

MARK SCHEME for the October/November 2014 series

8001 GENERAL PAPER

8001/11

Paper 1, 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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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/paragraphing • 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) 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>bracketed descriptors denote 0–2 range of marks.</p>

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CONTENT CRITERIA TABLE

Band 1 ‘excellent’: very good and comprehensive knowledge/understanding of topic	26–30	<ul style="list-style-type: none"> • 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.
Band 2 ‘good–very good’: good knowledge/understanding of topic	20–25	<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.
Band 3 UPPER ‘average’: sound knowledge/understanding of topic	16–19	<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.
Band 3 LOWER fair knowledge/understanding of topic	13–15	<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.
Band 4 ‘flawed but not weak: limited knowledge/understanding of topic’	7–12	<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.

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Band 5 ‘weak-very weak’: poor/very poor knowledge/understanding of topic	0–6	<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>
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Introduction

Always seek the best fit from the Use of English and Content tables before finalising your mark. It is recommended to select the relevant band and then to adjust up and down the scale as necessary, working from the middle of the band.

No question is seeking a ‘right’ answer. Any view relevant to the set question may receive marks for Content. Well-argued support for points will be rewarded. Answers should be focused on/around ‘key’ words.

N.B. For all questions

- **Various views will be acceptable, but must be argued logically and supported by illustrations/examples for a mark in the top two bands.**
- **Examples given below of areas for discussion and exploration per question are indicative only. They are not an exhaustive list.**

The lists below are neither exhaustive nor prescriptive. Candidates should be rewarded for the clear presentation of an argument and the degree to which it focuses on the keywords of the question.

To achieve Bands 1 and 2 candidates must use a good range of illustration, present well-developed points and demonstrate logical analysis including a reasoned conclusion.

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1 Evaluate the extent to which sport and leisure should be priorities for your country.

Keywords: 'Evaluate the extent' and 'sport and leisure' and 'priorities' and 'your'.

- Improve health of the nation
- Constructive use of free time
- Encourage better self-image (e.g. reduce obesity)
- Participate in prestigious world events (e.g. Olympics/World Cup)
- Promote interest in outside work
- Escapism
- Reduce stress/depression
- Social/family benefits

- There are other financial priorities (education/economic/health/welfare)
- Basic survival
- Could just cater for a minority
- Too obsessed with winning (e.g. China/Russia)

2 'Studying the history of your own country is of more value than studying the history of other countries.' How far would you agree with this statement?

Keywords: 'Studying' and 'your' and 'more value' and 'other countries' and 'how far' and 'agree'.

Own Country: Expect local illustration

- Identity/belonging/pride
- Easier access to sites/documents/evidence
- More real/interesting/meaningful
- To understand the political evolution of their country (well informed when making choices/voting)

Other Countries:

- Avoids isolationism
- Own country's place in world history
- Often the produce of other influences/countries/civilisations
- Migration is constant – necessary to widen studies
- The processes of human development are common to many countries
- Political borders are relatively recent developments

Both 'your country' and 'other countries' need to be considered followed by a reasoned conclusion addressing 'more value'.

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3 To what extent is ‘people power’ the key to achieving a democratic society?

Keywords: ‘To what extent’ and ‘people power’ and ‘key’ and ‘democratic society’.

- Equality
- Accountability
- Remove repression/dictatorship (e.g. Arab Spring)
- Group power is more effective than individual
- Little alternative if country is undemocratic
- World publicity/aid (e.g. Libya)
- The worst system apart from all the others

- Mob rules/anarchy
- Violence – innocent victims (e.g. Syria)
- Power vacuum
- Opportunity for the military/fundamentalism to take over (e.g. Egypt)
- Can fail (e.g. Bahrain/Zimbabwe)
- Potential for civil war
- Democratic elections do not always give power to the people
- Electoral colleges give as much weight to the few as the many

4 Multi-national companies often exploit the resources of other countries. To what extent should they be made responsible for any damage caused?

Keywords: ‘Multi–national companies’ and ‘exploit’ and ‘resources’ and ‘To what extent’ and ‘responsible’ and ‘damage caused’.

- They have a responsibility to protect weak states
- Responsibility to local communities (e.g. BP in the Caribbean)
- Compensation for disruption of local livelihoods
- Fair wages
- Environmental (e.g. pollution/destruction of wildlife)
- Outside monitoring
- Neglect of health and safety to cut costs

- Natural disasters
- Shared responsibility with local contractors
- Allowance for mechanical failure
- Damage could be replaced with improved infrastructure/investment
- The lack of oversight is as much to do with the country as the company

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5 ‘No one should be prosecuted for helping the terminally ill to die with dignity.’ How far do you agree with this statement?

Keywords: ‘prosecuted’ and ‘helping’ and ‘terminally ill’ and ‘dignity’ and ‘how far’ and ‘agree’.

- Personal choice/freedom to be respected
- ‘Dignity’ is a human right
- A measure of compassion and love (which should not be punished)
- Forced to go to a legal country (e.g. Dignitas in Switzerland) – expensive/unfamiliar/suffering
- Not a matter for the State
- Precious time wasted (e.g. legal battles)

- Legal protection from exploitation
- Health professionals know best
- Sanctity of life
- Religious objections
- Always a chance of a cure/new treatments

A reasoned conclusion is needed specifying level of agreement /disagreement.

6 To what extent should countries have the right to develop their own energy programmes?

Keywords: ‘To what extent’ and ‘right’ and ‘develop’ and ‘energy programmes’.

- Help developing countries alleviate their energy problems (e.g. exploration for fossil fuels)
- Exploit own resources before other countries do it (e.g. China/Africa)
- Expand economically
- Depends on indigenous resources/geography (e.g. HEP/wind/solar)
- Sovereign right to develop without interference
- Nuclear controversy (e.g. Iran sees ‘trade off’ as an outrage/sacred value/their legal right)
- Fairness (the West already possesses nuclear energy)
- India already has a complete fuel cycle (from uranium exploration to industrial production)

- What if resources ‘dry up’ – needs energy trade links with other countries (e.g. Russia)
- Financial implications of exploring and setting up an energy programme
- Effect on environment/indigenous population
- Extent of outside interference
- The West’s concern with Iran’s capability for nuclear weapons
- The need for expertise and technology might have to come from another country
- Oil and gas reserves often owned by foreign interests

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7 ‘Nowadays the use of the internet is a necessary part of our daily lives but, for some, it has become an addiction.’ Discuss.

Keywords: ‘necessary’ and ‘daily lives’ and ‘addiction’ and ‘Discuss’ and ‘agree’.

- Instant communication/retrieval of information
- Democratised mass communication
- Revolutionised the way we organise our social life (e.g. Facebook, Twitter, MySpace)
- Changed the shape of entertainment (e.g. YouTube and iPlayer)
- Financial transactions (e.g. banking/business/bill paying/BACS/shopping - eBay)
- Distant family communication (e.g. email/Skype)
- Always accessible communication (e.g. smartphones/iPhone/Blackberry)
- Instant messaging
- Important to daily routines (e.g. school/leisure/need to check emails)

- Spend too much time – damage and disruption to our daily life
- On-line games
- On-line gambling/shopping/pornography
- Social networking – only existing in a virtual world
- Isolation and psychological damage
- At the expense of other activities

8 How far do you agree that music is an important aspect of a film? Refer to specific examples.

Keywords: ‘How far’ and ‘agree’ and ‘music’ and ‘important’ and ‘film’.

- Highlight emotion
- Excitement/suspense
- Entertainment (e.g. musicals)
- Indicate period (e.g. the Sixties)
- Draws audience in – pitch/tempo/melody (especially opening/closing credits)
- Shapes character
- Intensifies action scenes
- Silent movies (e.g. The Artist)
- Accompanies visual comedy
- Helps with continuity

- Can distract
- Overbearing
- Dialogue/drama without music is more naturalistic
- Too much manipulation
- Depends on the theme/style/plot of the film
- Needs to be discrete/sensitive/balanced

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9 ‘Modern technologies such as E-readers, texting and the Internet encourage rather than discourage reading.’ Discuss.

Keywords: ‘Modern technologies’ and ‘encourage’ and ‘rather than discourage’.

- Kindle portability – stores many books. More to read at any time
- Internet – need to read to socially participate/communicate/establish relationships
- Encourage reading in detail (e.g. Wikipedia)
- Blogging – other people’s diaries
- Facebook/Twitter – reading ‘quick-fire’ conversations
- Written communication by any means has to be read

- Only read social networking
- Too much ‘text talk’ – discourages reading complete words and sentences
- No sense of progress (e.g. turning the page)
- Constant emphasis on brevity

10 To what extent are ‘reality shows’ on television actually ‘real’?

Keywords: ‘To what extent’ and ‘reality shows’ and ‘television’ and ‘real’.

- Access for ordinary people
- Real humiliation (preliminary rounds of e.g. Pop Idol/X Factor)
- Comments from judges (real power/control/criticism)
- Real talent and lack of it
- Real aspirations and ‘let-downs’
- Gladiatorial (humiliation becomes entertainment)
- Cross-section of society (e.g. Big Brother)

- False expectations
- Obsession with fame and celebrity
- Very few are successful
- Unreal world of entertainment (ratings are important)
- How real is the behaviour in programmes like Big Brother
- Distorted view of achievement

Allow first person or fly on the wall documentaries.