

**MARK SCHEME for the October/November 2013 series**

**8001 GENERAL PAPER**

**8001/23**

Paper 2, maximum raw mark 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1 (a) Credit the material below or any other valid points.

- Primary school less through traffic so less noise and danger.
- Portown to get the extra trade carried along the motorway to and from their new dock.
- Belinda Carlyle make profit from milk sales which need rapid transport to Portown and other places along the motorway.
- Gerry Marsden able to get his compensation and thus be able to move house to Spain.
- Madonna's factory able to start production and not lose their \$19 million investment.
- Simpton residents town would become quieter because of no through traffic.
- Pete Townsend and other local men no longer unemployed and will have work.
- Developers of new housing estate will not lose money on the land and will make profit selling the luxury homes.
- Golf Course would receive a massive compensation payment (cf. Marsden's \$3 million for just a house) and extend course elsewhere perhaps.

**6 × 2 [12]**

Award two marks for each developed point: Award one mark for anything proceeding on the right lines and the second mark for explanation.

Any relevant content well above 120 words should be totally disregarded. Examiners should annotate the script to indicate at that point.

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(b) Credit the material below or any other valid points.

- Shops, restaurants, hotels will lose trade as through traffic does not enter town.
- Golf course will lose a considerable part of their course and have more noise from the motorway.
- Retirement homes need to be demolished and residents relocated when slip-road built.
- Police and local residents worry from increased crime rate from Portown.
- Nature reserve still have reservations about the impact on the wildlife of tunnels under the reserve.
- Residents on southern boundary of Simpton if less than one kilometre away from the motorway will receive increased traffic noise and pollution.
- Conservation group concern about the impact of the motorway on wildlife generally in the area as they backed Jones in the trial.
- Residents next to proposed new housing estate their peace will be compromised, especially during construction.

**N.B. if refer to the process of building the motorway – MAX 1**

**6 × 2 [12]**

Award two marks for each developed point: award one mark for anything proceeding on the right lines and the second mark for explanation.

Any relevant content well above 120 words should be totally disregarded. Examiners should annotate the script to indicate at that point.

(c) Credit the material below or any other valid points.

- Publicity for the town in the wider sphere, good or bad, may lead to extra numbers of visitors.
- Extra traffic, people, problems caused by holding the inquiry there, as it would attract a lot of attention, media, personnel and the like.
- Extra revenue shops, hotels, restaurants and the like would profit.
- Extra employment for locals such as in taxi-drivers, waiters, labourers, construction firms, event planners, catering and the like.

**3 × 2 [6]**

Award two marks for each developed point; award one mark for anything proceeding on the right lines and the second mark for justification. Too short an answer means that the content will be inadequate.

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(d) Credit the material below or any other valid points.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Golf Club</li> <li>• Retirement Home</li> <li>• Chamber of Commerce/Business Owners Group</li> <li>• Nature Reserve</li> <li>• Rich Residents/Residents Association chairman</li> </ul> | <p>to stop motorway going through its golf course causing damage and noise.</p> <p>the owners would not want it knocked down and relocated.</p> <p>because business would be lost in the town if motorway built.</p> <p>so wildlife is not disturbed and ecosystem remains intact.</p> <p>existing house owners next to where the new estate is to be built would not want it built.</p> |
|--|--|

**1 + 1 [2]**

Award one mark for the person and one mark for a valid reason.

(e) The most obviously irrelevant point is 6 (David Essex), but candidates are free to make a case for any others.

Award marks as follows:

- |   |                 |                           |
|---|-----------------|---------------------------|
| 3 | sound choice;   | sound justification;      |
| 2 | suspect choice; | reasonable justification; |
| 1 | sound choice;   | weak justification;       |
| 0 | suspect choice; | weak justification.       |

**[3]**

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- 2 (a) Credit any valid material. Candidates are at liberty to interpret any of the data provided in ways other than those suggested below.

#### The Neighbour

- he wrote it because Mr Robinson had written the offensive letters
- Mr Robinson frightened him by putting them through his letterbox
- Mr Robinson tried to annoy him by writing the letters
- Mr Robinson used the letters as a warning he was going to call in the Council.
- The neighbour was angry/frightened
- The neighbour assumed it was Mr Robinson and tried to get him into trouble with the police – a risky ploy.

#### Mr Robinson

- wrote it because the neighbour had written the offensive letters because Mr Robinson constantly harassed him about his garden
- and Mr Robinson saw it as another way to annoy the neighbour
- and to get him into trouble with the police
- and to use as extra evidence with the Council in his quest.

#### Other Neighbour(s)

- Another neighbour could have written it because the neighbour had put offensive letters in more than one resident's letter box along the street
- Or in collusion with Mr Robinson to spread the issue wider.

Whilst deciding a mark, award

- 9–10 for a relevant, perceptive, organised assessment, that includes more than one person as a possibility, and explores at least **four** reasons;
- 7–8 when **one** of the criteria above has not been satisfied;
- 5–6 when **two** of the criteria above have not been satisfied;
- 3–4 when the answer is badly flawed but contains some worthwhile material;
- 1–2 when there is little merit in the answer;
- 0 when there is no merit.

**N.B. If only one person cited, do not award tick (evident then that one criterion not fulfilled) [10]**

Any relevant content well above 100 words should be totally disregarded. Examiners should annotate the script to indicate that point. Too short an answer means the content will be inadequate.

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(b) Credit any valid meaning, such as:

- |                        |  |
|------------------------|--|
| (i) 'view firsthand'   | look/check/see/ <b>view</b> + personally/at that place/on the spot |
| (ii) 'charge'          | accuse him of a crime/arrest him                                   |
| (iii) 'as it stands'   | in this situation/at this time/at this moment/in the circumstances |
| (iv) 'tailor-made'     | specially designed/purpose-built for the job                       |
| (v) 'nothing untoward' | no illegal actions/no wrongdoing                                   |

**N.B. Take the best three answers**

**3 × 1 [3]**

(c) Credit four different approaches, such as:

- a sequence of letters at different times
- various different complaints to show his determination, such as eyesore, hygiene, physical danger, illegal trading
- increasing the seriousness of the complaint
- changing his tone, e.g. upset at eyesore, worry over danger, anger, desolation by ruin
- varied requests/demands

**4 × 2 or 8 × 1 [8]**

Award two marks for each developed point; award one mark for anything proceeding on the right lines and the second mark for exemplification.

Any relevant content well above 80 words should be totally disregarded.

(d) Credit only the following two reasons:

- health lack of hygiene/public health risk from rats.
- safety if something fell and hit a person on the path the Council might be sued along with the neighbour, if they had failed to do anything about it after Mr Robinson's complaint.

**2 × 2 [4]**

Award one mark for the area of concern and one mark for the reasoning.

**N.B. Tolerate overlap between 2(c) and 2(d)**

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(e) Credit opinions such as those below, and any other valid ones, but **only** those made about **one person**:

**Mr Robinson**

- he thinks the neighbour gives the road a poor image/reputation
- there is a possible health hazard/epidemic
- there is possible danger to his children passing the neighbour's
- next door is an eyesore
- caused much enmity with his neighbour
- led to much worry and stress
- led him into long-running conflict with Council
- reducing his property's value
- unable to sell his house without financial loss
- involving the police is unpleasant

**The Neighbour**

- his father has just died
- he must live with and look after his invalid mother
- unable to have a normal married life perhaps because of this
- can only work from home, restricted opportunities
- presumably not well off
- has a busybody, annoying neighbour
- police have become involved

Whilst deciding a mark, award

- 9–10 for a perceptive, consistent development of at least **four** well supported points, which make effective use of analytical skills.
- 7–8 when **one** of the criteria above has not been satisfied.
- 5–6 when **two** of the criteria above have not been satisfied.
- 3–4 when the answer is badly flawed, but contains some worthwhile material.
- 1–2 when there is little merit in the answer.
- 0 when there is no merit.

[10]

Any relevant comment well above 100 words should be totally disregarded. Examiners should annotate the script to indicate at that point. Too short an answer means that the content will be inadequate.

3 (a) Credit any valid points:

- few people to talk to
- little to talk about/limited news or events in a rural area in 1900
- limited knowledge/understanding of the world around him
- a solitary job
- simple needs
- cannot/does not read

Credit either four separate points or allow a second mark for any development.

4 × 1 or 2 + 2 or 3 + 1 [4]

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(b) (i) difficult to recall what we/our brain knows/contains/stores up.

(ii) at least half, or completely half.

1 + 1 [2]

(c) Credit any three of the following reasons.

- size of vocabulary is not judged by the number of words we use
- may not like some words or need to use them so they lay dormant
- it is hard to define what “to know a word” means
- it is hard to define some words, so do these count?
- our memory does not always recall words it knows at the right time
- there are many variations in the meaning of a word, e.g. ‘good’, so how many words is this: one, or one for each meaning?

3 × 2 or 6 × 1 [6]

Award two marks for each developed point; one mark for anything proceeding on the right lines and the second mark for explanation.

Any relevant content well above 60 words should be totally disregarded. Examiners should annotate the script to indicate at this point. Too short an answer means that the content will be inadequate.

(d) Credit any four of the following reasons, or other valid points:

- far more words exist now than in Shakespeare’s time (quote figures from last paragraph for development).
- much better/cheaper access to words now from books/media sources.
- more interaction of people and ideas caused by ease of travel/increased business and/or tourism.
- the influence of other countries has greater impact on English now so more words constantly enter the country.
- Shakespeare lived a ‘quieter life’ than we do i.e. his birthplace, Stratford-upon-Avon, was a very small town, and London then was also small, so there would have been less interaction.
- more words are needed more today, communicating higher level arguments and information.

4 × 2 or 8 × 1 [8]

Award two marks for each developed point; one mark for anything proceeding on the right lines, and the second mark for development.



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(e) Three possible marking approaches here:

Either credit one mark for each of the three statements explained;

abnormal	better than normal/average		
odorous	fragrant smelling cooking		
laughable	causing laughter/humorous speech	3 × 1	[3]

**OR**

Credit one mark for explaining the visitor used words in the wrong context and then two marks for any examples explained

1 + 2 [3]

**OR**

**Credit any explanation of the errors of each word's usage accordingly**

2 + 1 [3]

(f) (i) assumption: unsupported belief/thought (accept 'presumption')

glaring: very obvious, clear, standing out, striking, blatant

cites: quotes, refers to, mentions, brings to attention, **says**

fickle: unpredictable, unstable, changeable, fluctuating

brevity: shortness, briefness, conciseness

dizzy: incredible, mind-boggling, amazing, extremely fast (not 'fast'), **very rapid**

6 × 1 [6]

(ii) assumption: Everyone worked under the assumption that Ivor Hardside, manager of Wolva United, would hold football's best job for life as he had won many trophies for the club, so imagine the shock when he was suddenly sacked by the owner.

glaring: A glaring example of racism in sport is the booing of certain players by the crowd, because it is so obvious it cannot be misunderstood.

cites: When faced with an intelligent pupil in class our history teacher always cites one of the few textbooks that no-one has ever found fault in yet, in order to win her argument.

fickle: He is an extremely fickle friend of mine because as soon as something goes wrong he does not want to know me any more.

brevity: The brevity of the new wedding service introduced by the priest shocked the bride-to-be, and she begged him to bring back the longer version they used to have.

dizzy: The staff were shocked with the speed by which Lucy reached the dizzy heights of success in the business, but it all became clear later when they realised she was a talker not a doer, and the manager sacked her.

6 × 1 [6]