

# Cambridge International AS Level

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**ENGLISH GENERAL PAPER****8021/12**

Paper 1 Essay

**May/June 2019**

MARK SCHEME

Maximum Mark: 30

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**Published**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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### Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

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| <p>GENERIC MARKING PRINCIPLE 1:</p> <p>Marks must be awarded in line with:</p> <ul style="list-style-type: none"><li>the specific content of the mark scheme or the generic level descriptors for the question</li><li>the specific skills defined in the mark scheme or in the generic level descriptors for the question</li><li>the standard of response required by a candidate as exemplified by the standardisation scripts.</li></ul>  |
| <p>GENERIC MARKING PRINCIPLE 2:</p> <p>Marks awarded are always <b>whole marks</b> (not half marks, or other fractions).</p>  |
| <p>GENERIC MARKING PRINCIPLE 3:</p> <p>Marks must be awarded <b>positively</b>:</p> <ul style="list-style-type: none"><li>marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate</li><li>marks are awarded when candidates clearly demonstrate what they know and can do</li><li>marks are not deducted for errors</li><li>marks are not deducted for omissions</li><li>answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.</li></ul> |
| <p>GENERIC MARKING PRINCIPLE 4:</p> <p>Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.</p>  |
| <p>GENERIC MARKING PRINCIPLE 5:</p> <p>Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).</p>   |
| <p>GENERIC MARKING PRINCIPLE 6:</p> <p>Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.</p>  |

**Generic levels of response descriptions**

These level definitions address Assessment Objectives (AOs) 1, 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme. Information about AOs can be found in the Cambridge International AS Level English General Paper syllabus (8021) for examination in 2019, 2020 and 2021.

**Introduction**

The level definitions which follow reflect, and should be interpreted within the context of, the following general statement:

- (a) Examiners will give their highest marks to candidates who demonstrate a disciplined management of the discussion the question provokes and use clear and accurate communication. Examiners will be guided more by careful selection and application of information, effective analysis and evaluation, and supported judgement, than by weight of facts.
- (b) Examiners will use these level definitions in combination with the question-specific mark schemes.
- (c) Explanation or judgement is strengthened if informed by the use of relevant examples.
- (d) The level in which an essay is placed depends on the range of criteria detailed in AO1, AO2 and AO3. As a result, not all essays fall obviously into one particular level. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.

In marking an essay, examiners will first place it in a level and then fine-tune the mark in terms of how strongly/weakly the demands of the level have been demonstrated. The criteria in each level are written to exemplify the middle of that level.

| Levels of response descriptions |  |  |   |              |
|---------------------------------|--|--|---|--------------|
| Level                           | AO1<br>Selection and application of information  | AO2<br>Analysis and evaluation   | AO3<br>Communication using written English  | Marks        |
| 5                               | <p>Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question.</p> <p>Applies a range of examples appropriately to support the main ideas and opinions in the response.</p> | <p>Analyses possible meanings of the question and defines the scope of the response.</p> <p>Develops, analyses and evaluates a range of arguments to reach a supported conclusion.</p> <p>Develops a strong argument with clear use of supportive evidence.</p>  | <p>Communicates clearly with consistently appropriate use of register.</p> <p>Uses a wide range of vocabulary and a variety of language features.</p> <p>Uses language with control and accuracy.</p> <p>Errors, if present, are only related to the use of sophisticated words and structures.</p> <p>Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised.</p> | <b>25–30</b> |
| 4                               | <p>Selects relevant information that exemplifies the main aspects of the response to the question.</p> <p>Applies examples appropriately to support the main ideas and opinions in the response.</p>   | <p>Analyses the meaning of the question to inform the scope of the response.</p> <p>Develops, analyses and begins to evaluate different arguments to reach a supported conclusion.</p> <p>Develops a well-reasoned argument with use of supportive evidence.</p> | <p>Communicates clearly with appropriate use of register.</p> <p>Uses a range of vocabulary and language features.</p> <p>Uses language with control and some accuracy. Errors relate to the use of less common words and structures.</p> <p>Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised.</p>   | <b>19–24</b> |

| Levels of response descriptions |  |   |  |              |
|---------------------------------|--|---|--|--------------|
| Level                           | AO1<br>Selection and application of information  | AO2<br>Analysis and evaluation  | AO3<br>Communication using written English   | Marks        |
| 3                               | Selects information that exemplifies some of the main aspects of the response to the question.<br>Applies examples to support the main ideas and opinions in the response.   | Demonstrates understanding of the meaning of the question in the response.<br>Develops and brings together some arguments to form a conclusion.<br>Constructs an argument which is logical and usually supported by evidence. | Communicates clearly overall but with inconsistent use of appropriate register.<br>Uses everyday vocabulary and some varied language features.<br>Uses language with some control. Errors are noticeable but do not impede communication.<br>Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained. | <b>13–18</b> |
| 2                               | Selects limited information that exemplifies aspects of the response to the question.<br>Applies examples that are linked to some of the ideas and opinions in the response. | Demonstrates partial understanding of the meaning of the question in the response.<br>Refers to arguments to form a conclusion.<br>Constructs an argument partially supported by evidence.                                    | Communicates clearly in places, with inconsistent use of register.<br>Uses basic vocabulary with limited language features.<br>Uses language with limited control. Errors are frequent and sometimes impede communication.<br>Constructs a fragmented response which links some ideas and/or arguments.  | <b>7–12</b>  |
| 1                               | Selects limited information that is relevant to the question.<br>Makes examples which may not link to the ideas and opinions in the response.                                | Makes a limited response to the question.<br>Makes some form of basic conclusion.<br>Constructs a weak argument.  | Communicates with lack of clarity and/or register is inappropriate.<br>Uses basic vocabulary.<br>Uses language with control rarely. Errors are frequent and communication is often lost.<br>Constructs a response but the response is not organised and ideas are not linked.  | <b>1–6</b>   |
| 0                               | A mark of zero should be awarded for no creditable content.  |   |  | <b>0</b>     |

| Question | Answer  | Marks |
|----------|---|-------|
| 1        | <p><b>Evaluate the actions which could be taken in <u>your</u> country to improve the welfare of disadvantaged people.</b></p> <p>Answers should be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider which groups are disadvantaged in the chosen country</li> <li>• show an understanding of the reasons behind their difficulties, the current provision and its effectiveness</li> <li>• analyse social, political, economic and cultural elements which may lead to improvement</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• those disadvantaged on socio-economic, cultural or religious grounds; or due to physical or mental impairments, their age, gender or sexual orientation etc.</li> <li>• state support such as the welfare and benefits system, education, health care provision, pensions and social care</li> <li>• role of legislation in reducing discrimination, for example in the workplace</li> <li>• involvement of non-governmental bodies such as charities, support groups and individuals, which may include practical assistance, fundraising, attempts to change social and cultural attitudes and may be conducted through various means including new media, thus increasing reach and access</li> <li>• recognition that deep-seated cultural prejudice and historical mistreatment may take time to erode and will not be achieved easily</li> <li>• evaluation of proposed measures in terms of likely success or limitations, which may include reference to other countries for purposes of comparison.</li> </ul> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>‘Prison is ineffective in deterring criminal activity and rehabilitating offenders.’ Examine the possible alternatives to prison sentences.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider the purposes of prison as stated in the question</li> <li>• show an understanding of the reasons why current provision may be deemed effective or ineffective</li> <li>• analyse proposed alternative measures</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• prison sentences may well not address existing underlying problems offenders have, such as mental illness, drug addiction, or socio-economic disadvantage (poverty, educational achievement and employment prospects)</li> <li>• possible alternatives for evaluation in terms of deterring and rehabilitating might include education, mental health and therapy, drug treatment programmes, restorative justice, community service, capital punishment, and perceived problems with prisons perhaps (depending on the country) being seen as “too soft”, “schools for crime” and with ready access to drugs</li> <li>• costs of more elaborate treatment programmes as opposed to simply keeping offenders off the streets may be considered, as well as public perception, other funding priorities and the need for people to feel safe and that justice has been served</li> <li>• evidence of effective prison systems from around the world</li> </ul> | 30    |
| 3        | <p><b>‘The joy of sport is in taking part, rather than watching.’ To what extent do you agree?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>consider the definition of sport</li> <li>examine the value of participating and watching sport, and how it can be interpreted</li> <li>make a judgement, based on a consideration of the evidence and argument put forward</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>sport can bring people together through participation as a player, or as a supporter</li> <li>it encourages patriotism and support for local and national teams</li> <li>can encourage individuals to engage in a sport to become healthy, though not always in a team, for example running</li> <li>sport can be financially rewarding, particularly in professional clubs, many of which are owned by businesses</li> <li>participation in sport can be very competitive, with some athletes resorting to drug taking in order to win</li> <li>people from all walks of life, young and old, can take part in sport by participation and watching the event</li> <li>can be divisive due to competition between countries</li> <li>professionals might take time to observe sport so as to improve their own game and therefore increase the joy experienced</li> </ul>  | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 4        | <p><b>‘Not enough is being done to tackle the problems of waste disposal.’ To what extent is this the case in <u>your</u> country?</b></p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show understanding of the fact that waste comes in many forms, not just domestic refuse</li> <li>• consider recycling of waste in a broad sense: both domestic and industrial</li> <li>• indicate an awareness of local and national issues of waste disposal that may be caused by inefficient processing, households or poor government choices</li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• an assessment of local procedures for waste disposal; this may include consideration of waste being exported for recycling (or the sensitive issue of nuclear waste)</li> <li>• some reference to industries and the effect that their waste has on the environment; this might include the siting of landfill or the dangers of dumping waste in the sea</li> <li>• the question of the volume of waste relative to the land available for disposal and what other options are available such as recycling methods at specially built plants</li> <li>• how far the population is being educated about the need for careful and considerate waste disposal; some people at particular risk from e-waste as this is a way of generating income; those involved in this form of disposal fail to understand the dangers they face from toxic elements found in digital waste</li> <li>• consideration of the emphasis the government is placing on a cleaner, greener environment; on the investment that is placed in public awareness schemes; and on making populations more pro-active in the safe disposal of waste</li> </ul> | 30    |
| 5        | <p><b>‘The overuse of antibiotics has made them less effective.’ To what extent is this a serious threat to health?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>consider the use and misuse of antibiotics</li> <li>consider the alternatives to using antibiotics</li> <li>make a judgement, based on a consideration of the evidence and argument put forward</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>antibiotics may not always be used appropriately, for example, they may not be required, or the antibiotic, specific for the task is not given</li> <li>resistance to antibiotics is growing due to overprescribing and the use of them in animal farming</li> <li>antibiotics can kill good bacteria, for example in intestines</li> <li>alternative treatment can be transplanting ‘good bacteria’ from fecal matter, and herbal remedies are being considered, though not scientifically validated as yet</li> <li>healthy eating and keeping fit are a way of keeping well</li> <li>the environment one lives in contributes to avoiding diseases, clean water, less pollution and access to general medical care</li> <li>scientific research into new medicines and alternatives</li> </ul>  | 30    |



| Question | Answer  | Marks |
|----------|---|-------|
| 6        | <p><b>Assess whether or not mobile phones have improved human communication.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider and show an understanding of the benefits and drawbacks of mobile phones in terms of improving human communication</li> <li>• analyse the scientific, social and cultural factors involved in the growing use of mobile phones in all areas of life and the effects on communication</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• a means by which to converse with friends and family all around the world</li> <li>• smartphones now offer improved and instant access to social media and news as it evolves, and a wide range of opinions and views from around the world</li> <li>• enables users to give and receive information and opinions instantaneously</li> <li>• role of mobile phones in poor countries or areas in terms of developing business opportunities and making connections with the wider world</li> <li>• role of citizen journalism via smartphone messages and photos, for example from war zones otherwise inaccessible to media sources, and in giving a more personal and primary account of events, even bringing to light previously unknown injustices and occurrences</li> <li>• in reality, people are not necessarily/always using these devices to access such news and opinion but rather to take and post selfies, trade insults by trolling or cyber-bullying, post and view trivial information etc.</li> <li>• huge amounts of time can be spent using such devices</li> <li>• effects on language, both written and spoken, by use of abbreviations, text speak, emojis and emoticons</li> </ul> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 7        | <p><b>To what extent should television and radio be independent of government control in <u>your</u> country?</b></p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider the role of a government in providing information and the extent to which television and radio should remain impartial</li> <li>• the advantages and disadvantages of having a controlled television and radio network with reference to a specific country</li> <li>• a personal view based on the activities of one or more networks</li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• television and radio being regarded as a way of promoting political views</li> <li>• the extent to which television and radio should allow different political parties to have equal access to the media without any bias</li> <li>• propaganda being disseminated by unskilled persons with no consideration of the quality of broadcasts or their level of bias; there could be too much interference from government appointed officials with little media experience</li> <li>• reference to matters of censorship or national security as the control exercised could promote moral and cultural values</li> <li>• the reliability and importance of passing on information to the population particularly when there is a national emergency such as an earthquake, flood, forest fire or armed conflict</li> <li>• that controlled broadcasts would be more likely to uphold standards of morality and respect as the output of programme makers and broadcasters would be more closely monitored; at the same time, there may be a stifling of free speech and self-expression</li> <li>• the cost of broadcasting would be met by the state (or the population through taxation) rather than being commercially funded</li> <li>• being independent allows more commercial exploitation and the possibility of releasing 'fake' news and sensational stories.</li> </ul> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 8        | <p><b>'Monsters in films, fairy tales and books force us to imagine the worst about ourselves.'</b> Evaluate this statement with reference to at least <b>two</b> examples.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>show understanding of the richness of the genre using two appropriate examples</li> <li>demonstrate self-reflection</li> <li>make a judgement, based on a consideration of the evidence and argument put forward</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>our craving for power, for example as shown in fairy tales</li> <li>jealousy and desire, for example Margaret Atwood's adaptations in 'The Bloody Chamber'</li> <li>scientific ambition for good and ill, the former 'Star Wars', the latter Jekyll and Hyde</li> <li>projecting our fears about ourselves, our phobias, the grotesque behaviour of others making us feel better</li> <li>nightmarish appeal in art, for example Fuseli and other writers and painters in the gothic tradition</li> <li>amiable monsters and other children's favourites, for example, the Gruffalo can promote understanding of ourselves and others</li> </ul> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 9        | <p><b>'It is important for cultures to preserve their traditional beliefs and customs.'</b><br/><b>To what extent do you agree?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>identify surviving cultural artefacts/customs</li> <li>consider the scale/purpose/need of such survival</li> <li>make a judgement, based on the consideration of the evidence and argument put forward</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>the need to maintain food gathering skills and shelter/house building skills</li> <li>the need to maintain cultural/tribal integrity for survival/strength in an increasingly globalised world where once remote communities are now making contact</li> <li>outlet for creative skills (e.g. carving, clothing, music) necessary for maintenance of personal mental health</li> <li>the preservation of traditional beliefs and customs have the potential to preserve discriminatory traditional roles</li> <li>modern communication methods lead to the rapid spread of new ideas and customs which have the potential to undermine traditional ones</li> <li>religious reasons and orthodoxy which may emphasise the preservation of traditions and rituals</li> <li>viewpoints on practices such as FGM, circumcision and attitudes to animals and diet</li> <li>'modern' innovations (e.g. health/improved agriculture) that can be ignored to the perceived disadvantage of some cultures</li> <li>some nomadic communities and hunter gatherers lead lifestyles which are seen as more sustainable due in part to the preservation of traditional beliefs and customs</li> <li>migrant communities maintaining beliefs and customs in a host country and the consequent potential benefits and tensions</li> <li>negative treatment or discrimination of some communities who have preserved traditional beliefs and customs</li> </ul> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 10       | <p><b>‘Free medical care is a fundamental right of all citizens in every country.’ To what extent do you agree?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• define ‘free medical care’ and ‘fundamental right’</li> <li>• display some knowledge of countries where medical care is free and where it is not</li> <li>• consider the cost involved in provide free care balanced against other national priorities</li> <li>• examine the advantages and disadvantages of free care with some personal perspective</li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• the concept of ‘cradle to grave’ in that a national health care system can be used throughout a person’s life</li> <li>• increased safety for people as there will be nationally agreed standards of care that can be monitored and maintained at government expense</li> <li>• medical care will be available to all people whether rich or poor; there will be no discrimination irrespective of age</li> <li>• the reduction and control of serious diseases and epidemics as everyone can be treated through vaccination programmes to combat common diseases and illnesses</li> <li>• free medical care is not free; it is paid for indirectly by taxation</li> <li>• people have no real understanding of their individual cost to the service</li> <li>• concern over people who are non-residents gaining access to free care as well as health tourism</li> <li>• problems arising from people taking greater risks and less care of themselves as they know their medical care is free should something happen to them</li> <li>• discussion over which aspects of health care should be free</li> </ul> | 30    |