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**GENERAL PAPER**

**8004/12**

Paper 1

**May/June 2017**

MARK SCHEME

Maximum Mark: 100

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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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**USE OF ENGLISH CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b> <b>‘excellent’: fully operational 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’: effective 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’: reasonable 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 weak’: inconsistent 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’: little/(no) effective 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**

<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.  <b>bracketed descriptors denote 0–2 range</b></p>

Question	Answer	Marks
1	<p><b>Can the hunting of animals ever be justified?</b></p> <p>As an initiative to control animal populations (culling)  As food  To fund the infrastructure of national parks  If animals threaten local populations  Distinguish between small animals (vermin) and 'big game'  As long as it is sustainable  Trophy hunting (as an egotistical/expensive hobby)  Likelihood of wounding an animal thus causing prolonged suffering  Protected species (ethically, conservation as a way forward)  Killing living species as a pastime is morally dubious  Public opinion is usually against it</p>	50

Question	Answer	Marks
2	<p><b>Assess the consequences of spending more than is earned.</b></p> <p>Personal/family and/or national contexts may be discussed  Cost of debt  Family break-up  Depression  Homelessness  Bankruptcy  Incurring debt need not be disastrous (e.g. mortgage)  Borrowing for a purpose  Business start-up  Taking advantage of low interest rates  Debt reduction plans  Cuts might work (e.g. careful household budgeting)  Seek advice from various agencies</p>	50

Question	Answer	Marks
3	<p><b>How far do you agree that people from history considered ‘great’ rarely deserve the title?</b></p> <p>‘Great’ is a subjective term            Anyone from history can be used as an example            As warrior/leader/politician/rebel/scientist/humanitarian/local historical figure            ‘Great’ in a cultural/biased context but modern perspectives might offer a more critical view            Characteristics/attitudes/actions/events/policies which might be viewed as justifying ‘great’            Identifying negative aspects            ‘Great’ is often viewed as conquering others/creating empire            How can a modern perspective be reconciled with one from a specific historical period?            Contemporary figures can be mentioned but must not dominate the whole response</p>	50

Question	Answer	Marks
4	<p><b>To what extent are refugees the responsibility of other countries?</b></p> <p>This could include migrants moving to seek better living conditions (in which there is an element of choice) but is primarily about people who are forced to move due to war/natural disaster/persecution etc.            Status of refugees (with rights)            Global responsibility            Humanitarian response/crisis (overloaded ships/drowning in the Mediterranean) moral responsibility to rescue.            Escaping war, repression, poverty, intolerable lives            Equality (right to seek a better life)            Accountability of the traffickers            Fair distribution            Responsibility of UN/IOM (International Organisation for Migration)            Other countries already overcrowded, with a lack of resources            Accountability of country of origin</p>	50

Question	Answer	Marks
5	<p><b>'Places where natural disasters are likely should not be inhabited.'</b> <b>Explain your view.</b></p> <p>Always a risk to life Expense of securing infrastructure/reconstructing Expense and inconvenience of constant evacuations Can instil a perpetual feeling of helplessness and fear with the knowledge that lives/property could be destroyed Modern technology can now predict such places Already a historical settlement (San Francisco, New Orleans, Kathmandu) Depends on type of disaster and its high risk frequency (seasonal hurricane or occasional earthquake) Risk assessment (an individual's choice) Could be benefits (access to the coast, rich volcanic soil) Cost of uprooting communities</p>	50

Question	Answer	Marks
6	<p><b>'In order to protect the planet, tourism should be discouraged.'</b> How far do you agree?</p> <p>Aircraft pollution Demands for energy (more power stations) Demand for food Demand for local transport Rural land/forests/conservation areas taken for tourism infrastructure Tourist pollution created (rubbish, sewage) Ecosystems destroyed (increases damage to reefs through snorkelling, diving, boat excursions) Adventurous tourists are encouraging the opening up of previously inaccessible locations (Brazilian rainforest, Galapagos islands) Ecotourism could be encouraged to improve the natural environment Widens appreciation and respect for the planet Environments are conserved because of tourism The planet is vast with many tourist free wildernesses Carbon offset</p>	50

Question	Answer	Marks
7	<p><b>Is it more acceptable to say ‘I can’t do mathematics’ than to say ‘I can’t read’?</b></p> <p>Anti-maths culture among parents (mock their own ineptitude)  ‘I can’t do maths’ usually means being unable to do complex maths  Not viewed as essential (or related to everyday life)  More stigma attached to illiteracy (seen as uneducated/low ability)  Reading needed to function in everyday life  Reading needed to engage in social media/internet  Maths seen as an elitist speciality for clever eccentrics  Technology reduces the need for mental calculations  Maths is frequently needed in everyday activities  A reasoned conclusion could assess whether it is more acceptable</p>	50

Question	Answer	Marks
8	<p><b>‘Science will always appeal more to men than women.’ Assess this view.</b></p> <p>In some countries there has been an increase in the percentage of females taking STEM (Science, Technology, Engineering and Mathematics) subjects at A Level, but this is still low – 25% in the UK.  The educational status and role of women in society  Still a gender imbalance  More females than ever before have jobs in medical research and civil engineering  ICT, Physics, Technology and Maths are still dominated by males  Today the traditional Biology, Chemistry and Physics have diversified in to many areas</p>	50

Question	Answer	Marks
9	<p><b>Examine whether television is anything more than an escape from reality.</b></p> <p>Viewed as an entertainment leisure activity designed to escape school/work  As a means of relaxation and stress relief  A range of programmes and channels aimed at a wide audience and varied tastes to create entertainment for everyone  Can be educational (documentaries/quiz shows/children’s TV)  Access to news/sport/world events  Access to thought-provoking drama  Has now become interactive with controlled viewing  Television is more a background facility as the internet and social media dominate</p>	50

Question	Answer	Marks
10	<p><b>To what extent should comedy be taken seriously?</b></p> <p>Can be satirical as a way of criticising the powerful  An exaggerated view of the human condition with all its eccentricities and flaws  ‘Black’ comedy deals with taboo subjects  Serious themes need to be identified  Depends on its purpose (to entertain, visual slapstick, criticise)  Different types of comedy (stand up, situation, sketches, caricature etc.)  Depends on audience taste  Should it just be about laughter and enjoyment?</p>	50



Question	Answer	Marks
11	<p><b>How necessary is it to still have professional photographers when many people can capture images on their mobile phones?</b></p> <p>Photographers have skills/tell stories through images            Paid photographers have access to restricted areas (celebrity, royalty, war)            Digital images are rarely printed            Trust professionals to create perfect pictures (wedding/school/family portrait) rather than instant snap shots            Cost is avoided by doing it yourself            Spontaneous images by amateurs are used by newspapers/magazines (keen to cut costs)            Images on social media are more valuable than those in print            The emphasis is on still photography but do not penalise if videos are considered</p>	<b>50</b>

Question	Answer	Marks
12	<p><b>To what extent are traditional arts and crafts still important in <u>your</u> country?</b></p> <p>Must address 'your country'            Maintains a country's identity            Enables local employment            Tourist souvenirs            As examples of local artistic talent and skills            Allows traditions to survive            Younger generation disinterested/not willing to learn and continue the skills            Mass production to feed a hungry tourist industry            More important issues (regular employment)            Needs government support to publicise/exhibit/encourage</p>	<b>50</b>