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**GENERAL PAPER**

**8001/13**

Paper 1

**October/November 2017**

MARK SCHEME

Maximum Mark: 50

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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.

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This document consists of **7** printed pages.

**USE OF ENGLISH CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b> <b>'excellent':</b> <b>fully operational</b> <b>command</b>	<b>18–20</b>	<p>very few slips/errors highly fluent very effective use of expressions and idioms excellent use of vocabulary; (near) faultless grammar excellent sentence structure and organisation of paragraphs excellent spelling/punctuation</p>
<b>Band 2</b> <b>'good–very good':</b> <b>effective</b> <b>command</b>	<b>14–17</b>	<p>few slips/errors fluent effective use of expressions/idioms good use of vocabulary; sound grammar good sentence structure/well-organised paragraphs good spelling/punctuation</p>
<b>Band 3</b> <b>'average':</b> <b>reasonable</b> <b>command</b>	<b>10–13</b>	<p>some slips/basic errors but acceptable standard overall reasonably fluent/not difficult to read generally appropriate use of expressions/idioms fair range and apt use of basic vocabulary; acceptable grammar simple/unambitious sentence structure/paragraphing reasonable spelling/punctuation</p>
<b>Band 4</b> <b>'flawed but not</b> <b>weak':</b> <b>inconsistent</b> <b>command</b>	<b>6–9</b>	<p>regular and frequent slips/errors hesitant fluency/not easy to follow at times some inappropriate expressions/idioms limited range of vocabulary; faulty grammar some flawed sentence structure/paragraphing regular spelling/punctuation errors</p>
<b>Band 5</b> <b>'weak–very weak':</b> <b>little/(no) effective</b> <b>communication</b>	<b>0–5</b>	<p>almost every line contains (many) slips/errors of all kinds little/(no) fluency/difficult (almost impossible) to follow (very) poor use of expression/idiom (very) poor range of vocabulary: (very) poor grammar (very) poor sentence structure/paragraphing (very) poor spelling/punctuation</p> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p>

**CONTENT CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b> <b>‘excellent’:</b> <b>very good and</b> <b>comprehensive</b> <b>knowledge/</b> <b>understanding of</b> <b>topic</b>	<b>26–30</b>	comprehensive coverage, totally relevant material, perceptive, analytical thoughtful, enlightening illustration using local, national and international examples where applicable coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity (very) well structured
<b>Band 2</b> <b>‘good–very good’:</b> <b>good knowledge/</b> <b>understanding of</b> <b>topic</b>	<b>20–25</b>	totally (near totally) relevant, well focused but less analytical and perceptive than Band 1 major points well developed (very) good range of examples/illustration logical and systematic discussion effectively structured
<b>Band 3 UPPER</b> <b>‘average’:</b> <b>sound knowledge/</b> <b>understanding of</b> <b>topic</b>	<b>16–19</b>	competent: major points adequately developed largely relevant and remains focused on the question reasonable range of examples/illustration to support key points reasonably structured
<b>Band 3 LOWER</b> <b>fair knowledge/</b> <b>understanding of</b> <b>topic</b>	<b>13–15</b>	more obvious points mentioned rather than adequately developed some digression, but generally sticks to the question does not always support major points with apt illustration tendency to assert/generalise rather than argue/discuss in detail may lack focus
<b>Band 4</b> <b>‘flawed but not</b> <b>weak: limited</b> <b>knowledge/</b> <b>understanding of</b> <b>topic’</b>	<b>7–12</b>	restricted material/scope: rather pedestrian some relevance but may be implicit/tangential at times prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic limited illustration and/or factual inaccuracy insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question
<b>Band 5</b> <b>‘weak–very weak’</b> <b>poor/very poor</b> <b>knowledge/</b> <b>understanding of</b> <b>topic</b>	<b>0–6</b>	(totally) inadequate content with little/no substance (very) vague and confused ideas question largely (completely) misinterpreted/misunderstood very limited (total) irrelevance very limited/(no) appropriate illustration  <b>bracketed descriptors</b> denote 0–2 range

Question	Answer	Marks
1	<p><b>‘Although tourism may have damaging effects, it should still be encouraged.’ Why might this be the case?</b></p> <p>Tourism is vital for economic growth throughout the world            Can promote international understanding            Much needed income for parts of the world under forms of environmental threat            The tourist industry could provide a cleaner alternative than highly polluting industries            Positive aspects of travel philanthropy            Eco-tourism            People can make responsible travel choices            The purchase of voluntary carbon offsets            Use of alternative means of transport            Tourism is not just foreign travel and can bring local benefits</p>	50

Question	Answer	Marks
2	<p><b>‘Convicted criminals lose their freedom and that is punishment enough.’ How far do you agree?</b></p> <p>Huge prison populations in parts of the world            Discussion over the purpose of prison            Huge recidivist rates            Idea that prevention is better than ‘cure’            Local prisons, retaining family and community links            The rights of victims need to be acknowledged            The guilty need to undergo a radical spiritual as well as psychological change            The public needs to feel protected</p>	50

Question	Answer	Marks
3	<p><b>To what extent do you agree that success can only be measured by wealth and power?</b></p> <p>A marker of success in a capitalist society            The accumulation of wealth is, for some, the prime motivator in life            Higher earnings indicate career success            Lifestyle choices            Political/economic power            Job status indicates power (or lack of it)            Success measured by achievement of happiness/contentment            Successful relationships/friendships            Success is subjective            Wealth and power can lead to negativity/failure            A balanced discussion is required</p>	50

Question	Answer	Marks
4	<p><b>Nanotechnology has immense potential in medical science. How far should developments in this technology take priority in medical research?</b></p> <p>Can target specific cells  Attacking cancers  Tiny robots have been developed that can travel through the bloodstream attending to damaged tissue or carrying medicines to specific parts of the body  Microchip implants can help the paralysed regain use of their limbs  Nerve cells from the nose have been removed and transplanted to treat a damaged spinal column  Micro processing is an example of nanotechnology – if it has benefits here why not elsewhere?  Safety issues when materials are reduced to the nanoscale – they might replicate alarmingly and congregate in the lungs, for example  Nanoparticles pour out of car exhausts and these are toxic  Sufferers from diabetes could benefit – no need to inject – insulin is released when needed  The management of treatment for a range of conditions could become dramatically less onerous</p>	50

Question	Answer	Marks
5	<p><b>One in nine people on our planet cannot enjoy life because of malnutrition. Suggest <u>and</u> evaluate ways that could cope with this crisis.</b></p> <p>Less emphasis on meat production  More support for small farmers  Cash crops and local needs  Ownership of patent – GM crops – role of GM in countering scarcity – positive and negative aspects  Use of water – how to more effective and less wasteful use of  Role of charities and volunteers outside of purely cash donation  Less waste of food in wealthier nations/adjustment of shopping habits and attitudes  Education in sustainable farming methods  Food awareness and health</p>	50

Question	Answer	Marks
6	<p><b>'Most migration is caused by economic desire.' How far do you agree?</b></p> <p>Fear of torture and imprisonment            Civilians caught up in war            Some in wealthier nations encourage migration to fill low skilled, low pay jobs            Religious persecution            Gender issues            Educated migrants e.g. doctors may migrate for economic reasons which can benefit host countries but create 'brain drain' in other countries            The well-off also migrate            Joining families            Migration is something all of us have in common from the earliest times            The developed world has a huge responsibility for the conditions that drive the need to migrate</p>	50

Question	Answer	Marks
7	<p><b>'Long live the weeds and the wilderness yet.' ('Inversaid' by Gerard Manley Hopkins, 1881.) To what extent have the poet's hopes for environmental preservation been fulfilled?</b></p> <p>People still seek adventure, recreation, and solitude in the wild            There are sanctuaries for wildlife            Also harmful encroachment upon their habitats            Educators are very aware            Destruction by the use of pesticides and insecticides            The manicured garden syndrome            The disappearance of forests, marshland, and other wild habitats has engendered a worldwide ecological movement            Many writers have taken up Hopkins' theme            Urban dwellers cherish the opportunities to visit wild areas            Financial priorities may not be helpful</p>	50

Question	Answer	Marks
8	<p><b>Is there still a place for science fiction in today's world?</b></p> <p>There are many novels from which candidates could choose examples from. .</p> <p>Perfectly appropriate to refer to film or science fiction series</p> <p>We are only at the edge of knowledge</p> <p>The imagination knows no limits</p> <p>Science fiction might drive scientific research, for example, the search for DNA, the return of the mammoth</p> <p>How fictional is science fiction?</p> <p>Time constraints on the reality of space travel may have to be ignored to set the imagination free</p> <p>Harnessing space-based solar power</p> <p>Robotics and fantasy projections</p>	50

Question	Answer	Marks
9	<p><b>To what extent do the clothes we wear express our personality?</b></p> <p>Fashion and image</p> <p>Cultural identity</p> <p>Extrovert/introvert</p> <p>Some can easily be forgotten</p> <p>Clothes create meaning for us</p> <p>They can act as memory prompts</p> <p>Gender differences</p> <p>Clothes and class</p> <p>Objects of beauty and part of our quotidian experience</p> <p>Utilitarian functions and social expectation</p>	50

Question	Answer	Marks
10	<p><b>Many of the world's languages face extinction. Is it important to document and revive them?</b></p> <p>For historical reasons to prevent loss of heritage</p> <p>Oral history can easily be forgotten</p> <p>Helps us to evaluate how languages work, not, for example, 'I am reading' but 'I sit reading' or 'I stand reading'</p> <p>Education entirely in a dominant language makes it difficult for speakers of indigenous languages to become literate</p> <p>Dual naming develops respect and awareness</p> <p>Uniqueness – endangered languages promote community cohesion</p> <p>They reflect attitudes to the social and natural worlds</p> <p>They are the storehouse of a community's cultural, intellectual, and artistic life</p> <p>Loss of languages affects us all – we lose ways of seeing the world</p> <p>Making physical records is maybe all that linguists can do</p>	50