

MARK SCHEME for the October/November 2014 series

8001 GENERAL PAPER

8001/22

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 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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1 (a) and (b)

Credit any valid material. Candidates are at liberty to interpret any of the data provided in other ways from those suggested below.

Banrock

- course gives equal weight to history and English (1, 11, 12)
- fit enough to walk or cycle to university (4)
- which would help with her budget (3)
- as would borrowing money from her parents (5)
- and continuing her part-time job by swapping branches (7)
- nearest her home (15 and 6)
- teachers regard her as good enough to gain top marks (9)
- all her tutors would be qualified professionals (box)
- so better quality education provided
- highest placed university that has given her an offer (13 and box), could outweigh
- unsure of her ability to attain the top grades sought (8)
- \$1125000 will be required just to cover cost of course and student flat (box and 3)
- length of time allowed re: flat occupancy is the least (box)
- travelling by bus is exorbitantly expensive (box) and
- she feels ill when travelling by bus (14)
- least amount of time re: contact with tutors (box and 7)
- largest class numbers (box)
- and she needs support and small groups (8)
- don't know if course has a mediaeval element (1)

Candoo

- mediaeval history is her favourite subject (1)
- requires lowest grades of all (box)
- which would be easily achievable for her (9)
- cheapest course (box)
- so well within her budget (3)
- even including rent of student flat (box)
- which covers almost all the year (box)
- university helps to lay on and pay for transportation (box)
- keeping costs (3) and travel time down
- so no need to borrow from parents (5)
- or have a part-time job (7)
- most contact time with tutors (box)
- which would be appreciated due to her insecurity (8), could outweigh
- its lowly place in tables (box)
- which might put off potential employers (13)
- course doesn't include English (box)
- which might affect her chances of becoming a journalist (11)
- and getting a job in general as English is highly regarded (12)
- not all tutors are qualified (box)
- which might affect quality of education received
- a mini-bus induces sickness (14)
- most distant from home (6 and 15)
- and she is already anxious about leaving (15)

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Endsor

- course covers both history and English (box)
- grades are easily achievable for her (9)
- cost of course is easily affordable for her (box and 3)
- as is the rent (box and 3)
- can occupy flat for almost all the year (box)
- flat is near enough to walk to university (box)
- so no travel expenses will be incurred (3)
- or exposure to travel sickness (14)
- all tutors are qualified (box)
- which implies better quality education
- course is rated in top half, so good standard (box)
- more likely to get a job post – university (12 and 13)
- no need for parental financial support (5)
- or a Saturday job (7), could outweigh
- rent is on expensive side (box) and
- probably doesn't need it for so long (box)
- number of lectures is on low side in comparison (box and 8)
- which would worry her (8)
- favourite mediaeval element not specifically mentioned (box and 1)
- quite a distance from home (6)
- and she is anxious re: leaving family (15)

Frassi

- grades easy for her to obtain (box and 9)
- which might be less stressful (8)
- cost of course within budget (3)
- as is rent
- so no need for parental financial support (5)
- or a Saturday job (7)
- train and tram options, so no travel sickness problems (box and 14)
- probably affordable as student pass available (box)
- plenty of teaching time (box)
- and smaller class sizes compared to some (box)
- which would be appreciated (8), could outweigh
- no English content mentioned (box)
- which would affect being a journalist (11)
- and chances of getting a job (12)
- quality of education affected – not all qualified tutors (box)
- second-lowest placed course (box)
- which might affect getting a job (13)
- quite a long way from home (6)
- and she is anxious about leaving home (15)

Whilst deciding a mark, award

- 11–12 for a relevant,
perceptive
and balanced assessment
that eventually endorses one university
after having covered at least five factors
- 9–10 when one of the criteria above has not been satisfied;
- 6–8 when two of the criteria above have not been satisfied;

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3–5 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 in the answer.

[12]

Any relevant content well above 120 words should be totally disregarded.

- (c) The most obviously irrelevant points are 10 (charity awards) or 2 (volunteer guide), but candidates are free to make a case for any others (e.g. point 4 (proving popular))

Award marks as follows:

3 sound choice; sound justification
 2 possible choice; reasonable justification
 1 sound choice; weak justification
 0 suspect choice; weak justification

[3]

- (d) Credit up to eight of the following or any other valid points:

- The possibility of studying something you are interested in/enjoy in greater depth (1) so that you become an expert/more knowledgeable in that field (1).
- You encounter people with the same interests and talents as you (1) and this stimulates competition and improves performance in your studies (1).
- You meet a wide range of people (1) which broadens your social circle (1).
- People come to study from all over the world (1) which enhances mutual understanding and tolerance (1).
- You have more access to opportunities (1) so your life chances are broadened/you experience more of life (1).
- Graduates are regarded as valued employees (1) as they have been taught to think, analyse and innovate to a high level (1).
- There are wider job opportunities for graduates (1) so you feel more in demand and have more choice/control re: jobs (1).
- Certain types of jobs (architects, doctors, lawyers, etc.) (1) require you to hold a degree (1).
- Employers seek to attract graduates to enhance their companies (1) so graduates can look forward to more opportunities for promotion and higher salaries over their lifetime (1).
- Graduates are in short supply in some parts of the world (1) so opportunities enhanced in these circumstances (1).
- Going to university gives students time and space for self-development and discovery (1) which makes them more certain of what they want to do and the skills to do it (1).
- If you live in an area of high unemployment or few job opportunities (1), it could be a good alternative to being unemployed (1).

8 × 1 or 4 × 2 [8]

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

Henry Karoo

- Might irritate people when they try to question him (1) as he doesn't listen to others/take on board other points of view (1).
- Might seem rather too focussed on environmental issues (1) so unable to connect with a wide range of voters (1).
- Might find himself in tricky situations he cannot cope with (1) due to his lack of experience (1).

Ida Longshot

- Might put people off/not be able to relate to them/annoy them (1) as she is rather a cold person/has a strong sense of her own importance (1).
- Might not be able to relate to every person she meets (1) as has spent whole working life in one environment (1).
- Might appear ill/lack stamina in public (1) so voters might worry she is not well enough to carry out such onerous duties (1).

Jackson Maratti

- Might upset the sensibilities of those he meets (1) as he is a person who speaks his mind (1).
- Might get angry with the general public (1) if they say something he regards as silly (1).
- Might upset some voters who hold strong family values (1) due to his messy family life (1).
- Might not gain the trust of the voters finance-wise (1) as his business empire is struggling (1).

3 × 2 [6]

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

Henry Karoo

- Will instigate the construction of a wind farm (1) which will stop dependency on expensive oil/bring much-needed new jobs/attract tourists (1).
- Will tidy up the town (1) which will attract more tourists/make town prettier for residents (1).
- Will encourage residents to look out for others more (1) which will create a more caring society (1).

Ida Longshot

- Will approach government to secure steelworks (1) which provides most jobs in a town short of employment (1).
- Will keep a tighter rein on council expenditure (1) which will prevent further corruption/mean residents' money will be spent more wisely (1).
- Will initiate projects aimed at helping youngsters getting jobs (1) which will give them hope of having a future work-wise/might cut youth crime (or disaffection) due to having no job prospects (or income)/keep them in Brownsville (1).

Jackson Maratti

- Will make town centre more vibrant(1) which will attract back residents and tourists/bring much-needed money into the town (1).

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- Will keep a tighter rein on councillors' expenses/chances to use privileged knowledge (1) which will create more confidence in the residents/save the council (and residents) money (1).
- Will be much easier to approach with feedback (or ideas) (1) which will give residents the sense of being heard (1). **3 × 2 [6]**

(c) Credit four of the following or any other valid points.

- Henry starts every proposal with 'I promise'(1) which builds a feeling he is trustworthy (1).
- Henry's final sentence always refers to Brownsville directly (1) reiterating his commitment to the town (1).
- Henry has printed the 'will' in italics (1) which makes it stand out and underlines his commitment to his proposal happening (1).
- Ida starts every proposal with a rhetorical question (1) which draws in the reader/highlights the problems facing Brownsville (1).
- Ida repeats the phrase, 'No, we are not! We are drawing a line in the sand – right here, right now!' (1) which underlines her determination to bring change (1).
- Ida uses exclamation marks (1) to emphasize her points/commitment (1).
- Jackson uses mostly everyday language (1) to underline his no-nonsense approach (1).
- Jackson uses the phrase 'You are all welcome' (1) to underline his inclusive approach/draw in the reader (1).
- Jackson refers to some of his predecessors as 'fat cats' – a derogatory expression (1) to get voters on his side/to show he isn't one (1).
- Jackson refers to modern technology (1) to attract the youth vote/to seem in touch with latest developments (1). **4 × 2 [8]**

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

(d) Credit two of the following or any other valid points.

- He will be much more accessible, both in person and on-line, than his predecessors.
- He wants to put distance between him and the corrupt councillors who had preceded him/the councillors who had brought the council into disrepute.
- Councillors have a bad reputation locally at present/he wants to show that he will improve the council's reputation by being clean.
- He wants to show he really cares about Brownsville's degeneration unlike previous councillors. **1 × 1 [2]**

(e) (i) (a) menagerie

(ii) ride roughshod (over)

(iii) (an) antidote

(iv) drawing a line in the sand

(v) frittering (away)/free-spending **5 × 1 [5]**

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- (f) The most obviously unachievable proposals are stopping cheap imports; finding work placements for young people or the better neighbours project, but candidates are free to make a case for any others.

Award marks as follows:

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

[3]

- (g) Credit five of the following or any other valid questions.

- What is your first priority?
- Why is this so crucial?
- What makes you different from the rest?
- How realistic are your proposals?
- Where is the money coming from to fund these initiatives/projects?
- What other policies do you have up your sleeve?
- How are you going to get support for your ideas on the council?
- How powerful are you really as a councillor?
- How soon should we expect to see results?
- Won't the wind farm be an eyesore/noisy? (an example of a question specific to one candidate)
- Tell me more details about how your proposals will work.
- Describe your suitability for the job.
- Explain why we should believe you.
- What's in it for you?

5 × 1 [5]

Do **not** credit questions to different candidates starting with the same stem. E.g.:

Jackson, where will you find the finance to...?

Henry, where will you find the finance to...?

- 3 (a) Credit the following two points in any order.

- (Most importantly) to get to the South Pole
- and to undertake scientific experiments in the Antarctic.

2 × 1 [2]

- (b) Credit eight of the following or any other valid points.

- Consisting of seal meat or porridge,
- breakfast was at 8.15.
- In the mornings, team members would carry out experiments,
- walk the various animals
- or restock the hut.
- Then, everyone gathered in the hut to have lunch,
- finishing off with hot drinks/smoking their pipes
- If the weather was good enough, people would go back outside in the afternoon.
- Before an evening meal of seal or penguin (or lamb on Sundays) and lime juice,
- they would undertake tasks in the hut.
- Lights went out at 22.30/they went to bed/they retired
- with only a guard left up, having his supper.

8 × 1 [8]

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- (c) Credit two of the following or any other valid points.
- A man might claim more than one birthday to gain more access to alcoholic drinks.
 - The amount of alcohol in store was limited and needed to be rationed to last the length of the expedition
 - This system was fair to each man as alcohol was a luxury.
 - They were doing important research work in dangerous surroundings and needed to be sober and fully alert to be safe. **2 × 1 [2]**
- (d) Credit six of the following or any other valid points.
- There is an organisation that raises money
 - to spend on restoring the hut (and its contents),
 - e.g. rebuilding walls and updating specimens
 - However, once Scott had died, his critics attacked him
 - personally – as a typically amateurish Englishman,
 - and professionally – directing his men to their deaths.
 - Now, 100 years on, people realise Scott had his good points,
 - recognising his bravery,
 - his gifted writing
 - and his idiosyncrasies. **6 × 1 [6]**
- (e) Credit three of the following or any other valid points.
- In the Antarctic, Midwinter signalled that lighter days would be on their way.
 - The men had endured a long period of darkness so this was a good excuse to push the boat out
 - and an excuse to break the relentless nature of the everyday routine.
 - It was therefore a psychological boost/something to look forward to
 - because of treats such as a feast with fine wines and cigars and decorations.
 - Planning and preparations would fill up the long hours when there was bad weather and they couldn't work
 - and engender feelings of team spirit (being in this all together) and rapport.
 - This was the men's southern-hemisphere version of Christmas due to the timing. **3 × 1 [3]**
- (f) Credit two of the following or any other valid points.
- It was a reminder of his home, family and/or friends.
 - Perhaps it reminded him of civilisation and/or refinement in the midst of a hostile environment.
 - It was a way of making his basic surroundings more pleasing to look at and/or more pleasurable to spend long hours in.
 - It could have been a symbol – of something delicate and beautiful that had survived, firstly, a long and arduous journey and, subsequently, harsh living conditions. **2 × 1 [2]**

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- (g) (i) bristled: covered in, abundant in, filled with
silhouette: outline, shape, profile, contour, form, delineation
disintegrates: deteriorates, crumbles, separates into fragments, breaks up, decomposes, decays
extravagantly: excessively, immoderately, to a degree which is over the top, exorbitantly, lavishly
fashioned: made (into the required form), shaped, styled, moulded, designed (using), created
reverberated: echoed repeatedly, re-echoed, resounded, reflected repeatedly **6 × 1 [6]**
- (ii) The pages of the book bristled with so many images that it was impossible to gain a clear vision of the author's intentions.
The stripes of a zebra are designed to protect it by breaking up its silhouette and making it hard for predators to select an individual animal to attack.
As the famous actor's mental state disintegrates, exacerbated by the full glare of press intrusion, we can feel great sorrow for him.
When the company was trying to convince me to work for them, I was extravagantly wined and dined, but this ceased as soon as I joined them.
The model, Twiggy, started a revolution in the 1960s as she was fashioned to look completely different from what had been previously regarded as stylish.
Whilst walking through the valley, we decided to test the acoustics by shouting out and enjoyed how our cries reverberated off the deep sides. **6 × 1 [6]**