



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/11

Paper 1 Essay

October/November 2022

MARK SCHEME

Maximum Mark: 30

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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This document consists of **17** printed pages.

PUBLISHED**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.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- 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.
- Marks are awarded when candidates clearly demonstrate what they know and can do.
- Marks are not deducted for errors.
- Marks are not deducted for omissions.
- 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.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

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).

GENERIC MARKING PRINCIPLE 6:

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.

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.

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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 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
5	<ul style="list-style-type: none"> Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question. Applies a range of examples appropriately to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Analyses possible meanings of the question and defines the scope of the response. Develops, analyses and evaluates a range of arguments to reach a supported conclusion. Develops a strong argument with clear use of supportive evidence. 	<ul style="list-style-type: none"> Communicates clearly with consistently appropriate use of register. Uses a wide range of vocabulary and a variety of language features. Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures. Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised. 	25–30
4	<ul style="list-style-type: none"> Selects relevant information that exemplifies the main aspects of the response to the question. Applies examples appropriately to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Analyses the meaning of the question to inform the scope of the response. Develops, analyses and begins to evaluate different arguments to reach a supported conclusion. Develops a well-reasoned argument with use of supportive evidence. 	<ul style="list-style-type: none"> Communicates clearly with appropriate use of register. Uses a range of vocabulary and language features. Uses language with control and some accuracy. Errors relate to the use of less common words and structures. Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised. 	19–24

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
3	<ul style="list-style-type: none"> Selects information that exemplifies some of the main aspects of the response to the question. Applies examples to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Demonstrates understanding of the meaning of the question in the response. Develops and brings together some arguments to form a conclusion. Constructs an argument which is logical and usually supported by evidence. 	<ul style="list-style-type: none"> Communicates clearly overall but with inconsistent use of appropriate register. Uses everyday vocabulary and some varied language features. Uses language with some control. Errors are noticeable but do not impede communication. Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained. 	13–18
2	<ul style="list-style-type: none"> Selects limited information that exemplifies aspects of the response to the question. Applies examples that are linked to some of the ideas and opinions in the response. 	<ul style="list-style-type: none"> Demonstrates partial understanding of the meaning of the question in the response. Refers to arguments to form a conclusion. Constructs an argument partially supported by evidence. 	<ul style="list-style-type: none"> Communicates clearly in places, with inconsistent use of register. Uses basic vocabulary with limited language features. Uses language with limited control. Errors are frequent and sometimes impede communication. Constructs a fragmented response which links some ideas and/or arguments. 	7–12

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
1	<ul style="list-style-type: none"> Selects limited information that is relevant to the question. Makes examples which may not link to the ideas and opinions in the response. 	<ul style="list-style-type: none"> Makes a limited response to the question. Makes some form of basic conclusion. Constructs a weak argument. 	<ul style="list-style-type: none"> Communicates with lack of clarity and/or register is inappropriate. Uses basic vocabulary. Uses language with control rarely. Errors are frequent and communication is often lost. Constructs a response but the response is not organised and ideas are not linked. 	1–6
0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 			0

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Question	Answer	Marks
1	<p>International sporting events no longer represent the true nature of sport. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider what sporting activity is intended to achieve • explore what factors have impacted the true nature of sport • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • the desire of individuals to push themselves to their personal limit • the need to recognise the qualities required by individuals to operate as part of a team • the recognition of the need for good health as a basis for life • the acceptance of playing the game according to the rules • the influence of commercial sponsorship that introduces the role of money in sport • the desire to be first in the field can involve taking illegal measures • national rivalries can distort the sporting experience for the individual • the extent to which the situation has worsened in recent years. 	30

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Question	Answer	Marks
2	<p>To what extent is the main priority of education to teach people to read?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of the acquisition of reading skills • discuss the other priorities for education • make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • reading being essential for grasping most content in education and beyond • reading being vital for language development; fluent, confident readers develop a wide vocabulary and learn to articulate their thoughts • being able to read for pleasure has enormous value, developing imagination, empathy and understanding of different cultures and times • reading skills being vital for securing a desirable and well-paid job • possible reduced need for reading skills, with technology being able to voice texts • education being important for teaching other important skills and content • the importance of a wider range of skills in work and social environments • the role of others, such as parents, in developing and encouraging an interest in reading from a young age. 	30

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Question	Answer	Marks
3	<p>Evaluate the benefits and difficulties of working from home.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • examine circumstances in which working from home is the best option • explore the contexts in which working from home is more challenging • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • commuting to work being a threat to health and well-being • reclaiming time from commuting benefitting the economy and increasing productivity • people preferring a different way of living or being fearful of it • working from home allows contact with others using modern technology • some people liking the separation between home and an official workplace • the difficulty of balancing work and home, especially if others share their space • people not leaving home for work may lead to an economic downturn elsewhere • the importance of the social and team aspects of working from a central workspace. 	30

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Question	Answer	Marks
4	<p>People should always base their actions on the opinion of experts. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• consider what an expert is• explore if there is a correlation between 'expertise' and the 'right' course of action• make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• an increasingly technological age is going to require ever-more 'expert' opinion• the opinions of experts giving people confidence about matters in the areas concerned• experts can make mistakes and their opinions may be incorrect or based on bias• the difficulty of separating expert knowledge from opinion in a variety of fields• 'expert' advice can be selectively chosen by people in power• it is the responsibility of the individual to be 'informed'• there being more than one expert in a given field with conflicting views• expert opinion changes over time and some respected opinions may be outdated.	30

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Question	Answer	Marks
5	<p>The work of scientists should never be restricted. Evaluate this statement.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the nature and scope of scientific work and research • consider the extent to which restrictions should be placed on the work and research of scientists • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussion and examples such as:</p> <ul style="list-style-type: none"> • there being some ethical and moral boundaries that scientists ought not to cross • science should be restricted to what is productive for humans • the potential for dystopian consequences if science is allowed to go too far • there being certain questions science cannot answer or even explore • potential developments in certain areas may have severe consequences for individual reputations • allowing scientists the freedom to pursue unhindered research can bring great benefits to humanity • there being no boundaries to human knowledge and it being science's role to increase that knowledge • the existence of potential scientific benefits in a wide range of areas. 	30

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Question	Answer	Marks
6	<p>To what extent do you agree that computers have decreased our quality of life?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider what computers are • assess the impact of computers on people’s quality of life. • make a judgement based on a consideration of the argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • the implications for employment where traditional industries have changed with jobs replaced by machines/automation • over-reliance on computers resulting in laziness and lack of exercise • health implications both physically and mentally by over-use of computer technology • dangers of social media and instant messaging in relation to harassment and bullying • improved efficiency, improving speed of interaction in the modern world • how productive computers are in a range of business sectors • the many educational benefits of computing and how they are increasingly used • the communication benefits, such as the impact of the many ways of connecting for personal and business means. 	30

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Question	Answer	Marks
7	<p>Evaluate the advantages and disadvantages of mathematical modelling.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• consider the various uses of mathematical modelling, in any relevant field(s) of scientific study• show an understanding of the benefits and limitations of such an approach• make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• mathematical modelling is used to help understand and explain systems• mathematical models may be easy, cheap and quick to produce, simplifying complex processes and situations• predictions can be made with some degree of accuracy and validity• results can be repeated and refined for verification, as opposed to less objective predictions made by observation alone• the problems of oversimplifying and/or excluding important variables, usually the most complex• accuracy limited by the quantity and quality of available data• mathematical models often being based on a set of assumptions which may not be accurate• objective calculations can be carried out excluding a human subjective element.	30

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Question	Answer	Marks
8	<p>Assess the significance of superheroes in our lives.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• explore the characteristics of the superhero• assess the extent to which superheroes, real or imagined, are significant to people• make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• mythological superheroes having achieved impressive feats but often were flawed heroes• real-life superheroes having made impacts by breaking and challenging stereotypes• superheroes waging war against evil and terror being symbols of hope and encouragement• comic books featuring heroes having striking effects together with a moral compass• several iconic superheroes being renowned for defeating evil personages and forces• superheroes being often associated with national aspirations and become embedded in a nation's culture• superheroes can be real life creatures of any other species• giving people a chance to be in a world of fantasy and excitement without leaving their chairs.	30

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Question	Answer	Marks
9	<p>Theatrical plays written before the twenty-first century have no relevance to life today. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore plays from other periods of time that have a profound influence today • consider aspects of modernity not replicated in plays from the past • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • the different genres of plays available that describe human frailties • writers who specialise in particular areas such as family relationships or thrillers • consideration of the historical perspective at the time the play was written, compared with modern 21st century life • issues or themes from specific genre and playwrights and to what extent they are still relevant today • exploring how plays are staged to further manipulate the ideas presented by the playwright in a modern context • the emotional connections made between the characters and the audience, allowing the audience to access emotions they rarely use • how life has possibly changed or developed and how societies expectations have progressed • the extent to which issues in earlier works has a very definite place in today's society. 	30

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Question	Answer	Marks
10	<p>Printed newspapers, magazines, books and comics are no longer needed in our digital age. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider non-digital media as well as digital media • assess to what extent printed media is still needed • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • how paper copies fade and can be easily damaged but can be preserved digitally • environmental issues caused by the vast amount of paper required for printing and the effects of deforestation • discussion of how systems can be hacked or policed more easily • the ability for digital copies to reach a worldwide audience • the easiness of transporting a tablet or phone compared to a paper copy • illustrations and images can be digitally enhanced or altered to suit a variety of needs • many parts of the world relying on books and not having access to modern technology • individuals preferring to touch and hold the materials they read. 	30