

FINAL

Mark Scheme (Results)

January 2013

GCE General Studies (6GS02/01)

Unit 2: The Individual in Society

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
<b>1</b>	<b>A</b> blood type	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<b>C</b> being vegetarian	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<b>B</b> internet	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<b>D</b> advertising revenue	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<b>A</b> the BBC	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<b>C</b> 1780 and 1900	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<b>C</b> writer	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	<b>B</b> privatising state-owned industries	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	<b>B</b> 6	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	<b>D</b> Mozambique	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<b>B</b> 2 and 5	<b>1</b>

Question Number	Answer	Mark
<b>12</b>	<b>C</b> Statement 6	<b>1</b>

Question Number	Answer	Mark
<b>13</b>	<b>B</b> Statement 5	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<b>D</b> 6 and 7	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<b>D</b> 4 and 8	<b>1</b>

Question Number	Answer	Mark
<b>16</b>	<b>C</b> <b>100/128 x 3.7 million = 2.89 million</b>	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	<b>A</b> <b>£400m/23000 = £173,913</b> <b>(annual take-home pay) so</b> <b>£173,913/52 = £334 (weekly</b> <b>take home pay)</b>	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	<b>B</b> <b>208 million x 13/ 13 million = 208</b> <b>(annual mileage per cyclist), so</b> <b>208/52 (average weekly mileage)</b> <b>= 4 miles</b>	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	<b>C</b> <b>2.6 million x £360 = £936 million</b>	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	<b>D</b> <b>1.3 x 200 x £160 = £41,600</b>	<b>1</b>

## Section B

Question Number	Answer	Mark
21 (a)	<p><b>1 mark for 1 point – (max 1) –</b></p> <ul style="list-style-type: none"> <li><b>socialisation</b> is the process of learning/acquiring the norms, values and behaviour/attitudes acceptable to a society</li> </ul> <p><b>If the full definition is not given, a mark may be awarded <u>only</u> if the idea of 'learning' is clearly established</b></p>	<b>1 AO1</b>

Question Number	Answer	Mark
21 (b)	<p><b>1 mark for each bullet point – (max 2) – where the underlined point(s) are mainly covered - eg:</b></p> <ul style="list-style-type: none"> <li><b>primary socialisation</b> involves an individual learning usually <u>in their early years</u> while <b>secondary socialisation</b> usually comes <u>later</u></li> <li><b>primary socialisation</b> occurs <u>mainly within the family</u>, learning the attitudes values and actions appropriate as members of a particular culture whereas <b>secondary socialisation</b> occurs at <u>work, secondary school/college/university</u> or in <u>sport/leisure activities</u></li> <li><b>secondary socialisation</b> generally involves <u>much smaller changes</u> than those occurring in <b>primary socialisation</b></li> <li><b>primary socialisation</b> generally involves <u>much more significant learning</u> than those occurring in <b>secondary socialisation</b></li> </ul>	<b>2 AO1</b>

Question Number	Answer	Mark
22	<p><b>1 mark for each bullet point (max 3) or similar:</b></p> <ul style="list-style-type: none"> <li>• become 'heroes' for boys without good male role models (eg absent or abusive fathers)</li> <li>• the initiation allows them to develop a reputation for toughness or bravery</li> <li>• gangs may appeal to a boy's sense of well-being, belonging and importance, in spite of the criminality involved</li> <li>• in the absence of involved parents, the boy may turn to the gang OR the gang may become the boy's best friend or protector</li> <li>• provide substantial material gains</li> <li>• Some boys may be attracted to illegality and violence</li> </ul> <p><b>NB: Only points taken from the source (even if different words are used) should be awarded credit.</b></p>	3 AO2

Question Number	Answer	Mark
23	<p><b>1 mark for each bullet point – (max 3) – or similar:</b></p> <ul style="list-style-type: none"> <li>• require <b>initiation</b> which may involve danger or criminality</li> <li>• <b>encourage crime</b> - robberies/ protection rackets/car thefts/ motoring insurance scams</li> <li>• involve <b>harm</b> - may involve drug taking or drug dealing or violence</li> <li>• make <b>bad behaviour</b> seem attractive</li> <li>• <b>criminality</b> during gang membership may make it difficult for a gang member to 'go straight'/eg get a job in future</li> <li>• <b>difficult to escape</b> if a gang member wants to leave - may become a victim of the gang</li> </ul> <p><b>NB: Only points taken from the source (even if different words are used) should be awarded credit.</b></p>	3 AO2

Question Number	Answer	Mark
24	<p><b>1 mark for each bullet point – (max 2) – eg:</b></p> <ul style="list-style-type: none"> <li>• may be expressed in terms of musical tastes</li> <li>• demonstrated by how youth chooses to dress</li> <li>• chosen leisure activities may differ from those of the rest of the population</li> <li>• may be more adept at social networking/texting than other people</li> <li>• distinctive vocabulary</li> <li>• willingness to 'get involved' – eg in sport, scouts/guides, helping others/charity activities</li> <li>• tendency to protest against authority/challenge parents</li> </ul>	<b>2 AO1</b>

Question Number	Answer	Mark
25	<p><b>Reasons given in the passage for gang membership being attractive to boys include:</b></p> <ol style="list-style-type: none"> <li>I. become 'heroes' for boys without good male role models (eg absent or abusive fathers)</li> <li>II. the initiation allows them to develop a reputation for toughness or bravery</li> <li>III. gangs may appeal to a boy's sense of well-being, belonging and importance, in spite of the criminality involved</li> <li>IV. in the absence of involved parents, the boy may turn to the gang or the gang may become the boy's best friend or protector</li> <li>V. provide substantial material gains</li> <li>VI. some boys may be attracted to illegality and violence</li> </ol> <p><b>To gain a mark, the steps suggested MUST have at least an implicit link to these points. Candidates may legitimately offer a wide variety of possible solutions to the problems listed above.</b></p> <p><b>1 mark for suggested step (max 4) - eg</b></p> <ul style="list-style-type: none"> <li>• try to get good male role models into the life of every boy - eg father in the family, male teachers at primary school, male youth leaders, male coaches,</li> <li>• as part of socialisation teach boys the importance of good two parent relationships so they provide good role models later for their own children OR avoid disadvantages of gangs outlined by ex-gang members who have come to recognise the dangers</li> <li>• to discourage or support single parent families using tax or housing benefits changes</li> <li>• give breaking up gangs and gang criminality a bigger priority - this could apply to police and has also been signalled by David Cameron since the Summer 2011 riots</li> <li>• provide better sports/community facilities to keep boys away from gangs</li> </ul>	<b>4 AO2</b>

Question Number	Mark	<b>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</b> <b>Note - The AO4 marks are NOT dependent upon the AO2 marks.</b>
25	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.

	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

Question Number	Answer	Mark
26	<p><b>Award one mark for type of argument:</b></p> <ul style="list-style-type: none"> <li>argument from cause</li> </ul> <p>(allow inductive argument)</p> <p><b>If neither Argument from Cause nor Inductive Argument are given as answer, it is very unlikely that an answer will gain a mark for the second part of the question.</b></p> <p><b>Award one mark for supposed weakness of this type of argument - eg:</b></p> <ul style="list-style-type: none"> <li>because such arguments often depend on correlations even though there is in reality no cause and effect relationship at all</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>may be other reasons for gang membership - eg peer group influence</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>many boys from families with problems don't join gangs or become criminals</li> </ul> <p>(if candidate says 'inductive' in first part give second mark for saying not the only possible conclusion or not necessarily the correct conclusion)</p>	<b>2 AO3</b>

Question Number	Answer	Mark
27	<p><b>Award one mark (max 2) for each clear point:</b></p> <ul style="list-style-type: none"> <li>an argument from authority depends on its source rather than the reasoning contained within it</li> <li>an argument from authority is an argument from an expert/person with specialist knowledge</li> <li>and the knowledge/specialism is relevant</li> <li>a description based on person's status OR from a person without expertise would not justify regarding the argument as being from authority</li> </ul> <p><b>NB: If a candidate fails to mention expertise/specialist knowledge and refers instead to 'authority figure' or 'authoritative person' or 'important person' or 'experienced person', the mark must not be given</b></p>	<b>2 AO3</b>

Question Number	Answer	Mark
28	<p>The question asks candidates to assess the</p> <ul style="list-style-type: none"> <li>• <b>types</b></li> <li>• and <b>balance</b> of</li> <li>• <b>evidence</b> and</li> <li>• <b>arguments</b> used by the writer to</li> <li>• <b>demonstrate</b> a case for taking action against gangs</li> </ul> <ul style="list-style-type: none"> <li>• In their answers to Q22 and 23 candidates will have identified what the passage says about the appeal of gangs and their undesirable features.</li> <li>• Arguments need to be supported by evidence - does the writer provide appropriate evidence to support the overall view?</li> <li>• In this question candidates are being asked to consider whether, for example, the writer gets the <b>balance</b> right - are gangs made to appear too appealing to the reader?</li> <li>• In their answers to Q26 and 27, candidates have been asked to think about arguments from cause and authority. In a discussion of types of argument used, they may also want to discuss the nature of inductive arguments.</li> <li>• There are no deductive arguments in this passage.</li> </ul> <p>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate:</p> <ul style="list-style-type: none"> <li>▪ Does the candidate critically discuss <u>balance</u> of the discussion - for and against gangs? <b>If YES award one mark</b></li> <li>▪ Does the candidate critically examine the extent/strength of <u>evidence/lack of evidence</u>? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to <u>gaps, flaws or bias</u>, perhaps specifically commenting on <u>facts, truth and/or opinions</u>? <b>If YES award one mark</b></li> <li>▪ Does the candidate comment on different arguments or types of <u>argument</u> used? <b>If YES award one mark</b></li> <li>▪ Is a plausible (usually final) <u>objective assessment</u> made for the passage's success in demonstrating the writer's disapproval of gangs? <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO3, assess it for communication, AO4.</p>	5

Question [,umber 28	Mark	<b>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</b> <b>Note - The AO4 marks are NOT dependent upon the AO3 marks.</b>
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

## **Section C**

### **Introduction**

Since we are not using a levels mark scheme, we focus on individual points or statements made by candidates, giving a separate mark for each. AO1 involves knowledge and understanding which we shall usually see in the form of a factual statement. For AO2, we are looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. If you can put these words (or similar) in front of something the candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples) so 1 AO2 mark can be awarded for each such point.

Q 29	Context
	<p>The film may cost millions to make, the stars are famous and the hype is enormous. But often the 100,000 words of the novel are squeezed into 10,000 words of film script, characters are edited out or perhaps poorly cast, endings are sometimes changed. The magic inspired by our own imagination is lost. The director's own interpretation may bear no resemblance to our own. Is that why so many good books make poor films on television or at the cinema?</p> <p>There are exceptions, of course. 'Brokeback Mountain' was a triumph, as were 'One Flew Over the Cuckoo's Nest', 'A Clockwork Orange', 'To Kill a Mockingbird' and 'Tinker, Tailor, Soldier, Spy'. But is that enough to make up for all the disasters and disappointments from the Harry Potter films and the 'Lord of the Rings' to 'The Great Gatsby' and all the other classic mistakes?</p> <p>Consider the view that good books make poor films.</p>

Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Q 29	Mark	<p>Descriptor1 <b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b></p>
	0-8	<p>Award <b>1 mark</b> for each valid point of knowledge/understanding up to a <b>maximum of 8 marks</b>. Answers must focus on the good books/bad films issue. This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• the subjectivity of the debate</li> <li>• the qualities which make a book 'great'</li> <li>• issues such as faithfulness to the original story line or characterisation or conclusion</li> <li>• what if the film version is wholly different from how a reader imagined the scenes/actions in the book?</li> <li>• it is perfectly acceptable for answers to challenge the references to Harry Potter and Lord of the Rings</li> </ul> <p>Films which may be cited in the debate include:</p> <ul style="list-style-type: none"> <li>• The Sound and the Fury (1959)</li> <li>• The Great Gatsby (1974)</li> <li>• The House of the Spirits (1993)</li> <li>• The Name of the Rose (1986)</li> <li>• The Bonfire of the Vanities (1990)</li> <li>• The Magus (1986)</li> <li>• All the King's Men (2006)</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> <p>Some of these aspects will be debated and awarded marks for AO2 (see next page). <b>Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of books/films the candidate has chosen to discuss.</b></p>

Q29	Mark	<b>A02:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
	0-8	<p>Award <b>1 mark (or 2 marks)</b> if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of books and films – those who only consider one of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p> <p>The following aspects of good book/bad film could legitimately be explored – what some may see as strengths others may see as weaknesses - eg:</p> <ul style="list-style-type: none"> <li>○ 'stars' may attract audiences and financial backing but may not fit the characters very well</li> <li>○ cinematic gimmicks may weaken rather than strengthen the overall impact of a film</li> <li>○ But given the subjectivity of the question, many people's memories of a book may come from a very different time in their lives to when they see the film</li> <li>○ Do some films get bad reviews because they are 'over-hyped'?</li> </ul> <p><b>ALL valid points must be credited.</b></p>

Q 29	Mark	<b><i>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</i></b>  <b><i>The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question <b>30</b>	Context																	
	<p>In the 2010 General Election, more people (34.9%) did not vote than voted for any one of the individual parties. The distribution of votes was:</p> <table data-bbox="638 358 1133 627"> <tr> <td>Conservative</td> <td>23.5%</td> </tr> <tr> <td>Labour</td> <td>18.9%</td> </tr> <tr> <td>Liberal Democrat</td> <td>15.0%</td> </tr> <tr> <td>UKIP</td> <td>2.0%</td> </tr> <tr> <td>BNP</td> <td>1.2%</td> </tr> <tr> <td>Scottish Nationalist</td> <td>1.1%</td> </tr> <tr> <td>Green</td> <td>0.6%</td> </tr> <tr> <td>Others</td> <td>4.0%</td> </tr> </table> <p>If significantly more than 65.1% of the electorate had voted, there could have been a result which reflected much better the views and wishes of the people of the UK as a whole. But maybe that would happen only if voting was made compulsory. And, if such people were forced to vote when they didn't want to, would the votes they cast be worth receiving and recording?</p> <p>Examine arguments for and against making voting compulsory in UK general elections.</p>		Conservative	23.5%	Labour	18.9%	Liberal Democrat	15.0%	UKIP	2.0%	BNP	1.2%	Scottish Nationalist	1.1%	Green	0.6%	Others	4.0%
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Scottish Nationalist	1.1%																	
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	After marking the answer for AO1 and AO2, assess it for communication, AO4.																	
	Mark	<b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>																
	0-8	<p>Award 1 mark for each point of knowledge/understanding, (or 2 marks if there is some development or much greater detail) up to the maximum of 8 marks.</p> <p>Candidates can be credited for using the information provided, especially if they are able to refer to the turnouts in particular areas - 44% in Manchester Central, 50% in Manchester Gorton, 52% in Liverpool Riverside, 55% in West Ham, 49% in Thurrock</p> <p>A legitimate form of response would be to question why turnouts have declined in terms of - eg:  - dissatisfaction with politicians  - impact of MPs' expenses scandal  - less personal and effective campaigning (less personal visits or campaigning)</p> <p>Candidates may refer to countries where turnouts are much higher or where voting is compulsory - eg: Australia, Chile, Malta, Austria, Belgium, Italy, New Zealand.</p> <p><b><i>Examiners' assessments here should weigh the evidence of knowledge and understanding concerning elections and voting, (AO1) as presented by candidates.</i></b></p>																

Q30	Mark	<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i>
	0-8	<p>Award 1 mark (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically consider whether there would or would not be advantages in forcing those who currently abstain to go and vote – answers which are limited to a discussion of just one side of this issue should be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p> <ul style="list-style-type: none"> <li>• If people are not interested enough to vote at present, would their votes be well considered or just cast for frivolous reasons?</li> <li>• Or if people knew they were required to vote, would this cause them to pay more attention to the election so they were better informed?</li> <li>• Does some of the antipathy of some voters towards voting and elections stem from the crude attempts by popular papers to manipulate voters?</li> <li>• If Citizenship lessons have helped to prepare young people to be informed voters, perhaps others including their parents require similar encouragement?</li> <li>• In a free society what possible justification can there be for compulsion?</li> </ul> <p><b>Any other valid points must be credited.</b></p>

Q30	Mark	<b><i>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</i></b>  <b><i>The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.



