

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

8004 GENERAL PAPER

8004/01

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 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 October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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For each question, refer to the Use of English & Content Tables as well as the question-specific notes in arriving at your mark.

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 is the institution of marriage under threat in your country?

The question is not seeking a 'right' answer. Any view as to how far the institution of marriage may (or may not) be under threat in the candidate's country may receive Content marks, as may appropriate evidence and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- the institution and status of marriage in candidates' (various) countries: civil and legal status (and advantages conferred), religious status and tradition, other customs (e.g. arranged marriage, polygamy), etc.;
- significant changes (current or recent-historical) in attitudes to marriage that may (or may not) constitute threats to the institution: rising secularism, rising divorce-rates, trends in illegitimacy, increasing empowerment of women relative to marriage, loosening of traditional 'family values' or of past customs, legal requirements, etc.;
- possible exemplification of trends (social and/or statistical) which may constitute arguable 'threats';
- reasoned argument and conclusion in answer to the question – whether agreeing that the institution of marriage is threatened or not.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 state and institution of marriage in the candidate's country – and of trends or factors possibly threatening it – and should provide reasoned argument and evaluation in answer to the question.

2 How far is it true to say that leisure interests in your country have changed in recent years?

The question is not seeking a 'right' answer. Any view on how far it is true that leisure interests in the candidate's country have changed in recent years may receive Content marks, as may supportive exemplification and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- the range and popularity of leisure interests in the candidate's country: sports, hobbies, popular pastimes and entertainments, etc.
- notable changes in recent years (if any): changes in the take-up of 'fashionable' sports or entertainments (e.g. football, golf, computer gaming, collecting), changes due to the promotion of physical activity, changes with social significance (e.g. in gambling), changes resulting from increased leisure-time and longevity, changes due to global publicity factors, etc.;
- exemplification of particular changes, reasons for them, and their consequences (e.g. changes reflecting increased use of computers and the internet, rising standards in physical and 'keep fit' culture, improved access to entertainments, etc.);
- reasoned supporting argument in answer to the question's 'How far ...?'

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

Give credit to use of appropriate local/national/international examples.

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To gain Content marks in the top two Levels, answers should show good awareness of the range and variety of leisure interests in candidates' particular countries, and of any significant changes that have occurred in recent years. They should develop a reasoned argument, with exemplification, in answer to the question.

3 What makes some forms of historical evidence more reliable than others?

The question is not seeking a 'right' answer. Any view on what makes some forms of historical evidence more reliable than others may receive Content marks, as may appropriate evidence and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- varieties of historical evidence: physical (landscape, archaeological, architectural, etc.), mediated (historical records, texts, artworks, etc.), along with hearsay tradition, fable and myth, etc.;
- factors affecting reliability – primarily those of provenance, authenticity, verifiability and interpretation;
- examples of 'more reliable' historical evidence – such as acceptably interpreted physical and archaeological evidence, data capable of scientific verification (e.g. by radiocarbon dating, dendrochronology, etc.), textual sources and records that can be externally verified by reference to others, etc.;
- examples of 'less reliable' historical evidence: unverifiable records, evidence of questionable authenticity or provenance, any evidence subject to misguided or prejudiced interpretation, etc.;
- candidates may mention particular cases of the 're-writing of history' for political or nationalist ends, or point to the crucial significance of interpretation in assessing 'reliability' – history (for example) being 'written by its winners' and largely a matter of academic mediation;
- reasoned argument and conclusions in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 nature and variety of historical evidence and of issues in assessing its reliability, developing a reasoned argument and conclusions in answer to the question.

4 To what degree do you think your government makes good use of tax revenue?

The question is not seeking a 'right' answer. Any view on how far the government of the candidate's country makes good use of tax revenues may receive Content marks, as may appropriate exemplification and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- the tax regime and revenues of government in the candidate's country: personal taxation (income taxes, etc.), business taxation, trade duties, community taxation, indirect taxation (VAT, etc.);
- uses made by government of tax revenues in the country concerned: the financing of administration at all levels, debt servicing, infrastructure investment, subsidy finance for social, health and educational services, industrial/agricultural subsidies, poverty alleviation measures, cultural funding, crisis contingency funding, etc.;

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- assessment of the current revenue-spending priorities of the government in question;
- critique and evaluation of the government's 'good use' of tax revenue in answer to the question (candidates may suggest particular priorities and needs, or highlight areas of perceived financial neglect, etc.);
- reasoned argument addressing the question's 'good use of tax revenue'.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 awareness of the tax revenues and spending priorities of government in the candidate's country, and should develop a reasoned evaluation and argument as to how far these constitute 'good use' of revenue.

5 'Money is ruining sport.' To what extent do you agree?

The question is not seeking a 'right' answer. Any agreement or disagreement with the view that 'Money is ruining sport' may receive Content marks, as may supportive exemplification and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- the basic disparity between amateur ethos (sport for its own sake) and the professionalism which prioritises finance, profit and reward;
- the financing of sport – by government subsidies or by wealthy private ownership/investment – and how amateur sport may suffer relative financial neglect;
- examples of particular professional sports in which finance has become a dominant concern: billionaire ownership of major clubs (football, American football, baseball, etc.), organisation and finance comparable with commercial/industrial corporations, extremely high player-wages, transfer fees, etc.;
- examples of extreme financial reward: prize money (professional golf, tennis, 20/20 cricket, etc.), a single cricket match played for £1 million per winning player – and the fact that star performers have effectively become financial brands or commodities who can make far more in commercial sponsorship income than they do for playing, etc.;
- argument that the effect on sport is detrimental – or conversely that the present financial organisation of major sports is pragmatically inevitable and has become necessary to maintain top standards, even though restricting most enthusiasts to the role of paying spectatorship;
- evaluative argument as to how far, in the question's terms, 'Money is ruining sport'; e.g. winning by whatever means (cheating, 'bending' rules, illegal performance enhancement) to maintain the money 'flow.'

This is NOT an exhaustive list, and it is not expected that a candidate will 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 appreciation of the increased/increasing power of money in sport, should give relevant examples to support their argument, and should come to a reasoned assessment of the question's assertion that 'Money is ruining sport'.

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Section 2

6 What do you understand by 'alternative' medicine and what is your view about its role in society?

The question is not seeking a 'right' answer. Any definition of 'alternative' medicine and any view on its role in 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 definition of 'alternative medicine', as outside, tangential or subsidiary to the cultural mainstream of medical practice;
- the cultural relativism of definition: the dominant science-based practice of 'western' medicine would consider therapies such as acupuncture, herbalism, homeopathy, osteopathy, etc., 'alternative' – but this would not be the view as simply (for instance) in China and much of Asia;
- the expansion of fashionable 'alternative' treatments (aromatherapy, hypnotherapy, reflexology, extreme-dietary and 'detox' regimes, etc.) in western and 'global' society;
- possible argument that (by western standards) 'alternative' therapies extend from efficacious adjunct treatments towards a zone of cultism and fraud, catering for the constant demands of those who feel ill-served by mainstream medicine or seek 'miracle' cures, etc.;
- converse argument that 'alternative medicine' often rests on reputable traditions and knowledge, and thus has a viable and valuable 'role in society' simply by offering 'alternative' healing – that some 'alternative' therapies are demonstrably effective, etc.;
- definition, assessment and supported social 'view' as required by the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 provide a viable definition of 'alternative medicine', should exemplify awareness of its traditions and variety, and should express a supported view of 'its role in society'.

7 How far do you agree that cyber crime is an ever-increasing danger?

The question is not seeking a 'right' answer. Any agreement or disagreement with the view that cyber crime is an ever-increasing danger may receive Content marks, as may appropriate supportive argument and exemplification.

Examples of areas for discussion and exploration with reference to the question include:

- the nature of cyber crime – usually defined as both crime targeting computers/sites/IT networks and (older) crimes facilitated by computer and internet use in the modern world;
- examples of the former: hacking/penetration of 'secure' systems, virus attacks and data sabotage, 'denial-of-service' attacks (swamping sites or networks), taking over of 'zombie' computers, etc.; the term 'cyber terrorism' has been coined to denote large-scale politically-motivated attack, system-disablement or sabotage;
- examples of the latter: fraud and theft, 'phishing scams' for confidential data (and identity-theft), harassment, dissemination of pornography or obscenity, espionage, etc.;

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- evaluation of the danger of cyber crime: the increase in cyber crime goes with increasing IT use and dependency, and is arguably more rapid than the growth in scale and sophistication of 'cyber policing', though the latter has had notable successes (e.g. against child pornography); a continuing 'race' situation will pertain;
- candidates may argue that the greatest of future dangers will be cyber terrorism, which may develop into a concomitant/analogue of war, etc.;
- conclusive assessment of whether cyber crime represents (in the question's terms) 'an ever-increasing danger.'

This is NOT an exhaustive list, and it is not expected that a candidate will 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 nature and variety of cyber crime, give a reasoned assessment of the danger of its growth, and come to an appropriate conclusion as to how far it represents 'an ever-increasing danger'.

8 Consider the view that water is more important than oil.

The question is not seeking a 'right' answer. Any consideration of the view that water is more important than oil may receive Content marks, as may appropriate supportive knowledge, argument and exemplification.

Examples of areas for discussion and exploration with reference to the question include:

- criteria by which one resource (water) may be 'more important' than another (oil) – e.g. that (fundamentally) water is essential to life, whereas oil – like other fossil fuels – has only become essential to the maintenance of industrial economies and a power-hungry global lifestyle, etc.;
- at current increasing rates of population growth and demand, both water and oil are likely to provoke global resource crises before the end of the present century;
- water is a more 'renewable' resource but subject to extreme variation in reserves and accessibility in different regions/countries (the UN classifies nations as 'water rich' or 'water poor') – future 'water wars' or disputes are anticipated, and future supplies are likely to be seriously affected and redistributed by global climate change, etc.;
- oil is non-renewable and will become a scarcer resource, but is basic to industrialised societies, not only as fuel but as a raw material (plastics, fertilisers, pharmaceuticals, etc.) – but unlike water it is of course open to technologies of replacement;
- candidates may argue for the life-primacy of water, or (for instance) that crises resulting from possession of oil reserves and coming shortages may drastically affect our civilisation before water, in turn, becomes more problematic;
- reasoned argument and conclusion in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 global importance of water and oil resources, and should give a reasoned and exemplified consideration to 'the view that water is more important than oil'.

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9 Assess the view that global warming is inevitable no matter what we do.

The question is not seeking a 'right' answer. Any assessment of the view that 'global warming is inevitable no matter what we do' may receive Content marks, as may appropriate supportive argument and exemplification.

Examples of areas for discussion and exploration with reference to the question include:

- scientific evidence for present and actual global warming (long-term climate-trend investigation, retreat of glaciers/ice-sheets, etc.): candidates may refer to arguments of denial, but many are likely to assume the present fact of global warming and (for instance) that 'inevitability' is already an out-of-date consideration relative to ongoing debate;
- the history of global warming – as made 'inevitable' by human industry, population growth and industrial revolutions – and evidence for past warming episodes, etc.;
- inevitability of continuing or accelerated global warming relative to counter-measures and prevention ('what we do' or could do): the 'greenhouse effect' and atmospheric composition (lowering of emissions of carbon dioxide and other 'greenhouse gases'), reduced burning of fossil fuels, energy economies, 'carbon footprint' reduction, carbon trading, reduction targets, etc.;
- argument that global warming (relative to 'inevitability') can be slowed, arrested or mitigated in its effects – or converse 'inevitable doom' scenarios involving the passing of 'tipping/trigger points', rising sea-levels, the release of oceanic methane, etc.;
- reasoned assessment and conclusion in answer to the question and its 'inevitable' suggestion.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 nature and threat of global warming, should give appropriate examples, and should come to a reasoned assessment of the view that 'global warming is inevitable no matter what we do'.

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10 How far would you agree that developing countries have far more urgent priorities than environmental protection?

The question is not seeking a 'right' answer. Any view on whether developing countries have far more urgent priorities than environmental protection may receive Content marks, as may appropriate supportive argument and exemplification.

Examples of areas for discussion and exploration with reference to the question include:

- priorities in developing countries that may well seem more urgent in the short term than environmental protection or conservation: adequate food supplies, wealth-generation and the alleviation of poverty, healthcare improvement, education, infrastructure developments, debt reduction, etc.;
- distinction of short term and longer term priorities, and whether even urgent needs should be approached without concern for sustainability and the longer term well-being of the environment – argument (for instance) that short-term investment or resource-exploitation may prove environmentally counter-productive in the longer term;
- examples of 'urgent priorities' that may be undertaken while safeguarding the environment: sustainable agricultural or fishery improvements, mining with a view to eventual land-reclamation, industrial development involving minimal environmental impact or degradation, etc.;
- examples of development and wealth-generation that may actually depend upon environmental conservation: tourism and eco-tourism, international aid attracted by globally-significant conservation (e.g. rainforest protection, wild-life reserves), etc.;
- reasoned argument and conclusions in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 a range of urgent priorities affecting the direction of developing countries, should balance these against the possibilities and benefits of environmental protection, and should develop a reasoned conclusion in answer to the question.

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Section 3

11 To what extent is the present celebrity culture harmful or beneficial?

The question is not seeking a 'right' answer. Any view on how far current celebrity culture is harmful or beneficial may receive Content marks, as may appropriate exemplification and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- features and extent of present-day celebrity culture and its fuelling by the media, with examples: global-scale celebrity culture, coverage of stars from film, pop music, sports, etc. – associated lifestyles, gossip, merchandising, etc.;
- the apparent popular need or demand for celebrity figures/icons (raising psychological issues which may be thought potentially 'harmful' or an eternal fact of human nature); the global pursuit of media fame/celebrity (burgeoning TV 'reality shows') and the possibility of being 'famous for being famous' or for a glamorous/notorious lifestyle, etc.;
- celebrity culture excesses and possibly harmful consequences: media pursuit of celebrities (by paparazzi, etc.), media devoted entirely to celebrity culture (Hello magazine and similar), celebrity styles which may foster unrealistic or harmful aspirations (quests for a slim body, celebrity 'beauty' and accoutrements, the aping of morally questionable celebrity behaviour, cult allegiances, etc.);
- converse arguments for the beneficial effects of celebrity culture: celebrities as workers in good causes, as humanitarian ambassadors and fundraisers, 'brand' wealth-creators, etc., and as beneficial role models (however defined);
- argument and conclusion ('harmful or beneficial') in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 present-day celebrity culture and trends within it, and come to a well-supported assessment of whether, on balance, it is predominantly 'harmful or beneficial' in effect.

12 What is the role of libraries in today's world?

The question is not seeking a 'right' answer. Any view or definition of the role of libraries in today's world may receive Content marks, as may appropriate argument and supportive exemplification.

Examples of areas for discussion and exploration with reference to the question include:

- past and traditional roles fulfilled by libraries – as repositories, archive centres, conservators, managers of loan collections, centres of academic knowledge and excellence, etc.;
- views of the place of libraries 'in today's world' are likely to reflect changing global culture, in which book-reading is declining relative to use made of electronically disseminated information and resources (internet data, 'e-books', etc.);
- surviving specialist functions of major libraries: conservation of books, older and historical texts, manuscripts and maps, 'rare book' collections, 'copyright library' and national/international academic status, etc.;
- more local libraries world-wide retain important lending functions, supporting education and culture and acting as community facilities even in a changing technological world;

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- many libraries now 'bridge the gap' between text and electronic provision (e.g. in expanding computer facilities, accessing rare material in digital form, etc.);
- reasoned and supported assessment and conclusions in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 functions of libraries in today's world, should provide examples, and should develop a reasoned conclusion on 'the role of libraries', accordingly, in answer to the question.

13 What music appeals to you and why?

The question is not seeking a 'right' answer. Any account of what music appeals to the candidate, and why, may receive Content marks, as may appropriate supportive information and argument.

Examples of areas for discussion and exploration with reference to the question include:

- any variety of music (early, classical, modern, traditional/ethnic and 'world', jazz, blues, pop and its sub-varieties, 'live' or recorded) may appeal subjectively to individual candidates;
- reasons for the appeal of the chosen variety of music will also be fundamentally subjective – but should be clearly and consistently set out;
- there may be relatively academic, specialist, musicological or 'fan' accounts of the development and appeal of the music concerned and of its distinctive qualities;
- accounts may favour more than a single kind of music;
- effective information, response and conclusion in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 knowledge of the kind(s) of music that candidates find appealing, and should describe and account for the appeal of the music effectively. This is a question where apt, illustrative examples will be necessary to score well in the top two Levels.

14 'Art, like beauty, is in the eye of the beholder.' How far do you agree?

The question is not seeking a 'right' answer. Any agreement or disagreement with the view that 'Art, like beauty, is in the eye of the beholder' may receive Content marks, as may appropriate supportive argument and exemplification.

Examples of areas for discussion and exploration with reference to the question include:

- definitions of 'art' or 'Art' – as skill- or artwork-based, as aesthetically agreed, as possibly distinct from 'craft', as enshrined by 'art galleries', canonical 'classical standards', etc, as ultimately a commodity (what 'artists' make and art-collectors buy), etc.;
- the relativism of cultural acceptances which define work as 'art', historically and in the present;

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- examples of relativism 'in the eyes of beholders': early negative reactions to particular artists and schools of art that have been subsequently accepted and highly valued; adverse reactions to varieties of modern and non-representational art throughout the last century; examples of wildly differing tastes and responses from common experience, etc.;
- counter-arguments that there should be a theoretically-based and consistent 'philosophy' of art, as there have been past theorists of and philosophies of beauty, etc. – or that this idea is itself inimical to art envisaged as constantly progressive;
- reasoned argument, with exemplification, in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 debate over definitions of 'art' (and the relativism or subjectivity of defining responses to it), should provide examples, and should come to a reasoned conclusion in agreement or disagreement with the question's assertion that 'art...is in the eye of the beholder'.

15 To what extent has television broadened people's horizons in your opinion?

The question is not seeking a 'right' answer. Any view on how far television has broadened people's horizons may receive Content marks, as may appropriate exemplification and argument for the view expressed.

Examples of areas for discussion and exploration with reference to the question include:

- access to television and the nature and qualities of programming: while there is no doubt that TV viewing is rapidly increasing globally, access and output still vary enormously across the world (candidates may refer to the situation in their own countries primarily);
- television as an effective 'broadener of horizons': the kinds of television that may (or may not) genuinely 'broaden people's horizons';
- examples such as: national/international news and current events reception, documentaries, travel and educational programming, access to foreign-language films on TV, expansion of cross-cultural awareness in entertainments and discussion programmes, etc.;
- converse examples of output that may not ultimately or genuinely 'broaden horizons': local programming, soap operas, cloned game shows, etc.;
- state television and its possible limitations (including possibilities of political 'spin' and censorship, or the limitation of access to overseas or satellite channels); candidates may also refer to the questionable cultural dominance of 'western'/ American imported programming, etc.;
- reasoned argument, with supportive examples, in answer to the question.

This is NOT an exhaustive list, and it is not expected that a candidate will 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 television output (national or international), and discrimination as to television that does – or does not – genuinely 'broaden people's horizons'. A reasoned argument, incorporating examples, should be developed in answer to the question.