

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level

MARK SCHEME for the November 2004 question paper

8001 GENERAL PAPER

8001/01

Paper 1, maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

Grade thresholds taken for Syllabus 8001 (General Paper) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	50	34	27	20

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

November 2004

GCE AS LEVEL

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 8001/01

GENERAL PAPER



Page 1	Mark Scheme	Syllabus	Papers
	GENERAL PAPER – NOVEMBER 2004	8001	1

Use of English

- 17 - 20** Paragraphs are used consistently and effectively and generally enhance the understanding of the text;
appropriate tone and fluency throughout;
few errors;
evidence of extensive vocabulary, sound sentence structure and clear linkage.
- 10 - 16** Paragraphs are well-arranged;
appropriate tone and fluency, some lapses possible;
occasionally errors detract from a clear understanding of the text;
vocabulary is wide ranging;
possibly disjointed sentence structure or a lack of smooth linkage.
- 5 - 9** Paragraphs may be disorganised;
fluency may break down and tone could be variable;
expression mainly good enough for meaning to be clear, but mechanical errors present;
limited vocabulary;
sentence construction and linkage may be haphazard.
- 0 - 4** Lack of paragraphs possible;
extensive mechanical errors and poor vocabulary may make understanding difficult;
breakdown in sentence structure likely;
high frequency of all types of error, some sections may ramble and not make sense.

Content

- 26 - 30** A range of material which is relevant, interesting and thoughtfully presented;
clear evidence of original thought and/or opinion;
coherent arguments demonstrating balance, sensitivity and awareness;
well illustrated, and wide-ranging discussions are well structured.
- 20 - 25** A range of relevant material which shows some perception;
a clear argument is offered which may not be fully developed;
an attempt at balance;
illustrations included;
structure basically sound.
- 13 - 19** A range of material is presented which may include some irrelevance or digression;
solid information offered, perhaps lacking perception;
some illustrations;
an attempt to construct an argument;
the views expressed and the conclusion may be simplistic or lack balance.
- 7 - 12** A range of material that may lack depth or relevance;
no perception and few relevant illustrations;
a lack of coherent understanding;
an attempt to construct an argument and structure the essay may be evident.
- 0 - 6** An inadequate range of material that lacks perception, illustration and relevance;
no obvious understanding, poor structure, digression and evidence of confusion.