

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCE General Studies  
Unit 2: The Individual in Society  
(6GS02/01)

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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.

## Section A

Question Number	Answer	Mark
<b>1</b>	<b>C</b> - Beveridge	<b>(1)</b>

Question Number	Answer	Mark
<b>2</b>	<b>B</b> - debit card	<b>(1)</b>

Question Number	Answer	Mark
<b>3</b>	<b>D</b> - the general price level of goods and services	<b>(1)</b>

Question Number	Answer	Mark
<b>4</b>	<b>B</b> - secondary socialisation	<b>(1)</b>

Question Number	Answer	Mark
<b>5</b>	<b>A</b> - people, usually of about the same age, background and social status who influence a person's behaviour and beliefs	<b>(1)</b>

Question Number	Answer	Mark
<b>6</b>	<b>D</b> - degree of integration and shared beliefs within a class or society	<b>(1)</b>

Question Number	Answer	Mark
<b>7</b>	<b>C</b> - dictated by parents, teachers and employers	<b>(1)</b>

Question Number	Answer	Mark
<b>8</b>	<b>B</b> - Genes come in an astonishing variety of patterns	<b>(1)</b>

Question Number	Answer	Mark
<b>9</b>	<b>D</b> - Switching is performed by stretches of DNA called promoters	<b>(1)</b>

Question Number	Answer	Mark
<b>10</b>	<b>D</b> - Nature and nurture are not mutually antagonistic	<b>(1)</b>

Question Number	Answer	Mark
<b>11</b>	<b>A</b> - The one is the Victorian era's greatest saga	<b>(1)</b>

Question Number	Answer	Mark
<b>12</b>	<b>C</b> - argument by analogy	<b>(1)</b>

Question Number	Answer	Mark
<b>13</b>	<b>B</b> - nature and nurture interact to have an effect on human behaviour	<b>(1)</b>

Question Number	Answer	Mark
<b>14</b>	<b>A</b> - cannot guarantee the truth of any conclusion	<b>(1)</b>

Question Number	Answer	Mark
<b>15</b>	<b>B</b> - Mathematics	<b>(1)</b>

Question Number	Answer	Mark
<b>16</b>	<b>A</b> - Rwanda	<b>(1)</b>

Question Number	Answer	Mark
<b>17</b>	<b>C</b> - European Court of Human Rights	<b>(1)</b>

Question Number	Answer	Mark
<b>18</b>	<b>D</b> - more votes than any other candidate	<b>(1)</b>

Question Number	Answer	Mark
<b>19</b>	<b>D</b> - 'No' by a substantial margin	<b>(1)</b>

Question Number	Answer	Mark
<b>20</b>	<b>A</b> - about 0.660 million	<b>(1)</b>

## Section B

Question Number	Answer	Mark
21	<p><b>1 mark for each point (or similar) – (max 1)</b></p> <p>Lowry's figures have been criticised because, allegedly, there is something static about them even in movement. This has been used to criticise his technique.</p> <ul style="list-style-type: none"> <li>• But have those art critics ever looked at what happens to the human body when its only purpose is to serve the machine?</li> <li>• Repetition produces rigidity.</li> <li>• The body seizes up in certain positions – it's why professional musicians and athletes spend a fortune on physiotherapy.</li> <li>• His figures reflect the impact of being servants of the machine forced into meaningless repetition.</li> </ul>	(2)
22	<p><b>1 mark for each point (or similar) – (max 2)</b></p> <p>Tiny flares of human resistance could be seen in these points - <b>no other points</b> are mark-worthy:</p> <ul style="list-style-type: none"> <li>• his figures are fighting back – the red represents defiance and blood; pride is as important as pain</li> <li>• the urban drab is relieved by a bunch of flowers in a window</li> <li>• by a figure in a doorway</li> <li>• by a hand stuffed in a pocket in a whistling sort of a way</li> <li>• by somebody waving</li> <li>• by a slash of colour.</li> </ul> <p><b>Note - if in a single statement a candidate embraces two of the statements above, they should be awarded 2 marks.</b></p>	(2)

Question Number	Answer	Mark
<b>23 (a)</b>	<p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• 1 OR 4 (no alternatives)</li> <li>• If two numbers are given, with one correct and one incorrect, no mark may be awarded.</li> <li>• If both numbers are correct, the mark must be awarded.</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>23 (b)</b>	<p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• 2 OR 3 (no alternatives)</li> <li>• If two numbers are given, with one correct and one incorrect, no mark may be awarded.</li> <li>• If both numbers are correct, the mark must be awarded.</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>23 (c)</b>	<p><b>1 mark for</b></p> <ul style="list-style-type: none"> <li>• 5 (no alternatives)</li> </ul> <p>If two numbers are given, with one correct and one incorrect, no mark may be awarded.</p>	<b>(1)</b>

Question Number	Answer	Mark
24	<p>Lack interiority means (1 mark)</p> <ul style="list-style-type: none"> <li>• There is no <b>'inner world'</b> or <b>depth</b> or <b>emotion</b> to be found in his pictures to express the <b>feelings</b> of his figures.</li> </ul> <p>Critics mistaken because (max 2 - 1 mark for each point) - e.g.:</p> <ul style="list-style-type: none"> <li>• The passage says 'But where is the inner life when you work a 12-hour day six days a week? It is not found in the cold, cramped back room of your damp terrace.' This suggests the <b>situations</b> of Lowry's figures, the <b>lives they are living</b>, are different from those of many subjects in the work of other painters</li> <li>• The passage says 'It's in the talk over the fence or fishing with the dog on the canal'. Such events - peripheral in the work of many artists - are <b>key events</b> showing ways in which Lowry's figures <b>assert their independence</b> from the machine and <b>can enjoy themselves</b></li> <li>• The passage says 'It's any boy watching any girl – and he's Romeo and she's Juliet, and she'll be pushing the pram like the girl behind her in the factory and he'll be drunk like the man in front, but the machine hasn't broken all the dreams – not yet.' This reminds us that Lowry's figures have lives and families and normal human urges but in Lowry's work these <b>emotions are signalled in different ways</b>, which the viewer needs to understand.</li> </ul> <p><b>Note - the question asks candidates to explain in their own words why critics may be mistaken - so if the second part of an answer is completely copied out from the passage, a mark cannot be awarded. Short quotes included in the candidates response are, however, acceptable.</b></p> <p><b>Marks can only be given if the explanation offered covers the points indicated above.</b></p>	(3)

Number	Answer	Mark
25	<p><b>Award 1 mark for each relevant point (max 5) - e.g.:</b></p> <p><b>This is a very open-ended question and answers will no doubt partly reflect the experiences of candidates from different situations but it is clearly about changing employment not reasons for unemployment. The question asks about ‘the impact of work on the lives of ordinary people in 21<sup>st</sup> century Britain’.</b></p> <p><b>So candidates can gain marks EITHER by identifying changes in work or working practices OR by identifying the impact or consequences of such changes. Up to 3 marks for points (changes or impact). Up to 2 marks for ‘examples or evidence’ (Max 5 marks)</b></p> <p><b>Changes (and examples) could include:</b></p> <ul style="list-style-type: none"> <li>• Many people still work in factories but they work shorter hours and there is greater concern for <b>training</b> and <b>health &amp; safety</b> issues now</li> <li>• For most people now work is not as ‘heavy’ or arduous as it was - there are now few coal mines and mining/quarrying jobs are much more <b>mechanised</b> than previously - e.g. mechanised diggers building new Crossrail project under London streets</li> <li>• As work becomes more a hi-tech process, workers are often <b>monitoring or supervising</b> the robots running a process or production track</li> <li>• Much more work now is in services rather than manufacturing (eg call centres or IT)</li> </ul> <p>Impact or consequences of changes could include</p> <ul style="list-style-type: none"> <li>• Lack of security as a result of zero hours contracts</li> <li>• Agency work and short term contracts replacing ‘jobs for life’</li> <li>• Technology may have changed the nature of work and the skills required, leading to much retraining.</li> <li>• All jobs are now covered by the living wage, setting a minimum for what employees must receive</li> <li>• Starting work and retirement ages are now much higher than they used to be</li> </ul> <p><b>Note 1 - Please recognise that there may be more than one mark-worthy point in a candidate’s sentence or paragraph.</b></p> <p><b>Note 2 - The points above are introduced with an ‘e.g.’. Allow other responses as long as they are clearly relevant and do not repeat ideas previously stated.</b></p>	(5)

Mark	<b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.</i>
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 (i.e. less than about 6 lines/50 words) 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>1 mark for each point (max 2):</b></p> <ul style="list-style-type: none"> <li>• His innovative work is <b>original</b> — different to whatever was done previously - he is mostly <b>depicting the industrial working class</b> just as writers such as Orwell wrote about it.</li> <li>• To be innovative, a work will embrace <b>new ideas, use new techniques or perhaps make different demands on the audience...</b></li> <li>• ... Lowry's style produces paintings that are similar but <b>differentiated by the ways</b> in which he depicts his characters as <b>not wholly oppressed by the machine.</b></li> <li>• In the arts, innovation is often linked to the <b>development of a new style or form</b> - Lowry's '<b>matchstick men</b>' can certainly be recognised from such a perspective.</li> </ul> <p><b>Note - if in a single statement a candidate embraces two of the statements above, they should be awarded 2 marks.</b></p>	(2)

Question Number	Answer	Mark
27	<p><b>1 mark for each point such as: (max 3)</b></p> <ul style="list-style-type: none"> <li>• The writer is drawing a contrast between Lowry's characters and the much richer people who can afford art....</li> <li>• ...but yet the people who buy his art would barely comprehend the lifestyles or situations Lowry is describing;</li> <li>• there is a satirical or ironic element to this observation.</li> <li>• The reference to the art world, which is so different from that of his characters, could not be more stark - 'Art is for the galleries, for the money, champagne, good taste, fancy language, the posh boys at the Courtauld, Christie's, the Tate' ....</li> <li>• ....where pictures are priced in amounts unimagined by Lowry's characters, driven by demand from art lovers or investors some of whom will own their pictures as investments or for status, not because they particularly like the scenes or messages the painter is seeking to convey.</li> <li>• Put simply, some critics and galleries are dismissive of Lowry as a painter.</li> </ul>	(3)

Question Number	Answer	Mark
28	<p>How effectively do the writer's <b>evidence</b> and <b>arguments</b> justify her view that Lowry's paintings should be seen primarily as '<b>symbols not scenes</b>'?</p> <ul style="list-style-type: none"> <li>• From the very title '<i>LS Lowry's rage against the machine</i>' it is clear that the idea of 'man versus machine' is an important theme of the passage.</li> <li>• It could be argued that for Lowry, Acme Mill became the symbol of everything he wanted to portray.</li> <li>• The writer tells us 'Manchester is mainly red brick, blackened by soot. Lowry turns the red into defiance and blood. Pride is as important as pain'.</li> <li>• But his message is that although so much of their situation requires his characters to conform to the routines of daily life, dominated by work, they are (as he puts it) 'fighting back'.</li> <li>• The forms of 'fighting back' are subtle - 'the urban drab is relieved by a bunch of flowers in a window, by a figure in a doorway, by a hand stuffed in a pocket in a whistling sort of a way, by somebody waving, by a slash of colour'.</li> <li>• Rather than seeing his pictures just as scenes, they need to be understood as people trying to express themselves albeit in an environment that dictates most of how they live their lives. Everything, in such terms, may be seen as symbolic, including the flowers in the window.</li> </ul> <p><b>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate (max 4):</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate attempt to explain 'symbols and scenes'? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to/comment on particular examples or evidence or mention assertions (i.e. where evidence is lacking)? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to types of evidence – e.g. objectivity, subjectivity, facts, and opinions? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to weaknesses in the idea – e.g. gaps, flaws or bias? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to the writer's argument or to different types of argument? <b>If YES award one mark</b></li> <li>▪ Is a plausible final objective assessment made of the justification for the claim? <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO3, assess it for communication, AO4. <b>(7)</b></p>	

Question Number <b>28</b>	Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.</i></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 (i.e. less than about 6 lines/50 words) 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.

Question Number	Context
29	<p>In recent years Ofcom has reported year-on-year decreases in the circulation figures of hard copy UK newspapers and some switching to online editions. The BBC websites are popular. At the same time, there has been a significant growth in social networking among all age groups.</p> <p>Examine the view that as use of social media grows and newspaper circulations decline, we know more but understand less about important issues.</p> <p style="text-align: right;"><b>(8 AO1, 8 AO2, 4 AO4)</b></p>
Marking Guidance	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	
Mark	<b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
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 linkages between democracy and freedom of information.</p> <p>This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• Candidates may wish to challenge the idea that people are less well informed; even if hard copy newspaper readerships are down, the extent to which newspapers are read online or websites such as the BBC are used may more than compensate</li> <li>• The rise of social media - Twitter, etc. - has become popular and may feed into news and be an alternative for some; such inputs do make it possible for anyone who wishes to do so to participate and this may create news in itself</li> <li>• But the core themes of the question about 'knowing more' and possibly 'understanding less' do need to be addressed (and perhaps challenged) in an explicit manner</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 these issues will be debated and awarded marks for AO2 (see next page). <b>Examiner assessments here should weigh the knowledge and understanding presented in support of whatever aspects of media impact the candidate discusses.</b></p>

Question Number	Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
29	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 the relationship between 'knowing more' and 'understanding less' – 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>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation or interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - e.g.:</p> <ul style="list-style-type: none"> <li>○ Some newspapers focus on gossip and trivia and it is questionable whether people who read them learn anything worth knowing.</li> <li>○ Newspapers of record such as The Times, The Guardian, The Independent, and The Daily Telegraph offer high quality coverage of events and it will be up to candidates to decide whether readers have simply switched from hard copy to online readership.</li> <li>○ The rise of social media has led to a redefinition of what may be regarded as news and the more time is spent following the running commentaries on their lives provided by many people, the less general understanding is likely to be achieved.</li> <li>○ Hence the dilemma at the heart of the question.</li> </ul> <p><b><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></b></p>

Question Number	Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
<b>29</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 (min. about 6 lines/50 words) 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 Number	Context
<b>30</b>	<p>After the Second World War, most expected to work for the same employer for the rest of their working lives. Now, people of all ages are more likely to change jobs regularly, take work on short-term contracts or become self-employed in occupations such as farming, taxi-driving, plumbing or graphic design. Some may have decided to work for themselves because they couldn't find a job, others because they wanted independence and self-reliance.</p> <p>Examine the view that 'working for yourself is better than working for other people.'</p>
Mark	<p><b>AO1:</b>  <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></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 aspects of employment including self-employment. This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• Did self-employment increase simply because many people were made redundant in 2008 and turned to self-employment as a means of providing a living for themselves and their families?</li> <li>• Self-employment is only an option if an individual has sufficient resources or backers to provide the capital needed to get the business going.</li> <li>• Generally self-employment is to be welcomed because it gives individuals greater control over their own lives.</li> <li>• Many small firms are more responsive and adaptable to new situations so everyone benefits when they can act more quickly than established larger businesses.</li> <li>• Anecdotally, many self-employed people express the desire to retain that status rather than giving up their freedom and going to work for another firm.</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 these issues will be debated and awarded marks for AO2. <b>Examiner assessments here should weigh the knowledge and understanding supporting whatever aspects of employment that the candidate discusses.</b></p>

Question number	Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
<b>30</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 self-employment, its desirability and the reasons for its growth – 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>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - e.g.:</p> <ul style="list-style-type: none"> <li>• Candidates may wish to focus on the expansion of self-employment in a particular region.</li> <li>• They may legitimately consider whether farming, taxi-driving, plumbing or graphic design are particular suitable as avenues for self-employment.</li> <li>• Or they may wish to point to other occupations such as IT or construction work or landscape work, which could be popular.</li> <li>• The more established businesses outsource particular work, the more opportunities there are for individuals to step in as contractors.</li> </ul> <p><b><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></b></p>

Question Number	Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
<b>30</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 (min. about 6 lines/50 words) 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.

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