not benefit from higher education.
- Taxes should be used for public goods such as defence, infrastructure.
- Private companies and charities should subsidise university courses.
- Allowing a free market to develop so that under-performing universities will improve or close.
- Private universities, especially in USA, can be prestigious and effective, for example, Harvard, Yale, MIT, Stanford.
- Current economic climate requires cuts to be made across all sectors and university courses are low priority compared to healthcare, mass education, etc.
- specific example(s) and illustration required.

Better candidates may be able to draw distinctions between levels of subsidy by taxpayers from a complete subsidy, that is, free university courses to a modest subsidy.

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#### 4 How important is it to be an 'ethical consumer'?

Keywords: 'How important ...?'; 'to be'; 'ethical consumer'.

- A definition of ethical consumerism – the intentional purchase of products and services that the customer considers to be made ethically. This may mean with minimal harm to/exploitation of humans, animals and/or the natural environment.
- Ethical consumerism is practised through 'positive buying' in that ethical products are favoured, (energy efficient appliances) or 'moral boycott', that is negative purchasing (avoiding purchase of battery hen eggs) and company-based purchasing (targeting a business to make it change its corporate policy).
- Products/services may be fair trade, cruelty free, organic, recycled, local produce.
- The importance of ethical consumption may be linked to moral concerns about the environment; cruelty to animals; fairness to producers; supporting local businesses; anti-consumerism; wanting to create a better world.
- Candidates need to consider the importance of ethical buying and may do so in the light of consumer affluence i.e. that the more money you have, the more you are able or are interested in making ethical consumer choices.
- specific example(s) and illustration required.

#### 5 'Positive discrimination is essential to help minority groups succeed.' How true is this claim?

Keywords: 'Positive discrimination'; 'essential'; 'help ... succeed'; 'How true ...?'.

Candidate should clearly understand 'positive discrimination' ('affirmative action' in US), which may be defined as measures to achieve non-discrimination and equality of opportunity. These measures are usually instituted in government and educational settings to ensure that minority groups within a society are included in all programmes. Minority groups may include ethnic group, religious affiliation, sexual orientation.

##### **Positive discrimination not essential**

- Some argue that positive discrimination is illegal, for instance, racial quotas at universities, as these measures are then unfair to the majority.
- Such measures may have the reverse effect and hinder success as resentment may increase amongst the majority as well as the perception that minority graduates are less qualified. It demeans true minority achievement.
- Anecdotal or historical evidence may be offered of individuals/minority groups who have achieved success without positive discrimination. It is condescending to minorities to say they need affirmative action to succeed.
- specific example(s) and illustration required.

##### **Positive discrimination is essential**

- Diversity is desirable and won't always occur if left to chance.
- Students starting at a disadvantage need a boost. Minority students, generally speaking, start out at a disadvantage in their college or job application process. They usually come from lower income families and have less opportunity to go to private schools. Some live their childhoods in high crime, drug-infested areas.
- Some stereotypes may never be broken without positive discrimination. For decades, blacks were considered less capable than whites. It took affirmative action to give blacks the opportunity to show they are every bit as capable.
- Affirmative action needed to compensate for centuries of slavery/oppression.
- specific example(s) and illustration required.

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## Section 2

### 6 How far is it true that a country's climate governs how the people live and work?

Keywords: 'How far ...?'; 'climate governs'; 'how people'; 'live and work'.

The question is about climate and not weather. Climate is the average weather pattern in a place over many years and weather is the mix of events (rainfall, temperature etc) that happen each day. Answers focused on number of daylight hours or natural disasters such as earthquakes and tsunamis will have limited relevance.

#### **Arguments in favour of statement**

- Climate governs agriculture and areas with low rainfall and extremes of temperature face many difficulties in farming crops and animals.
- Climate affects architecture and the materials used in buildings; clothing; cuisine; occupations.
- It can affect one's health, for instance, extremes of temperature and impact on pests/diseases.
- Has an impact on emergency planning/work, for instance, annual hurricane season.
- The extent to which climate governs our lives depends on the wealth of individuals and countries so LEDCs continue to suffer during drought or monsoons.
- specific example(s) and illustration required.

#### **Arguments against the statement**

- Historically, climate used to govern lifestyle and work but improvements in technology have lessened its impact. For instance, ski slopes in Dubai or effective insulation and heating in winter.
- Progress in transport and communications mean that globally, there are many common features in lifestyle such as cuisine, fashion and so on.
- specific example(s) and illustration required.



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**7 To what extent is a lack of cooperation amongst countries impeding the development of successful energy policies?**

Keywords: ‘To what extent ...?’; ‘lack of cooperation’; ‘countries’; ‘impeding’; ‘development’; ‘successful’; ‘energy policies’.

The 2010 World Energy Outlook factsheet by the International Energy Agency makes these points:

- Future energy prospects will depend on economic recovery and governments’ responses to the twin challenges of climate change and energy security that will shape the future of energy in the longer term.
- The level and pattern of energy use worldwide varies markedly according to assumptions about energy and environmental policies. For instance, if countries are cautious about implementing plans and commitments, such as national pledges to reduce greenhouse-gas emissions and plans to phase out fossil-fuel subsidies.
- Non-OECD countries account for 93% of the projected increase in global energy demand, reflecting mainly faster rates of growth of economic activity. China, where demand has surged over the past decade, contributes 36% to the projected growth in global energy use, its demand rising by 75% between 2008 and 2035 (preliminary data suggest that, although Americans consume more on a per-capita basis; China overtook the United States in 2009 to become the world’s largest energy user).
- Natural gas is set to play a central role in meeting the world’s energy needs for at least the next two-and-a-half decades. Growth in demand for gas far surpasses that for the other fossil fuels due to its more favourable environmental and practical attributes, and constraints on how quickly low-carbon energy technologies can be deployed. The Middle East leads the expansion of gas production, its output doubling by 2035.
- If governments act more vigorously than currently planned to encourage more efficient use of oil and the development of alternatives, then demand for oil might begin to ease soon. As a result, we might see a fairly early peak in oil production, which would help prolong the world’s oil reserves.
- The Caspian region contains substantial resources of both oil and natural gas, which could underpin a sizeable increase in production and exports over the next two decades. But potential barriers to the development of these resources, notably the complexities of financing and constructing pipelines through several countries, are expected to constrain this expansion to some degree.
- Eradicating subsidies to fossil fuels would have a dramatic effect on global energy balances, enhancing energy security, reducing emissions of greenhouse gases and air pollution, and bringing economic benefits. WEO-2010 estimates that a universal phase-out of all fossil fuel consumption subsidies by 2020 - ambitious though it may be as an objective - would cut global primary energy demand by 5%.
- Renewable energy sources will have to play a central role. The estimate is that government support worldwide in 2009 amounted to \$37 billion for electricity from renewables and \$20 billion for biofuels. Investment in renewables to produce electricity is estimated at \$5.7 trillion (in year-2009 dollars) over the period 2010-2035.
- specific example(s) and illustration required.

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**8 'It is no longer sufficient to have armed forces because future wars will also be fought in cyberspace.' Discuss.**

Keywords: 'no longer sufficient'; 'future wars'; 'cyberspace'; 'Discuss'.

- Armed forces exist to defend physical national boundaries or act as offensive forces in invasion.
- In cyberspace, opposing countries conduct 'warfare' by attempting to gain control of one another's computer systems, in order to gain information or to cause disruption.
- Examples would include disrupting GPS/satellite systems or public utilities to weapons control systems.
- Opposing countries constantly try to circumvent computer security by gaining passwords or exploiting software bugs.
- One cause of worry is that countries which manufacture computer components may secretly place 'backdoors', with which to enter systems, on microchips.
- Arguably, whether it is sufficient to just have armed forces depends on a country's dependence on computers and technology.
- specific example(s) and illustration required.

**9 Should immigrants have to pass language proficiency and citizenship tests before they are allowed to settle in their host countries?**

Keywords: 'Should'; 'immigrants'; 'language proficiency'; 'citizenship tests'; 'before'; 'settle'.

**Arguments for tests**

- Immigrants need to live/work in the host country and should therefore be proficient in the official/native language of host country, especially for skilled immigrants such as nurses and doctors as accurate communication is vital.
- Question refers to 'settling' so the requirement is for permanent residence, thus these immigrants should demonstrate their knowledge of the country's history/culture/laws for their successful assimilation.
- Tests will reassure citizens that government is exercising control on immigrants.
- Tests give 'value' to residency/citizenship status and ensure that privileges such as state benefits and entitlements are not freely available.
- specific example(s) and illustration required.

**Arguments against tests**

- Mandatory language testing is unnecessary, costly and even 'insulting' for immigrants who share the same language as the host country, for example, a British immigrant in Canada.
- Tests can discourage immigrants from settling as studying and passing citizenship tests can be difficult, even for native-born citizens! This would result in a loss of skills and talent if these immigrants depart.
- Citizenship tests are possibly biased against immigrants from a different cultural background (Euro-centric tests for Asian immigrants?). Should a uniform identity be imposed when national identities are arguably diminishing?
- specific example(s) and illustration required.

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**10 DNA tests are now affordable and easy to obtain. Consider the arguments for and against DNA testing?**

Keywords: 'DNA tests'; 'Consider the arguments'; 'for and against'.

DNA tests are available for as little as £100 online and all that is required is an oral swab that can be sent through the post.

**Arguments for DNA/genetic testing**

- Prevention – knowing the likelihood of developing a genetic disease may prompt one to make lifestyle changes.
- To know if one partner has a close relative with an inherited disease, before starting a family.
- Testing for paternity or relationships, such as siblings, if one is adopted.
- Provides important forensic evidence.
- specific example(s) and illustration required.

**Arguments against DNA/genetic testing**

- 'DNA is not destiny' but fatalistic people may let genetic information control their lives.
- Employers and insurers may use the information to discriminate.
- Testing is not fool proof and presently, centres offering testing are not well-monitored.
- Widespread testing may lead to government data banks.
- specific example(s) and illustration required.

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### Section 3

#### 11 What purposes are served by awards, and award ceremonies, in the film and/or book industries?

Keywords: 'What purposes ...?'; 'awards'; 'award ceremonies'; 'film and/or book industries'.

- Awards are separate from award ceremonies but are often paired, for instance The Man Booker Prize or the Academy Awards (Oscars).
- Awards may be categorised as those given by critics; industry awards; festival awards and people's choice.
- Examples of literary awards are: Nobel Prize for Literature; Pulitzer Prize; Hugo awards. For films, there are the Oscars; Cannes; AFI, etc.
- They showcase the wide range of genres in writing and film.
- Prizes offer recognition to writers and performers/directors from their peers and increased public interest.
- Help people choose which book/film to read/watch.
- Newcomers to the industry are given a big 'break' and, perhaps, it is a way for the industries to renew themselves.
- Prizes often come with cash awards (£50,000 for Man Booker).
- Critics say awards and ceremonies are an excuse for lavish spending and glamour which can detract from serious purposes.
- Awards may be received as the result of rigged voting or lobbying.
- specific example(s) and illustration required.

#### 12 What role does art and design play in your life?

Keywords: 'What role ...?'; 'art and design'; 'your life'.

This is a very broad question and good answers should provide many examples from both art and design and their role in the candidate's life.

- Art can range from fine art in galleries to art as a hobby.
- Design can be seen in architecture; graphic design; product design; website design; fashion design.
- Design links creativity and innovation, shaping ideas to become practical and attractive propositions for users or customers.
- Discussion points may include the relation of art and design to personal imagination; usability and aesthetics; sustainability; communication and so on.
- specific example(s) and illustration required.

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**13 To what extent should news be ‘in the public interest’ and not just ‘interesting to the public’?**

Keywords: ‘To what extent ...?’; ‘news’; ‘public interest’; ‘interesting to the public’.

Candidates should be able to distinguish between the two concepts of news being ‘newsworthy’ and ‘sensational’. Different types of newspapers and news programmes exist to cater to each aspect or may combine both to offer a balance and attract readers.

**Reasons for ‘public interest’**

- Responsibilities of the press and news agencies.
- News should focus on events/information that is important to the general public, such as government policy; international incidents and factual news.
- News which the public find interesting is often gossip; conjecture or sensational and reporters may resort to illegal/unethical measures to provide such news.
- specific example(s) and illustration required.

**Reasons for ‘interesting to public’**

- Unfair to assume that news which the public find interesting is always trivial.
- News should cover a broad range of human interests.
- specific example(s) and illustration required.

**14 Which natural attractions in your country are in greatest need of conservation? Give reasons for your choices.**

Keywords: ‘Which ...?’; ‘natural attractions’; ‘your country’; ‘greatest need’; ‘conservation’; ‘Give reasons’.

For a good mark, candidates need to make a case for the natural attractions which have the greatest need to be conserved or remain in conservation. Candidates should not just describe/list the different natural attractions of their country or provide general justification for conservation. Specific example(s) and illustration required.

**15 ‘A society that cannot laugh at itself cannot learn from its failings.’ How far do you agree?**

Keywords: ‘society’; ‘cannot laugh at itself’; ‘cannot learn’; ‘its failings’; ‘How far ...?’.

- Candidates may focus on interpretations of a ‘society’ – country; ethnic group; regional group.
- Good answers would link the society/group with its ‘failings’.
- Candidates might look at the justification for ‘racist’ or stereotyping humour as ‘learning’ opportunities.
- Types of humour/laughter – satire; caricature; sitcoms, etc.
- Societies do not need laughter to learn about failings – role of education; campaigns; media.
- specific example(s) and illustration required.