

MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers

8004 GENERAL PAPER

8004/01, 02, 03

Papers 1–3, 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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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USE OF ENGLISH (maximum 20 marks)

Introduction

On syllabus 8004 Candidates are instructed to answer two essay questions from different sections of the paper. The maximum mark for this paper is **one hundred marks** (100).

Each question is marked out of:

- twenty marks (20) for Use of English
- thirty marks (30) for Content.

The total mark (out of 100) must be written and circled on the front of the script.

Rubric Infringements

If a candidate has answered three or more questions, mark each question, and take the two highest scoring answers. NB: in so doing, you need to ensure that these two questions are from different sections.

(Example: a candidate answers Section 1 – Q1 (5 marks); Section 1 – Q2 (10 marks); and Section 3 Question 12 (2 marks). Overall score will be 12, because questions must be taken from two different sections.)

If the candidate has answered two (or more) questions from one section, mark both/all answers but record the higher/highest scoring answer only. (Example: a candidate scores 20 marks on Q1 and 30 marks on Q2; no other questions have been attempted. The total mark recorded should be 30.)

Refer to the Use of English criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).

Examiners should match the overall quality of the English with one of the general descriptors (ranging from 'weak-very weak' to 'excellent') as the first stage of the Use of English assessment. The quality statements which are typically found within each band should help in placing the mark for English at the appropriate place within the identified range. The criteria should be used with some flexibility; Examiners should look for a best fit.

CONTENT (maximum 30 marks)

Refer to the Content criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).

Examiners should make an initial general quality judgement using one of the descriptors, (bearing in mind photocopies of scripts discussed at the Co-ordination meeting). This overall judgement should then be refined within the identified band to arrive at the mark the essay merits. Again, a flexible approach is necessary: although the characteristics of each band are typical of work within that range, they are neither inclusive nor exclusive.

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USE OF ENGLISH CRITERIA TABLE

	Marks	
Band 1 'excellent': fully operational command	18–20	• very few slips/errors • highly fluent • very effective use of expressions and idioms • excellent use of vocabulary; (near) faultless grammar • excellent sentence structure and organisation of paragraphs • excellent spelling/punctuation
Band 2 'good-very good': effective command	14–17	• few slips/errors • fluent • effective use of expressions/idioms • good use of vocabulary; sound grammar • good sentence structure/well-organised paragraphs • good spelling/punctuation
Band 3 'average': reasonable command	10–13	• some slips/basic errors but acceptable standard overall • reasonably fluent/not difficult to read • generally appropriate use of expressions/idioms • fair range and apt use of basic vocabulary • acceptable grammar • simple/unambitious sentence structure • reasonable spelling/punctuation
Band 4 'flawed but not weak': inconsistent command	6–9	• regular and frequent slips/errors • hesitant fluency/not easy to follow at times • some inappropriate expressions/idioms • limited range of vocabulary; faulty grammar • some flawed sentence structure/paragraphing • regular spelling/punctuation errors
Band 5 'weak-very weak': little/(no) effective communication	0–5	• almost every line contains (many) errors of all kinds • little/(no) fluency/difficult (almost impossible) to follow • (very) poor use of expression/idiom • (very) poor range of vocabulary: (very) poor grammar • (very) poor sentence structure • (very) poor spelling and vocabulary bracketed descriptors denote 0–2 range of marks

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CONTENT CRITERIA TABLE

Band 1 'excellent': very good and comprehensive knowledge/ understanding of topic	26–30	- comprehensive coverage, totally relevant material, interesting, perceptive, analytical - thoughtful, enlightening illustration using local, national and international examples where applicable - coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity (very) well structured
Band 2 'good-very good': good knowledge/ understanding of topic	20–25	- totally (near totally) relevant, well focused but less analytical and perceptive than Band 1 - major points well developed (very) good range of examples/illustration - logical and systematic discussion - effectively structured
Band 3 UPPER 'average': sound knowledge/ understanding of topic	16–19	- competent: major points adequately developed - largely relevant and remains focused on the question - reasonable range of examples/illustration to support key points - reasonably structured
Band 3 LOWER fair knowledge/ understanding of topic	13–15	- more obvious points mentioned rather than adequately developed - some digression, but generally sticks to the question - does not always support major points with apt illustration - tendency to assert/generalise rather than argue/ discuss in detail - may lack focus
Band 4 'flawed but not weak: limited knowledge/ understanding of topic'	7–12	- restricted material/scope: rather pedestrian - some relevance but may be implicit/tangential at times - prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic - limited illustration and/or factual inaccuracy - insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question
Band 5 'weak-very weak': poor/very poor knowledge/ understanding of topic	0–6	(totally) inadequate content with little/no substance: (very) vague and confused ideas - question largely (completely) misinterpreted/misunderstood - very limited (total) irrelevance - very limited/(no) appropriate illustration bracketed descriptors denote 0-2 range

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1 To what extent should the state encourage small businesses?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to how far the state should encourage small businesses may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the nature/variety of small businesses and their place/significance in the larger economy of a country;
 - instances and illustration: difficulties faced by small businesses ('set up' business planning and finance/investment, market creation or penetration, limits on flexibility and growth potential, etc.);
 - success stories: 'take-off' factors (major growth from small origins, key innovation or invention, positive publicity, etc.);
 - argument that state schemes should encourage small businesses by subsidies, tax concessions, loans, etc. – because of otherwise unrealised potentials in employment, export business, social wealth manufacture, etc.;
 - counter-argument that business success (or failure) should generally be left to free-market controls and private finance, without state encouragement (and/or that the state should have other social/financial priorities), etc.;
 - reasoned conclusion in answer to the question's 'To what extent...?'.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of the nature and place of small businesses in a national economy, should refer to examples, and should come to a reasoned assessment in ('To what extent...?') in answer to the question.

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2 Should teenagers be more actively involved in politics?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to whether teenagers should be more actively involved in politics may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - assessment of a present situation in which teenagers are or are not actively involved in politics;
 - teenage self-involvement in politics or political issues, or involvement by others (youth wings of political parties, particular pressure-groups, etc.);
 - levels at which teenagers might become more actively involved: local and community issues, national issues or party politics, global issues (via pressure groups, demonstrations, etc.), environmental issues at any level;
 - how levels of teenage 'activism' over particular issues or campaigns might be raised;
 - argument that the energies and idealisms of teenagers should be engaged in significant political issues and debates;
 - counter-argument that teenagers are to varying degrees disenfranchised and alienated from 'older politics', and/or that their experience is inevitably limited, and/or that teenage senses of political powerlessness should first be tackled, etc.;
 - reasoned conclusion in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of kinds of political issues and systems in which teenagers might be actively involved, should refer to relevant examples, and should come to an appropriately reasoned conclusion over whether teenagers should in fact 'be more actively involved'.

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3 How far is globalisation affecting family life in your country?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to how far globalisation is affecting family life in the candidate's country may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the meaning and implications of globalisation (all forms of global multinational industry and marketing, communication networks such as the internet, global satellite media, new travel opportunities, etc.) in modern life;
 - exemplification and applications affecting family life within the candidate's country: (e.g.) wider range of food produce and brands; wider range of consumer durables (including high-tech products); increases in the possibilities of communication (internet access and broad band, internet shopping, email contacts and messaging, educational/leisure uses of computers and internet); access to globalised media; the 'shrinking' world or 'global village' relative to communication, culture, travel, holidays, etc.;
 - effects on family life in the country concerned, as quantitative change;
 - effects seen as beneficial/enhancing (expanded opportunities and diversity within family life), or as detrimental to the nature, values or stability of more traditional family life (e.g. anti-social 'enslavement' to TV culture or computer use, etc.);
 - overall quantification of, and judgement on, 'effects on family life' in the candidate's own culture/country.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show appreciation of multiple facets of globalisation, should exemplify 'effects on family life' appropriately (relative to the candidate's own country and culture), and should come to a well-based judgement on the quantity and nature of such effects.

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4 Assess your country's record on Human Rights.

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any assessment of the Human Rights record of a candidate's country may receive Content marks, as may appropriate supportive exemplification and argument for views expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - 'Human Rights': basic rights are usually taken to include civil and political rights – rights to life and liberty, freedom of expression, equality before the law – and social, cultural and economic rights – rights to food, work, education and to cultural participation; candidates might mention the UN 'Universal Declaration of Human Rights' (UDHR);
 - in this context (the 'Human Rights record' of a particular country), emphasis is most likely to be placed on civil/political rights, though others may be mentioned;
 - examples: history and national 'record' in areas such as enfranchisement, 'democratic rights', rights of women, religious liberties, treatment of minorities, legal rights, rights relative to liberty, imprisonment, treatment of detainees (etc.), rights of free expression or protest, etc.;
 - national 'record' may be measured historically, as rights progressively enshrined by law or constitution, in relation to international standards or UDHR, or (topically) in relation to outstanding issues or cases;
 - reasoned and evidenced assessment in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of 'Human Rights' issues and of the 'record' of the country in question, should illustrate this record appropriately, and should come to a reasoned/supported assessment in answer to the question.

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5 To what extent is your society effectively dealing with crime?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to how far crime is being effectively dealt with in the candidate's society may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the nature and prevalence of crime in the candidate's society;
 - current methods and measures taken to deal with crime in the society: administrative (governmental, ministries/departments, courts/judiciary, penal policy, structure of policing); law-enforcement (nature and efficacy of policing, armed police policy, etc.); penal (range of sentencing, imprisonment, prison-capacity, other punishments);
 - particular social concerns (e.g. violent crime, burglary, street crime, drug and weapons offences, sexual crime) and the efficacy of policing/sentencing directed to dealing with them;
 - preventive measures aimed at lowering crime rates, and their effectiveness;
 - reasoned assessment of the overall effectiveness, success or failure of current measures in the society concerned.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of the nature and levels of crime in the candidate's society, should illustrate ways in which crime is being dealt with, and should come to a reasoned assessment of the effectiveness (or ineffectiveness) of current measures.

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6 Consider the case for and the case against stem cell research.

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any views on arguments for or against stem cell research may receive Content marks, as may appropriate supportive exemplification and discussion.
- Examples of areas for discussion and exploration with reference to the question include:
 - the nature of stem cell research: potential uses of (usually embryonic) human stem cells in cellular therapies countering a large number of acute and degenerative diseases, against the effects of ageing, etc.;
 - arguments in favour: that health and scientific benefits will be enormous; that embryonic stem cells are far more therapeutically useful/effective than adult stem cells; that embryos at this very early stage of development are not 'human beings', etc.; that embryos (e.g. as a by-product of IVF treatment) are likely to be destroyed anyway; that 'the end justifies the means' and that benefits to humanity will far outweigh counter-arguments;
 - arguments against: that embryonic stem cell research destroys and de-values human life; that the science of the research is flawed and that its potential has been greatly overstated; that adult stem cells would be a better or more ethical alternative;
 - the fundamentally ethical nature of the argument, and its analogies with pro-/anti-abortion-rights debate; religious objections, etc.;
 - reasoned consideration/assessment in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of the nature of stem cell research, should refer to more than a single basic argument in favour and against, and should come to a reasoned assessment of the debate.

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7 'Nuclear power is the only answer to global energy needs.' How far do you agree?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to whether or not nuclear power is the only answer to global energy needs may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the basic fact of ever-expanding global demands for energy and electricity, and the difficulties of meeting demand and of sustainability;
 - ways in which electricity is generated and their potential and sustainability or lack of it (nuclear, burning of fossil fuels, hydro- and tidal power, wind-power, bio-mass, solar/photo-voltaic methods, etc.);
 - specific evaluation of nuclear power-generation: potential for expansion, scale and efficiency of power-production, sustainability, environmental 'cleanness' or pollution, the recognised problems of waste-disposal and of de-commissioning, the possibility of serious hazard or accident; secondary issues such as technological advance/improvement, the production of weapons-grade nuclear materials, associated risks, etc.;
 - arguments for or against nuclear power, and/or for the relative superiority of other forms of power-generation, for given reasons;
 - reasoned conclusion in answer to the question (bearing in mind its contentious emphasis on 'the *only* answer'...).

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of the nature of nuclear power-generation and of debate over it (including some analysis of the viability of other sources of power to produce sufficient amounts of electricity), should refer to specific arguments on both sides of the issue, and should come to a reasoned conclusion as to whether nuclear power 'is the *only* answer to global energy needs'.

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8 To what extent are statistics useful?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view on how far statistics are useful may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - positive/useful applications of statistics – in sciences, social sciences, governmental or demographic uses, risk evaluations, trend calculations, etc.;
 - fundamental value of statistics in quantification and measurement;
 - specific examples of 'useful' applications: very many possibilities (e.g. climate change projection, population-scale measurements relative to health or social services, variations in economic achievement or well-being...);
 - counter-arguments – that 'anything can be proved with statistics' ('lies, damned lies and statistics'...), that statistics can seriously mislead or can be used misleadingly or as camouflage, that statistical evidence is often over-emphasised or relied on too readily, that our scientific culture, governments and societies are over-dependent on statistics and statistical evidencing, etc.;
 - analogy with the rise of computing – argument that statistical data are only as reliable as their fallible human collectors and producers;
 - reasoned argument and conclusion in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad awareness of the fundamental and ubiquitous uses of statistics, should give examples of 'useful' and/or less 'useful' applications, and should come to a reasoned conclusion as to how far statistics are useful in practice and to what extent statistics are 'reliable'.

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9 Do you agree that quantity is more important than quality in the struggle to solve the problems of food shortage in the world?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to whether quantity is more important than quality in solving the problems of world food shortage may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the basic dichotomy of quantity vs. quality: nutritional quality will always be significant relative to quantity, etc.;
 - ways in which quantity (world food production) may be further increased: new technologies in farming (GM, hydroponics and other forms of more intensive cultivation, advances in microbial production, advanced fertilizers and agro-chemicals, etc.); extensions of production (modern irrigation, land reclamation for cultivation, etc.);
 - ways in which quality (nutritional values) may be improved (GM, plant-breeding advances, scientific/technological advances in food-processing, etc.);
 - argument that quantity must ultimately be the most pressing concern, given the incessant expansion of world population and demand for food;
 - counter-considerations (that improvements in quality cannot be neglected relative to quantity, that production regimes must change, meat production may become uneconomic, relatively luxurious diets must be modified, etc.);
 - reasoned agreement or disagreement in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show broad appreciation of the progressive problems of world food shortage, should refer to possible advances and solutions on quantity/quality lines, and should come to a reasoned conclusion in answer to the question.

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10 Assess how successfully your country deals with one aspect of environmental concern.

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any assessment of the success (or otherwise) of measures on 'one aspect of environmental concern' in the candidate's country may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - candidates may select virtually any 'aspect of environmental concern': measures to counter global warming or climate change (energy economies, sustainable energy developments, carbon offsetting), 'green' improvements (in research and technology, agriculture, manufacturing, urban development and architecture), specific environmental conservation projects (wildlife and ecological protection, national parks, landscape conservation or reclamation), etc., etc.;
 - nature and extent of the measures taken to address the particular national environmental concern;
 - reasoned estimation of the success (or otherwise) of these measures, in the national and global context, in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show detailed awareness of measures taken in the candidate's country to address the chosen 'environmental concern', and come to a clear and reasoned assessment of their efficacy.

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11 What does the theatre offer which cinema and television do not?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view or argument on what theatre offers that cinema and television do not may receive Content marks, as may appropriate supportive exemplification.
- Examples of areas for discussion and exploration with reference to the question include:
 - the nature and rewards of engagement with unmediated 'live' performance (as opposed to recorded or remotely transmitted entertainments, etc.);
 - the relative sense of occasion in 'going to a theatre' and attending a live performance;
 - the social experience (depending on the kind of theatre) of being part of a reactive audience – relative to the 'privacy' of television or the more passive consumption of cinema;
 - the distinctive rewards of imaginative engagement with theatre (greater 'imaginative work' or 'suspension of disbelief' required than for either cinema or television);
 - different qualities of emotional response engaged by some kinds of drama (e.g. tragedy);
 - possible counter-arguments that cinema and television offer more than theatre (in terms of effects, variety, technical illusion, etc.);
 - exemplification and reasoned conclusion in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show good awareness of dimensions in which theatre may have more to offer than cinema or television, should be able to give appropriate examples, and should come to a reasoned assessment in answer to the question.

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12 Do you consider that art is an unaffordable luxury?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to whether art is (or is not) an unaffordable luxury may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - approach to the question either as an argument in principle (all/any 'art' as 'a luxury', or not), or as social debate over specific 'arts' and their costs;
 - the 'affordability' and costs of art or art forms, whether as commodity or in production/attendance/ticket terms (anything from the purchase of a print or painting to attendance at subsidised major opera/ballet/theatre productions, etc.);
 - possible discrimination between kinds of 'art' in terms of cost/value (e.g. subsidies to opera or ballet companies attacked as elitist 'luxuries', the 'unaffordable' prices now attached to many artworks, etc.);
 - debate over the 'affordability' of arts in terms of funding and its economic priority and/or impact;
 - arguments for/against the strictly 'philistine'/utilitarian position that *any* art is 'a luxury' relative to survival-requirements in an increasingly endangered world;
 - converse argument that art is a human necessity rather than a luxury – essential in terms of an invaluable quality of life, etc.;
 - appropriate exemplification and reasoned conclusion in answer to the question as interpreted.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show good awareness of contexts in which art is (or is not) in principle describable as 'an unaffordable luxury', should exemplify the social/economic issues surrounding art production/consumption, and should come to a reasoned conclusion in answer to the question.

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13 To what extent is advertising always misleading?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to how far advertising is 'always misleading' may receive Content marks, as may appropriate supportive argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the broad nature of advertising (from the basic persuasive imperative to 'Buy X' up to the most sophisticated of current product-placements and campaigns in print, television, internet media, etc.);
 - estimation of what is misleading in advertising (e.g. nothing misleading about the basic 'Buy X'; much possibly misleading in subsequent claims for brands/products and in the ethos or associations conveyed – sex, beauty, power, youth, luxury, etc. – of their presentation);
 - exemplification of the misleading – in fact (e.g. supposedly scientific claims for beauty/anti-ageing/dietary/dental products, etc.) and in context/ethos (e.g. persuasively glamorous atmospherics/associations/settings/users, celebrity culture placements and endorsements, etc.);
 - a reasoned conclusion in answer to the question (bearing in mind the 'always misleading' terms of the question).

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show a broad awareness the strategies of advertising, should differentiate the 'misleading' from the legitimate in referring to appropriate examples, and should come to a reasoned conclusion in answer to the question.

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14 Evaluate the work of one writer from your country.

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any evaluative description or discussion of the work of a writer from the candidate's country may receive Content marks, as may appropriate supportive argument for the views expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - descriptive account of the work of the chosen writer – possibly with note of her/his life and origin, etc.;
 - evaluation of the work (single/multiple, of whatever kind) in its own right: positive (or less positive) critical assessment;
 - the popularity (or otherwise) of the work: its national standing and repute, possible international fame or translation into languages other than the original, any honours it has gained, etc.;
 - reasoned evaluation in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show good awareness of the work of the chosen writer, the ability to arrive at a coherent critical assessment of the work, and should develop a reasoned evaluation in answer to the question.

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15 Should people have to pay to hear music?

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

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any views on whether people should have to pay to hear music may receive Content marks, as may appropriate supportive exemplification and argument for the views expressed.
- Examples of areas for discussion and exploration with reference to the question include:
 - the hearing of music as part of modern life: live and recorded music actively wanted, chosen and paid for, other music in the modern environment (free broadcast, background, advertising, soundtracks, music in nature, etc.);
 - debate on the popular music industry: concert/CD prices, (over)paid stars, issues of piracy and free downloads, copyright, etc.;
 - debate on the need for investment in music of any kind to guarantee quality: costs and subsidies relative to major orchestras, the financing of musical education, institutions and specialist training, star performers of the future, etc.;
 - basic 'human rights' to music for the less wealthy of the world;
 - reasoned conclusion in answer to the question.

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

- Give credit to use of appropriate local/national/international examples.
- To gain Content marks in the top two Levels, answers should show good awareness of the variety of music (free and 'paid for') in the modern world and of music as a commercial industry, should refer to appropriate examples, and should develop a reasoned conclusion in answer to the question.