

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level

MARK SCHEME for the October/November 2007 question paper

8004 GENERAL PAPER

8004/01

Paper 1, maximum raw mark 100

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

USE OF ENGLISH (maximum 20 marks)

Refer to the Use of English criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).

Examiners should match the overall quality of the English with one of the general descriptors (ranging from 'weak-very weak' to 'excellent') as the first stage of the Use of English assessment. The quality statements which are typically found within each band should help in placing the mark for English at the appropriate place within the identified range. The criteria should be used with some flexibility; Examiners should look for a best fit.

CONTENT (maximum 30 marks)

Refer to the Content criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).

Examiners should make an initial general quality judgement using one of the descriptors, (bearing in mind photocopies of scripts discussed at the Co-ordination meeting). This overall judgement should then be refined within the identified band to arrive at the mark the essay merits. Again, a flexible approach is necessary: although the characteristics of each band are typical of work within that range, they are neither inclusive nor exclusive.

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

USE OF ENGLISH CRITERIA TABLE

	Marks	
<p>Band 1</p> <p>‘excellent’: fully operational command</p>	18–20	<ul style="list-style-type: none"> • 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>Band 2</p> <p>‘good-very good’: effective command</p>	14–17	<ul style="list-style-type: none"> • 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>Band 3</p> <p>‘average’: reasonable command</p>	10–13	<ul style="list-style-type: none"> • 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 • reasonable spelling/punctuation
<p>Band 4</p> <p>‘flawed but not weak’: inconsistent command</p>	6–9	<ul style="list-style-type: none"> • 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>Band 5</p> <p>‘weak-very weak’: little/(no) effective communication</p>	0–5	<ul style="list-style-type: none"> • almost every line contains (many) 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 • (very) poor spelling and vocabulary <p>bracketed descriptors denote 0-2 range of marks</p>

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

CONTENT CRITERIA TABLE

<p>Band 1</p> <p>‘excellent’:</p> <p>very good and comprehensive knowledge/understanding of topic</p>	<p>26–30</p>	<ul style="list-style-type: none"> comprehensive coverage, totally relevant material, interesting, 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>Band 2</p> <p>‘good-very good’:</p> <p>good knowledge/understanding of topic</p>	<p>20–25</p>	<ul style="list-style-type: none"> 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>Band 3 UPPER</p> <p>‘average’:</p> <p>sound knowledge/understanding of topic</p>	<p>16–19</p>	<ul style="list-style-type: none"> 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>Band 3 LOWER</p> <p>fair knowledge/understanding of topic</p>	<p>13–15</p>	<ul style="list-style-type: none"> 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

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

<p align="center">Band 4</p> <p align="center">‘flawed but not weak: limited knowledge/understanding of topic’</p>	<p align="center">7–12</p>	<ul style="list-style-type: none"> • 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 align="center">Band 5</p> <p align="center">‘weak-very weak’: poor/very poor knowledge/understanding of topic</p>	<p align="center">0–6</p>	<ul style="list-style-type: none"> • (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>bracketed descriptors denote 0-2 range</p>

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

PROVISIONAL NOTES ON INTERPRETING QUESTION REQUIREMENTS
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Q 1

How far are ‘ordinary’ people important in the history of a country?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a ‘right’ answer. Any view as to the degree to which ‘ordinary’ people are or are not important in a country’s history may receive Content marks.
- Allow for a broad interpretation of ‘ordinary people’ (which some candidates might interpret to mean ‘poor’ etc.). Allow interpretation of ‘country’ as ‘countryside’.
- Candidates may write an answer restricted to consideration of one particular country and score top band Content marks.
- Examples of areas for discussion and exploration with reference to the question include:
 - what might we actually mean by ‘ordinary’?
 - examples of major changes caused through actions of ‘ordinary people’ (e.g. revolutions, suffrage)
 - different types of history – social, political, military, geographical etc. – and how the roles of ‘ordinary people’ within these may be interpreted very differently
 - what actually makes a country’s history – can/should we prioritise one type of history (see above) over another?
 - how ‘ordinary’ people might not have left records/evidence behind, and so their role might consequently be overlooked/ignored

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 2

Sport is a greatly overrated activity.’ How far do you agree?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a ‘right’ answer. Any degree of agreement or disagreement with the opinion in the question can receive Content marks.
- A candidate who restricts the answer to consideration of just one sport should not receive a Content mark above Band 3.
- Examples of areas for discussion and exploration with reference to the question include:

health advantages of sport
ways in which sport might allow us to indulge competitive streak / combat etc. in ‘safe’/controlled environments
sport’s role in international politics
limitations of sport as a leisure activity (what it can’t do compared to more intellectual activities etc.)
what we mean by ‘sport’ – a very wide category; are some sports more/less ‘over-rated’ than others?
coverage of sport in the media (e.g. at expense of other more pressing and important concerns)
views about financial outlay and costs

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 3

How far is it possible for societies to provide equal opportunities for all their citizens?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which this is or is not possible for societies can receive Content marks.
- A candidate who restricts the answer to consideration of a particular society/country may still receive Content marks in Band 1.
- A candidate who interprets the question as referring specifically to equal opportunities for men and women may still receive Content marks in Band 1.
- Examples of areas for discussion and exploration with reference to the question include:

what do we mean by 'equal opportunities' (reference to gender, ethnicity, class etc.)
 methods and outcomes of relevant legislation
 economic and social factors at work in particular societies
 how provision of equal opportunities might be monitored
 obstacle of resistance to equal opportunities when rooted in cultural/religious issues
 extent to which 'equal opportunities' are essential in a society

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 9	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 4

To what extent can small businesses survive in the modern economic climate?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which small business can or cannot survive can receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:

need for small businesses in industry, commerce and retail to be highly specialised in a niche market
 consumer views about personal treatment and service
 effects of internet /online ordering etc. on small businesses;
 advantages/disadvantages
 effects of globalisation
 lack of economies of scale
 examples of thriving small businesses

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 10	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 5

'The most effective learning takes place away from school.' How far do you agree?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which this does or does not happen can receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:

what do we learn outside school which is not generally available at/in school?
definitions of what constitutes 'learning' – informal/formal learning, 'academic learning', general life skills, etc
role of parents, grandparents, siblings, peer groups
rites of passage
importance of personal initiative – finding things out for oneself
homework done outside school
how and what children might learn from the internet at home

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 11	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 6

How far can poorer countries benefit from scientific developments?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which poorer countries may or may not benefit can receive Content marks.
- Allow for a broad interpretation of 'poorer'. There is no requirement for candidates to contrast 'richer' with 'poorer' (though some better answers are likely to do this). Allow for a broad interpretation of 'scientific' to embrace technology / medicine etc.
- Examples of areas for discussion and exploration with reference to the question include:
 - extent to which difficulties posed by pricing are insurmountable / avoidable
 - declining prices; increasing affordability of new technologies; pricing of medicines may be slower to decline
 - ways in which companies/countries might not see it in their financial/political interests for poorer countries to profit
 - 'globalisation'
 - problem of the 'brain drain' of talented scientists being attracted to richer countries for study, practice and research
 - who the main beneficiaries actually are within a country – the state/individuals/particular groups

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 12	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 7

Discuss the view that the internet can be more harmful than helpful.

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which the internet is more harmful than helpful can receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include

ready access to huge amount of information, quickly, cheaply
value of internet to those in remote areas
global benefits of information sharing; collaboration; advantages and disadvantages of wiki-type sites (e.g. wikipedia)
internet shopping
misleading information and offensive material on internet; internet and propaganda
blogging sites – advantages and disadvantages
information overload; difficulties of learning how to navigate and select successfully
cybercrime

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 13	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 8

Do you think there is a conflict between science and religion?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which there is or isn't a conflict can receive Content marks.
- Allow for a broad interpretation of 'science' to embrace technology/medicine.
- An answer which restricts its scope to one religion may still receive Band 1 content marks.
- Examples of areas for discussion and exploration with reference to the question include:
 - arguments that 'spiritual' and 'empirical' belong (or don't belong) to different realms and so do not conflict
 - the long-standing "faith vs. evidence" debate
 - Darwinism and evolution
 - creationism
 - comparison of views of different religions with regard to standing of science
 - ideas of recent writers such as Hawking, Dawkins and Hitchens

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 14	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 9

What can be done to make young people more aware of the importance of mathematics as a subject?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the nature of what can (or can't) be done may receive Content marks.
- Allow for a broad interpretation of 'young people'. Candidates might restrict their consideration to, e.g., infants/teenagers/students and still receive Band 1 content marks.
- Examples of areas for discussion and exploration with reference to the question include:
 - making young people aware of career opportunities and prospects for mathematicians
 - new classroom methods and strategies for encouraging numeracy in the very young
 - encouraging young people to see the importance of mathematics in everyday life by stressing relevance (e.g. in statistics, personal finance etc.)
 - importance of acquiring maths skills for success in other subjects (e.g. astronomy, economics, physics)
 - ways computer technology and games might be harnessed in encouraging interest in maths
 - whether other subjects are a more urgent priority to encourage than mathematics

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 15	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 10

How far can countries be prepared for a serious outbreak of disease?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which countries can be prepared for this can receive Content marks.
- An answer which confines itself to consideration of one particular country only and/or consideration of one type of disease outbreak only may receive Content marks no higher than Band 2.
- Examples of areas for discussion and exploration with reference to the question include:
 - extent to which disease breakout might be predicted successfully
 - halting of unexpected outbreaks of disease by international cooperation in research laboratories and containment
 - problems for poorer countries, especially where international assistance not forthcoming
 - role of the military and of governments; contingency planning
 - lessons learned (or not learned) from previous disease outbreaks
 - information campaigns and their effectiveness

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 16	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 11

In what ways can advertising be useful and entertaining?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the ways in which and degree to which advertising can be useful and entertaining can receive Content marks.
- An answer which restricts itself to just one field of advertising (e.g. television/newspaper ads) should not receive a Content mark higher than Band 2.
- The question does not specifically ask candidates to assess advertising which is *simultaneously* useful and entertaining. Candidates might treat these as two discrete areas, and receive content marks in band 1.
- Examples of areas for discussion and exploration with reference to the question include:
 - advertising as a source of information – government campaigns, awareness campaigns etc
 - usefulness to public of being able to compare different products
 - use of photography and imagery
 - humour, jingles, word play, music: ways in which these can be useful (to advertisers/to public) in reinforcing messages and products

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 17	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 12

'The media focuses too much on opinion, rather than fact.' How far do you agree?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any degree of agreement or disagreement with the statement can receive Content marks.
- An answer which restricts itself to one area of the media should not receive Content marks above Band 2.
- Examples of areas for discussion and exploration with reference to the question include:
 - reporting of controversial issues and news
 - controversy's role in helping to sell newspapers and increase viewing figures
 - extent to which media approach 'ordinary people' for their views – effectiveness/representativeness of this
 - media and propaganda
 - newer formats for expression of personal views – e.g. blogging
 - public/government monitoring of media accuracy

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Page 18	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 13

'The way we speak reveals who we are.' Is this true?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to how true the statement is can receive Content marks.
- Allow a broad interpretation of 'the way we speak' to incorporate accent / manner / accuracy / 'bad' language etc - but bear in mind that the task should focus on *how* we speak as distinct from *what* we say.
- Examples of areas for discussion and exploration with reference to the question include:
 - speech as indicator of class/intelligence/status/cultural background/upbringing/education
 - fashions in words and accents
 - limitations of making judgements of people by how they speak
 - ways in which speech might be disguised or transformed; and why people might wish to do this
 - the many other ways in which people might better reveal themselves
 - whether these issues are more or less important in particular cultures/languages compared

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

Q 14

Consider the influence of writers from your region on its culture.

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree of influence of writers from the candidate's region might receive Content marks.
- Allow for a broad interpretation of 'region' to include town/state/county/country/large area of the world (e.g. South Asia)
- Allow for a broad interpretation of 'writers' which might include literary writers (e.g. novelists/poets/dramatists), children's writers, writers of journalism, textbook writers, copywriters etc. Examples do not need to be contemporary.
- Give credit to use of appropriate local/national/international examples.

Page 19	Mark Scheme	Syllabus	Paper
	GCE AS LEVEL – October/November 2007	8004	01

Q 15

Is it more important to preserve old buildings or to encourage new forms of architecture?

Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.

Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to which of these is more important can receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:

the idea that this is a false opposition – we can do both, balancing history and innovation
importance of nurturing new talent
examples of important buildings and reasons for their preservation
changing tastes/fashions in architecture and building
needs of growing populations in restricted areas

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.