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**GENERAL PAPER**

**8001/11**

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 **8** 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**

<b>Band 1</b> <b>‘excellent’:</b> <b>very good and comprehensive knowledge/ understanding of 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/ understanding of 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/ understanding of 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/ understanding of 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 weak: limited knowledge/ understanding of 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 knowledge/ understanding of 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>How far is it possible for an individual to make a stand against the society in which they live?</b></p> <p>Depends on the nature of the society Likelihood of success Method of protest Friends, family, and school pressures to conform Legal pressures Coercive power of the state Economic pressures Examples of previous success – the Suffragettes, Feminists Not only the good stand up</p>	50

Question	Answer	Marks
2	<p><b>'It is important for nations as well as people to remember and celebrate anniversaries.' Discuss.</b></p> <p>Family cohesion and celebration National cohesion and celebration Difference between remembering and celebrating Can serve as a warning for the future May limit new thinking Emancipation Matters of religious significance Honouring individuals May be better to forget May encourage jingoism and division</p>	50

Question	Answer	Marks
3	<p><b>Examine the measures needed to make <u>your</u> country more equal.</b></p> <p>Income redistribution and its feasibility Educational opportunity Health care Decent housing Constitutional change Gender equality Job opportunities Access to legal aid Regular elections and a healthy opposition A fair and balanced tax system Independent media Cultural opportunities</p>	50

Question	Answer	Marks
4	<p><b>Consider the extent to which women in positions of political power could make a difference.</b></p> <p>Examples of women leaders            May consider the family context more            Understand budget constraints            Less likely to demonstrate aggression and willingness to fight            Not so vulnerable to group think            Understand the problems of women            Role models for other women            Change cultural perceptions            Politics becomes more inclusive            A better reflection of the population            Encourage more flexible working hours            Research shows women are more prone to verbal attack            Could lead to men feeling disempowered</p>	50

Question	Answer	Marks
5	<p><b>‘Science will never be able to provide solutions to everything.’ Discuss.</b></p> <p>It has never claimed to            The only discipline that avoids conclusions based on assumption and speculation            Without science we would remain ignorant            Science asks the questions that need answering            Mysteries are simply waiting to be unlocked            Scientists can be dogmatic and arrogant            Incurable diseases still exist            Some branches of Science do not get the recognition they might deserve</p>	50

Question	Answer	Marks
6	<p><b>Environmental concerns are widespread today. How effectively are some of these being addressed?</b></p> <p>Evidence that the hole in the ozone layer is diminishing            Recycling is becoming second nature to many            International agreements do not prove to be binding            Not all countries sign up to these            High pollution levels in several parts of the world            Countries not willing to change their energy use            The green movement is becoming more of a presence in national parliaments            Plastic is a huge problem on land and sea            Bleaching of coral reefs and responses to this international issue            The management of risks associated with the transportation of oil</p>	50

Question	Answer	Marks
7	<p><b>‘Advertising relies too much on stereotyping people.’ To what extent do you agree?</b></p> <p>Product placement, for example to attract children            Use of colours – gender stereotypes            Power of the brand name and logo – appeal to different age groups            Notions of manliness or femininity            National characteristics            Amusing stereotypes            Class stereotypes            Stereotyping can promote belonging/identification            Political correctness            Celebrity endorsement            People enjoy adverts/they can be entertaining and intriguing</p>	50

Question	Answer	Marks
8	<p><b>How relevant are the performing arts in education today?</b></p> <p>Could be seen as expendable when cuts have to be made            Might have a natural appeal to young children            Could be argued that other subjects are more important            Short-sighted view of the Arts particularly in a post-industrial age            Various career possibilities can be linked at an education in the performing arts            Confidence in so-called core subjects can be increased through the arts            The need to maintain a cultural traditions            Therapeutic aspects of a performing arts education            Encouragement of teamwork            Some feel that they do not have a natural disposition to performing arts</p>	50

Question	Answer	Marks
9	<p><b>Explain why there is more to fairy tales, myths <u>and/or</u> fables, than merely simple stories.</b></p> <p>The key function of story-telling in pre-literate civilisations            Historical interest, e.g. King Arthur and the Round Table            Can contain secret messages            Morality tales, dire warnings of what could happen            Vikings, tales of power, their gods and exploration            History of oral stories            Can be relevant to modern times and updated to more recent versions            The interface between myth and reality            Psychological power of these            The power of enchantment and appeal to the imagination</p>	50

Question	Answer	Marks
10	<p><b>Consider the cultural significance of food to <u>you</u> and <u>your</u> region.</b></p> <p>Food can provide individuals, families and regions with an Identity Religious symbolism and teachings linked to food Can provide a vital income through tourism Good for employment, helping to retain local people who might otherwise seek to migrate to larger towns and cities The effect of the food chains on local independent retailers The grab a bite, food on the go, mentality might suggest that food has become less important to some Widening of horizons – meeting other cultures Global outlets suggest a more homogenised food culture</p>	<b>50</b>