

Mark Scheme (Results)

Summer 2007

GCE

GCE General Studies (6454) 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.

6454: Cultural Expressions

Section A

All questions in section A examine AO1 - 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 religions is not normally associated with belief in a supernatural being? (1)

A (no alternative)

- 2 Which of the following statements about the mass media are correct? (1)

D (no alternative)

- 3 Which of the following statements would not normally be associated with the term popular culture? (1)

B (no alternative)

- 4 Give two criteria for deciding in which artistic style a particular work of art should be classified. (2)

One mark for each accurate response.

Note the question is about artistic style in the abstract. It does not require an example of style, or a work of art, or reference to any specific style, or an artist, although any of these may be named to help with the answer.

Possible criteria might be e.g.:

- date/year/period of composition
- artist generally placed in/associated with a single particular style
- techniques used (but not materials unless unique to a style)
- having/sharing particular characteristics, or appearance
- form (as relating to style but NOT general titles like 'painting' .
- 'poetry', 'music
- Method of production
- Materials used if associated with specific style or period
- etc

Essentially the criteria used will relate to how or when a particular artwork is 'done'

Do not accept:

Similar subject matter (content)

Same artist (an artist may produce works in various styles)

Produced in same location

Longevity

Materials used (if not specified)

Medium

Message/content

5

Some people with strong religious beliefs feel that modifying eggs or embryos to ensure that children have particular characteristics is morally wrong. Explain why.

(3)

Note the question is not about genetic modification but about moral justification. Answers must relate to the use of GM in producing children and must have a religious dimension. General answers either about GM or about its morality are BBL unless they relate to the criteria in the question.

One mark each for any three different reasons provided there is clearly a link to religion or morality. DO NOT allow 'scientific' or 'social' answers.

[1+1+1 mark]

Allow one mark for a clear 'explained' link between a reason and religious belief

[1 mark]

Or

One mark for clear 'explained' link between reason(s) given and morality

[1 mark]

Allow any combination of these routes to a maximum of three marks

Possible answers might include:

- It is about scientists playing at being God;
- It is undermining the purpose of God;
- It could create a 2 tier structure to humanity/discrimination;
- It is diverting limited resources that could be used for the good of more people;

Note: to gain more than one mark there must be a clear link to religious beliefs or moral values derived from such beliefs, rather than simply an assertion which mentions or involves religion.

E.g.:

- religion teaches obedience/subjection to God
- It is contrary to religious teaching
- When God created things he said they were 'very good' so it is wrong to change them
- It can give advantages to 'modified children (moral link)
- It may create prejudice and discrimination (moral link)
- It may create monsters
- It is interfering with nature
- Potential effects cannot be known

Answers which try to **justify** GM from a religious viewpoint should not be rewarded.

Allow up to one 'reason' that is not related to religion or morality, provided there is at least one other reason which is.

- 6 (a) Explain why some people use aesthetic criteria to evaluate the beauty of a work of art. (3)

Note: Candidates are not expected to list aesthetic criteria but definitions should be credited.

Answers should relate to beauty and not simply to the general evaluation of a work of art. General evaluation maximum 2 marks. The question asks for explanation; candidates who simply list different reasons to justify the use of aesthetic criteria without explanation should not get more than two marks.

Allow one mark for a simple definition of aesthetic criteria [1 mark]

One mark for each of one or more reasons for using aesthetic criteria to a maximum of two marks [1+1 marks]

Reserve one mark for explaining evaluation in terms of the use of aesthetic criteria (do not credit answers dealing with monetary value) [1 mark]

OR
One mark for clear attempt to 'explain' rather than just giving reasons [1 mark]

Possible responses might include:

- reference to the abstract nature of beauty;
- the benefits of having a shared understanding of meaning;
- they allow the comparison of different works of art by the same or by different artists;
- an attempt to bring an objective approach using generally accepted standards/criteria in what is really a subjective activity;
- an attempt to create a level playing field between different styles and periods
- criteria are generally agreed
- their use has been established over time
- use of criteria allows comparison of different styles of work

- (b) Give one reason why some people might reject the use of aesthetic criteria. (1)

One mark for any one of these points:

- The establishment of aesthetic criteria is purely subjective;
- beauty is a very personal idea;
- judging any work is a matter of taste and not objective criteria;
- how do you know that different people understand the same things when using criteria;
- aesthetic criteria judge features like form and content rather than 'beauty';
- it may be necessary to use words other than beauty to describe certain works of art;
- criteria embody established views and do not make allowance for innovation

Note the question does not require any development or direct reference to beauty. If a candidate offers more than one reason credit the first correct response. There is no transfer of marks from question 6(i)

Section B

All questions in Section B examine AO4 - Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations. Question 8(f) should be used to assess AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

7 (a) What is a causal argument? (1)

Reasoning based on a perceived link between two events; this has happened because that did. Do not reward simple correlation e.g. 'this happened and then that happened'. There must be indication of cause and effect.

One mark for a simple statement showing clear understanding of the term

Allow illustration or example if it shows sound understanding even if no definition

(b) What is a fallacy? (1)

A fallacy is a false argument i.e. an argument that sounds convincing but is in some way faulty or contains error. It may be based on incorrect fact, or faulty logic.

Allow illustration or example if it shows sound understanding even if no definition

One mark for simple statement showing clear understanding.

Note: a fallacy is NOT an untruth or lie or something factually inaccurate. To get the mark there must be a reference to a weakness in the form of argument and not the content or conclusion

8 (a) In lines 19-20 the author stated that "the temptation to end older people's lives ... will grow." This statement is an example of (1)

A a value judgement (No alternative)

(b) Which one of the following best supports the view expressed in lines 19-20? (1)

C (No alternative)

- (c) (i) From paragraph 2, identify and write out one phrase that is entirely factual. (1)

Allow any of:

- "Such a service ... is a serious crime" (line 4) Do not allow if compassionate is included.
- "Euthanasia is widely regarded with horror" (line 4)
- "Last week Dr Irwin," (line 4)
- "Last week Dr Irwin , a retired GP," (line 4)
- "Last week Dr Irwin , a retired GP, was found guilty by the General Medical Council"
- ... planning to help an old friend die"(allow also any combination that includes the final part of the sentence (lines 4-6)
- "(He) was found guilty of acting unprofessionally" (lines 5-6)
- Dr Irwin was told he had abused the trust placed in him as a doctor". (line 6) Allow full sentence.
- "both Dr Irwin and his friend, as active supporters of euthanasia, had long campaigned for a change in the law" (line 8) Allow any shorter version of this.
- "A second dr. unconnected with Dr Irwin (line 8)
- "A second Dr. ... did prescribe the required drugs" (line 8)
- Irwins comment ... was " they call that... slow euthanasia." (line 9-10)
- The GMC's judgement ... in this case" (line10)

- (ii) From paragraph 3, identify and write out one phrase that expresses a moral judgment. (1)

A moral judgement is one based on a concept of right and wrong. It is not simply a value judgement; opinion or belief. Note the question asks for a phrase. Do not credit answers that contain elements that are not moral judgements,

Allow (*must include the words emboldened*)

- "I used to think that it would be **wrong to legalize assisted dying** ... (line11)
- "I also think that it is **often right**." (line 12)
- "The law should **turn a blind eye** whenever possible." (line 12)

- (d) From paragraphs 4-5, identify and write out one example of scientific knowledge. (1)

Allow any phrase, especially those containing figures, from lines 22 to 25. (Not final sentence)

- "Statistics for 2002-3 show that 30.3% ... over 75"
- "46.7% was spent on ... over 64"
- "...2000-2001 ... figures were 27% and 41%"

Allow also

- "These proportions have increased noticeably since 2000-01"

- (e) From lines 22-30, identify and write out one phrase or sentence that shows a cause and its effect. (1)

Allow any of the following combinations that show cause and effect.

e.g.

proportions have increased noticeably since 2000-1.

Sooner or later dwindling proportion

Clear rules protect

NB do not allow more than one sentence

- (f) The author concluded that “any decision about the hour of our death should be returned to the patient” (line 30). Discuss whether the evidence and arguments used in this passage support her claim. (4)

Note the question does not ask the candidate whether they agree with the conclusion but whether the author presents a sufficient case to justify it. Evidence not presented in the passage is not admissible unless it is used, for example, to illustrate deficiency. The aim of the question is to test thinking and analytical skills, not simply 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 'support' -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.

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, 0 marks

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:

- Thrust of argument is in support of voluntary/aided euthanasia
- Factual evidence relating to Dr Irwin. Interpretation challenges official position
- Much assertion of opinion supported with selected evidence
- Argument is one sided
- Emotive language and ideas (e.g. paragraph 3)
- Evidence used is accepted uncritically
- Use of factual and empirical evidence
- Inductive reasoning
- Appeal to authority

Note: references to different items of evidence used shall not be awarded separate marks if they support similar points.

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 Written Communication marks are not dependant upon the AO3 mark.

AO2: 3 Marks
Total Section B 15 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.

Q9 "Government has a responsibility to preserve high culture for future generations but popular culture can look after itself." Critically assess arguments for and against this opinion.

	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 popular or high culture and will have a limited understanding of the term. Answers may well be generally descriptive of the cultural style with little attempt to examine the issue of preservation or funding. 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 high culture as class related (e.g. wealthy snobs benefiting from subsidies from taxes etc.) Answers may ignore the central issue of government responsibility and simply deal with the question of popular versus 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.	7-12	Ideally candidates should demonstrate some awareness of the meaning of high and popular culture and differences between them. Answers may focus on whether it is right or not to support some forms of culture rather than others mainly on grounds of equity but are not likely to examine the issue of government responsibility. The candidate may show a fairly stereotyped view of high and popular culture. At the lower end of the band candidates may see the issue in terms of class based elitism/anti elitism. Towards the top of the band candidates may consider justification for supporting some activities but not others. Such responses are likely to be focussed on economic reasons rather than cultural ones. At this level candidates should be able to illustrate their answer with reference to examples of high and/or popular culture but references may not be developed in any depth. Answers may consider the rival merits of different activities on a personal and subjective basis. Although most answers at this level will show some awareness of different viewpoints the majority of the response will be one sided. At this level some may argue that there are not different categories of culture. Such answers though valid should not reach level 4 unless there is some consideration of the question of government support. 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)	13-19	Ideally candidates will demonstrate a clear understanding of the terms popular and high culture and differences between them. Candidates may distinguish between popular culture which by its nature is self supporting and high culture which might experience survival difficulties without support. At the lower end of the band candidates may still consider the issue in terms of the rival merits of different activities To reach the middle of the band candidates should begin to focus on the question of government responsibility. Issues raised may include responsibility for what and to whom. At the top of the band candidates may discuss the importance of preserving heritage for future generations. They may well argue that responsibility should be general and not simply restricted to government. Candidates may support their answers with a range of evidence drawn from both popular and high culture. Evidence will be used in a way that shows understanding and application to the question. Some may argue that cultural activities which cannot support/preserve themselves do not deserve to survive and that resources could be used more beneficially in other directions. Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.
5	A fully balanced perceptive answer	20	A range of views and evidence supporting different perspectives.

Q10 "Economic pressure rather than genuine creativity is the main influence on the development of a new artistic style." Evaluate arguments for and against this opinion. Refer to artistic works or styles taken from one or more of art, or architecture, or literature or music.

	AO3 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 creativity or artistic style but will have a limited understanding of the term. Answers may well be generally descriptive of creativity with little attempt to examine the issue of why an artistic style develops. Supporting evidence will be almost missing and the answer will be largely assertive. Answers may focus on popular music.
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 treat the claim uncritically or may argue against it. Evidence will be limited and may well see creativity as the sole reason for a new style developing. Evidence may well be descriptive of for example a style of music rather than supporting an argument. Few candidates at this level will show understanding of 'economic pressures' although they may incidentally touch on commercial influences. Some candidates may attempt two viewpoints (in the 'yes it is-no it isn't' style) but without real understanding or supporting evidence. Conclusions may be personal statements unrelated to the main part of the answer.
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.	7-12	Ideally candidates should demonstrate some awareness of the meaning of creativity and artistic style. At the lower end of the band candidates may argue that all artists are creative. They may confuse artists building on the style of others and developing their own style. Many may understand artistic style as simply 'a personal way of doing something' rather than as a distinctive category. Many will see style as a form of performance rather than as a category for classifying works of art. Understanding of economic pressure may be limited but many will argue that fashions change and artists (musicians?) develop new styles in order to be different and to sell. At the upper end of the band candidates will have a clearer view of both artistic style and creativity. Answers may be lengthy and descriptive. Most may see creativity as the principal influence on development of style and style is likely to be seen as personal rather than general. Some may recognise that in the modern world there is pressure to appear different. This view may not be clearly linked to commercial pressures. Candidates will be able to support their view with evidence drawn from specific styles. In music most will refer to modern popular groups and in art they may refer to Impressionism, surrealism or Pop art. Evidence may be listed and described rather than examined and applied to the question. Conclusions should arise from the evidence and arguments 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)	13-19	Candidates will usually demonstrate a clear understanding of the terms creativity, artistic style and economic pressures. At this level they should pick up the issue of 'new'. At the lower end it may be taken simply as appearing different but in the middle and top of the range there will be an understanding of 'distinctively different'. At the lower end of the band candidates should be able to argue coherently that creativity is something possessed by many/most people and can take various forms and that in the world of the arts creative people may respond to commercial pressures because of the need to sell. In the middle of the band candidates may argue that there is a difference between being creative and being original. Genuine originality will depend on the genius of the individual and may not respond to commercial pressures to the same extent that creativity in general does. They may argue that some artists (like Tracey Emin and modern musicians) seek to appear 'different' in order to sell their work or create new markets. At the top of the band candidates will recognise that there are many different influences. They will be able to demonstrate different artists at different times respond in different ways to different stimuli. Candidates should be able to support their answer with specific examples. At the lower end of the band they may focus on a single art form but answers at the top of the band may consider two or more of the different forms. Note other influences. Conclusions must arise from the evidence/arguments used and not be simply 'bolt on'.
5	A fully balanced perceptive answer	20	A range of views and evidence supporting different perspectives.

**Q11 "In the modern world it is impossible for any individual to escape the influence of religion."
Critically examine arguments for and against this opinion.**

	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 the nature of religion and or religious belief rather than the influence of religion. Answers may well be generally descriptive with little attempt to examine the issue of the individual and religion. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced. Conclusions are likely to be 'bolt on' and personal rather than rising from argument.
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 religion as irrelevant. Answers may be statements of personal views. Candidates may well claim that religion has little or no part to play in modern life. Answers may adopt the view that science has disproved religion. It is unlikely that candidates will examine the influence of religion in broad terms but may simply see it as an influence on the superstitious and credulous. Little attention will be paid to the idea of influence. Some candidates may try to manufacture two points of view but there will be little evidence of understanding and little use of supporting material.
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.	7-12	Ideally candidates should demonstrate some awareness of the meaning of religion and the modern world. Many answers may argue that religion has little influence on the lives of the majority of people. Arguments are likely to be developments of secularisation theories. Candidates will support their answers with some evidence. This is most likely to be based on the effects of scientific discovery undermining religion and religious belief, declining church attendances and the importance/possibility of individuals making decisions for themselves. Most candidates will not pay attention to 'impossible' Some may argue that religion does influence many different aspects of life, whether or not individuals actually hold any religious belief. Evidence may be taken from education, morality and moral codes and the legal system. Where a candidate attempts to address more than one point of view there may be a bias in terms of argument and evidence towards one viewpoint. The conclusion may be develop from the evidence and argument used.
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)	13-19	Ideally candidates will demonstrate a clear understanding of the terms religion escape and influence. At this level candidates will recognise the importance of secularisation in the western world and be able to show that the majority of people are not overtly religious but at the same time they will recognise that religion still has many influences on people who claim not to be religious. Some may argue in terms of the spiritual dimension that we need in our lives. Some may argue that science and religion deal with different issues from different perspectives and are not necessarily mutually exclusive. Candidates should give some consideration to the idea of 'impossible' to show that religion does permeate all aspects of life whether or not the individual welcomes it. Note also 'escape'. In the middle and upper part of the band candidates may recognise and demonstrate the variety of religions that exist and the different influences that religion can have on different communities and in different societies. Contrast may be drawn between the secular western world and more openly religiously influenced societies such as in the Islamic world. Candidates should recognise that influence and belief are separate issues. Answers may be well informed and will use a range of evidence to support claims. Conclusions will be based on and arise from evidence and arguments used
5	A fully balanced perceptive answer	20	A range of views and evidence supporting different perspectives.

Q12 "There is no truth in the claim that broadcasting, film, newspapers or popular music are harmful influences on ordinary people." Evaluate arguments for and against this view. Refer to one only of broadcasting, film, newspapers or popular music.

	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 miss the focus of the question and simply write in general terms about the media. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced. Comments are likely to be superficial and may relate to several of the forms of media listed in the question
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 but may miss the thrust of the question. One sided answers may simply discuss the claim that media is a harmful influence. Candidates may refer to more than one form of the media. Claims may be largely unsupported assertions. Answers may reflect personal prejudices and examples/illustrations are likely to be limited. Most answers will deal with either newspapers or television. Popular illustrations are likely to include the Bulger case, anorexia and bulimia. Some may acknowledge different points of view but are unlikely to develop either viewpoint. Conclusions may reflect personal opinion rather than arise from any argument or evidence presented.
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.	7-12	Ideally candidates should demonstrate some awareness of the meaning of influence and harmful and differences between them. The statement may be considered uncritically. At this level candidates may accept that the media is harmful and will be able to support their claims with a variety of evidence. It is unlikely that many will argue convincingly that the media is not harmful, although at the top end of the band there may be recognition that media can be beneficial as well as harmful. Candidates who attempt to deal with more than one form of the media or who fail to deal specifically with one form of the media but talk in general terms should not exceed the lower marks in this band. Illustrations may well be generalised rather than specific. At the top end of the band candidates may recognise that there are different points of view but answers will be heavily focussed on a single viewpoint. Candidates may not clearly interpret the focus of the claim in the question. Conclusions will arise from the evidence and arguments used in the answer.
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)	13-19	Ideally candidates will demonstrate a clear understanding of the terms harmful, influence and ordinary people. At this level candidates shall recognise there is a serious debate about the nature and extent of media influence. They may refer to and support with evidence a number of different models of media influence. Candidates in the middle of the band will correctly interpret the claim in the statement that 'there is no truth in ...' and will be able to show that some evidence does support the harmful viewpoint although there is clear evidence that media can be beneficial and does not have to be harmful. Evidence used will be clear and specific. At the top end candidates may show that media influences different audiences in different ways and may support the view that power lies more with the audience than with the media since audiences can choose what they view/read and whether it will influence them or not.
5	A fully balanced perceptive answer	20	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

AO2: 3 Marks
Total Section C 23 marks