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**GENERAL PAPER**

**8001/12**

Paper 1

**October/November 2018**

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.

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.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **10** printed pages.

**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.

**USE OF ENGLISH CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b> <b>‘excellent’: fully operational command</b>	<b>18–20</b>	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.
<b>Band 2</b> <b>‘good-very good’: effective command</b>	<b>14–17</b>	few slips/errors fluent effective use of expressions/idioms good use of vocabulary; sound grammar good sentence structure/well-organised paragraphs good spelling/punctuation.
<b>Band 3</b> <b>‘average’: reasonable command</b>	<b>10–13</b>	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.
<b>Band 4</b> <b>‘flawed but not weak’: inconsistent command</b>	<b>6–9</b>	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.
<b>Band 5</b> <b>‘weak-very weak’: little/(no) effective communication</b>	<b>0–5</b>	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.  <b>bracketed descriptors</b> denote 0–2 range of marks.

**CONTENT CRITERIA TABLE**

<p><b>Band 1</b> <b>‘excellent’:</b> <b>very good and comprehensive knowledge/ understanding of topic</b></p>	<p><b>26–30</b></p>	<p>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</p>
<p><b>Band 2</b> <b>‘good-very good’:</b> <b>good knowledge/ understanding of topic</b></p>	<p><b>20–25</b></p>	<p>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</p>
<p><b>Band 3 UPPER</b> <b>‘average’:</b> <b>sound knowledge/ understanding of topic</b></p>	<p><b>16–19</b></p>	<p>competent: major points adequately developed largely relevant and remains focused on the question reasonable range of examples/illustration to support key points reasonably structured.</p>
<p><b>Band 3 LOWER</b> <b>fair knowledge/ understanding of topic</b></p>	<p><b>13–15</b></p>	<p>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</p>
<p><b>Band 4</b> <b>‘flawed but not weak: limited knowledge/ understanding of topic’</b></p>	<p><b>7–12</b></p>	<p>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</p>
<p><b>Band 5</b> <b>‘weak–very weak’</b> <b>poor/very poor knowledge/ understanding of topic</b></p>	<p><b>0–6</b></p>	<p>(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.</p> <p><b>bracketed descriptors</b> denote 0–2 range</p>

Question	Answer	Marks
1	<p><b>‘Countries should attempt be friends with each other rather than isolate themselves.’ To what extent do you agree?</b></p> <p>Globalisation makes isolationism difficult  Wider trade potential/increased economic strength through cooperation  Greater power to tackle terrorist insurgency/wider intelligence  Potential to help poorer countries and redistribute wealth in trade blocs  Allows for easier flows of migration and tourism  Cooperation which leads to reduced border controls – could be vulnerable to international crime, illegal immigrants, terrorist movements.  Concerns over the protection of sovereignty  This is a complex question requiring a range of knowledge but ‘to what extent’ needs to be addressed, possibly as a reasoned conclusion</p>	50

Question	Answer	Marks
2	<p><b>‘Human beings need to be doing something all the time.’ How far do you agree?</b></p> <p>Depends on intelligence/personality/interests  Thought processes are constantly active  Need to earn money for survival/lifestyle  Need to keep physically/mentally healthy  Boredom can be destructive  Success/achievement measured by what we have done  Need for family activities  Need to socialise  Also a need to rest/sleep/recuperate  Physically incapable of doing ‘something all the time’  ‘doing something all the time’ could be self-destructive (create stress, depression, exhaustion, de-motivate)  It is a question of free choice combined with ‘need’ and ‘survival’  ‘How far’ needs to be addressed, perhaps as a reasoned conclusion</p>	50

Question	Answer	Marks
3	<p><b>‘The poor are contented, but the rich never are.’ To what extent do you agree?</b></p> <p>Collective responsibility motivated by the need to share/to survive  Depends on upbringing, environment and experiences  Different views of the world are dependent on different cultures/religions  Spiritual, cultural and family richness can be more important than materialistic wealth)  A philosophy of inner peace and contentment  Poverty can emphasise inequality, hence encouraging discontentment  Materialism can never be satisfied.  Philanthropy - the rich can promote and be involved in many charitable activities  Greater access to celebrity lifestyles via social media can produce envy and dissatisfaction within poorer communities  ‘Rags to riches’ can produce feelings of achievement/contentment  Depends on lifestyle choices/intellectual capacity/personality  ‘To what extent’ needs to be addressed, possibly as a reasoned conclusion</p>	50

Question	Answer	Marks
4	<p><b>‘Rather than developing existing towns and cities, smaller new towns need to be built to cope with continued population growth.’ How far would this be possible?</b></p> <p>Can integrate with the environment according to modern needs  Community facilities can become more localised  Integrate environmentally friendly features (renewable energy, cycle paths)  Develop a convenient, usable public transport system.  Greater access to the countryside  Fresh start/quality of life  Planning needed to cope with future population expansions.  Will be expensive starting from scratch  Existing towns already have established infrastructures.  Could develop brown field sites  Could take years to establish a new town  Does not solve problems like informal settlements/the need for a focal town centre/family roots  Both aspects of the question need to be addressed with a reasoned assessment of ‘how far’</p>	50

Question	Answer	Marks
5	<p><b>'For most people, walking is the <u>only</u> exercise which is safe and accessible'. How far do you agree?</b></p> <p>'Safe and accessible' for all ages  Gentle (does not put excessive pressure on heart, joints or muscles)  Walking can be at any pace  Solitary or with others (access to rambling clubs for a more social occasion)  Does not need specialised equipment  Easily controllable (can be any length, anywhere, any time, more strenuous if required)  Not competitive/no need for training  Can be interesting and varied  Regular walking can keep you fit  Requires 'brisk' walking to improve its exercise potential  Other exercise can be 'safe and accessible' (swimming/zumba)  All exercise has an element of danger  Still need to be of a reasonable fitness to start with  Depends on attitude (people often see it as slow progress/only walk slowly out of necessity – questionable as to how effective it is as exercise – still obesity problems)  'Only' needs to be addressed and a judgement made which addresses 'how far'</p>	50

Question	Answer	Marks
6	<p><b>Assess the usefulness of mathematics taught in <u>your</u> locality or region.</b></p> <p>Everyday life requires basic mathematics to be taught early on (mental arithmetic, use of money, times table, patterns in numbers, measurements etc.)</p> <p>Everyday life will re-inforce its necessity (shopping, banking, saving, working out total quantities, exact measurements)</p> <p>The use of mathematics to solve problems</p> <p>Can encourage logical thinking</p> <p>Prospects for the future demand that a certain level of mathematics is attained</p> <p>Perhaps pure mathematics, with its abstract qualities, should be left until college or university when specialisms are encouraged</p> <p>The complexity of computer technology: perhaps the basic mathematics of this needs to be taught</p> <p>‘How true’ needs to be addressed, possibly as a reasoned conclusion.</p>	50

Question	Answer	Marks
7	<p><b>‘Today, sportswear is more a fashion statement than anything else’.</b> <b>Discuss.</b></p> <p>A trend that has evolved</p> <p>Blurs the boundaries between daywear and active wear</p> <p>Blurs the boundaries between convenience and style</p> <p>A combination of sport and attitude</p> <p>Promotes an image of fitness/health</p> <p>Promotes a sense of belonging and identity</p> <p>Trainers/tracksuits have now become everyday wear</p> <p>Makes use of cutting-edge technology</p> <p>Comfortable and casual</p> <p>Still significant as daytime accessories rather than ‘going out’/ night-time</p> <p>Still associated with a growing ‘gym culture’</p> <p>‘Significant’ needs to be evaluated and related to both ‘sportswear’ and ‘fashion accessory’</p> <p>What is perceived to be ‘fashion’ by an observer may not be the intention of the wearer</p> <p>Celebrity endorsement encourages fashion</p>	50



Question	Answer	Marks
8	<p><b>‘Sculptures made from materials like wood, clay, stone or glass have ornamental value but nothing else.’ To what extent do you agree?</b></p> <p>The growth of tourism has encouraged this view (elaborately decorated to emphasise ‘ornamental value’)</p> <p>Sculpting can just be about aesthetics (appreciation of the beautiful object created by the sculptor)</p> <p>‘Ornamental’ suggests decoration for its own sake, to enhance a ‘look’</p> <p>Sculpting suggests hand-crafted, time-consuming, personalised, creative so has artistic value as well</p> <p>Could have religious, historical and cultural significance</p> <p>Could be functional (glass vase, clay pot, stone fountain, wooden utensils)</p> <p>Could represent a community as their identity or income</p> <p>Could be family heritage</p> <p>As an art form, such sculptures can have deeper, multi-faceted, meanings</p> <p>A personal view is required which balances ‘ornamental’ with other values and reaches a reasoned conclusion</p>	50

Question	Answer	Marks
9	<p><b>‘Adverts have to be memorable to be successful.’ Examine this claim.</b></p> <p>Eye-catching slogans</p> <p>Connection with brand (verbal and visual cues)</p> <p>Create a storyline which connects to the audience</p> <p>Humour and satire can be memorable</p> <p>Not just one-offs but a series which carry theme and character, connecting to the brand</p> <p>Needs imagery which has immediate impact</p> <p>Needs to be simple and clear</p> <p>Quality is essential, as part of a marketing strategy</p> <p>Depends on the medium (TV, magazine, billboard, internet)</p> <p>Jingles/music can be easily recalled to connect to the brand</p> <p>New products need as much factual information as possible.</p> <p>Celebrity endorsement</p> <p>High end products do not require targeted marketing</p> <p>There needs to be an informed discussion with a reasoned conclusion</p>	50

Question	Answer	Marks
10	<p><b>‘Everyone has a story to tell, but few write it down.’ Explain why this might be the case.</b></p> <p>Everyone lives a story through life experiences  Stories tend to be internalised via memories  Oral storytelling can be part of a culture/heritage common to everyone  Oral storytelling is part of social interaction  Few have the inclination, or creative skills, to shape and develop our stories into something which is readable and can connect to a wider audience  Effective writing requires talent and knowledge of the impact of language (needs to be learnt)  New technology and global communication encourages people to write about experiences/feelings. Everyone can now write down their story for others to read.  ‘Write it down’ does not mean it has to have shape - diary fragments are common  Need time to think and plan so ‘your story’ has setting, structure, character (telling the story is quicker, spontaneous and a transient experience for others)  ‘Explain why’ needs to be addressed with some sort of evaluative conclusion</p>	<b>50</b>