

---

**GENERAL PAPER**

**8004/13**

Paper 1

**October/November 2018**

MARK SCHEME

Maximum Mark: 100

---

**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.

---

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 denote 0–2 range</b></p>

Question	Answer	Marks
1	<p><b>Many writers have imagined a 'brave new world'. To what extent will life get better all the time in modern society?</b></p> <p>Physical comfort and health might be important considerations            Greater mobility and ease of travel and communication can enable ideas and solutions to spread quickly – can also lead to globalisation and homogenisation of environments            Greater access to formal education could enable more people to fully participate in the global economy – although could also lead to loss of cultural traditions            Depends on how quality of life is measured            Loss of spiritual values with a greater focus on monetary wealth            Dangers deriving from pollution            Forces of instability (unemployed youth)            Failure to control weaponry or viruses</p>	50

Question	Answer	Marks
2	<p><b>Consider the case for <u>and</u> against any <u>one</u> leader from the past.</b></p> <p>An example is needed            The chosen leader may still be alive            Variety of reasons may be offered to support arguments made            Varieties of leadership roles may be considered the exemplify the qualities of the chosen leader            Democracy and dictatorships could be considered in order to reach judgements            Self-interest of the leader or political party may be used when considering evidence and decisions made by the chosen leader            The degree to which empathy with ordinary people (as a uniting force)            We may get unorthodox responses but commentary is required.</p>	50

Question	Answer	Marks
3	<p><b>‘There should be no limitations on the freedom of speech.’ Discuss.</b></p> <p>Some may argue that there are no circumstances for limitations  Others may cite a range of contexts where free speech is inappropriate  Reasons of national security may be considered to be more important than freedom of speech  Freedom of thought is a different matter – can this be controlled or limited?  ‘Orwellian nightmare’ could be discussed  Where there are limitations gross injustices might occur  Many have struggled for the right to freedom of speech  The impact of great speeches  The right to be offended or the right not to be offended  Song lyrics, poetry and fiction may contain hidden messages  Social media may make it difficult/impossible to impose limitations</p>	50

Question	Answer	Marks
4	<p><b>‘Newspapers deliberately create panic and sensation in order to boost their circulation.’ How far is this true?</b></p> <p>The threat of health pandemics may be over-reported leading to unnecessary panic and stockpiling of medicines where they are not actually needed  Food and contamination reports may help to protect the public  Environmental issues and extreme weather events might need to create panic in order that populations evacuate areas or that help is received  Genuine issues of concern are raised through reports with no intention to create panic  The panic and sensation may not originate from reporting, but may be spread using social media commentary  Investigative journalism may have a role and purpose to unearth buried news and inform consumers  Threats to public safety could appear alarmist  Sensation might be required to boost circulation figures as a deliberate strategy to increase advertising revenues</p>	50

Question	Answer	Marks
5	<p><b>'In the era of increasing automation and computerisation, mankind will be unable to continue earning a living.' Discuss.</b></p> <p>Service industries could be seen as the most at risk from future automation and computerisation</p> <p>Revival of the artisan/arts &amp; crafts, although there are examples of automated art – can consumers identify handmade from mass produced?</p> <p>Robots replacing teachers or will there always be a roll for face-to-face instruction involving people?</p> <p>Entertainment and performing arts – performers might rely heavily on automation and computerisation to produce exceptional performances</p> <p>However new jobs/activities will arise either as people are pushed to find new work or as new industries emerge</p> <p>Farming and the large scale of food by agribusiness relies heavily on automation to feed a growing world population</p>	50

Question	Answer	Marks
6	<p><b>To what extent has science lost its role in promoting knowledge <u>and</u> understanding of the world we live in?</b></p> <p>Science can be suborned by big business</p> <p>The importance and relevance of scientific content in the school curriculum</p> <p>Political manipulation of science and research</p> <p>Various threats to research projects e.g. lack of funding</p> <p>Science does promote knowledge and understanding</p> <p>Some scientific research does not necessarily have an obvious and immediate benefit, but long-term could lead to ground breaking developments in medicine</p> <p>Science is increasingly being studied/combined with other disciplines to create new understandings of the world</p> <p>Science provides popular career paths</p> <p>Responses might consider whether science is meaningful for ordinary people</p>	50

Question	Answer	Marks
7	<p><b>‘Animals that once inhabited an area should be reintroduced.’ How far do you agree?</b></p> <p>Reasons for reintroduction are needed            To maintain the environment            Saving species that are in danger of extinction            Public fear of dangerous animals may lead to opposition            Some may question whether there such a thing as an original habitat – environments are continually evolving            Some reintroductions may be seen as unrealistic or impractical            Certain animals could pose a threats to agricultural landscapes            There might be the potential to provide a boost to tourism            Some creatures come back of their own accord and require no human encouragement            Some may suggest that non-indigenous creatures should be introduced</p>	50

Question	Answer	Marks
8	<p><b>Medical record sharing should be welcomed not feared. How far do you agree?</b></p> <p>People have a right to their own genetic information            Sharing of medical records between health services and the pharmaceutical industry could be an aid to research            Greater administrative efficiency and technology means that more robust and secure systems are possible            Danger of hacking or sharing medical records with the wrong people            Medical professionals might need to know an individual’s medical history in order to decide on an effective course of treatment            Information available to certain bodies may prejudice the interests of the patient            The requirement of consent by the individual to have their personal records shared            Essential in an increasingly mobile world of migration and global travel</p>	50



Question	Answer	Marks
9	<p><b>To what extent can body decoration be considered an art form?</b></p> <p>Responses may consider who or what defines work as art Skills of body decoration are often passed down through generations            History of tattooing goes back centuries            Examples of body decoration as culturally significant            Can be a badge of disgrace or persecution            Spiritual and decorative purposes            Can denote social differences and show group membership            Forms of endearment and used as a way of showing attachment to others            Peer group pressure or simply to make a statement as an individual</p>	50

Question	Answer	Marks
10	<p><b>Account for the popularity of second-hand fashion such as clothing, furniture, or other accessories.</b></p> <p>Can cost less money to buy second-hand fashion            There might be environmental reasons such as reducing the amount of waste or avoiding pollution created through manufacturing            Such items might be more attractive and unique            Shopping for these items is a different experience            Has become an industry in its own right generating jobs and income            Popularity of vintage has led to much of it becoming expensive            Online auction websites make it easier to acquire second-hand items</p>	50

Question	Answer	Marks
11	<p><b>With reference to <u>two</u> animated films, assess their artistic value.</b></p> <p>Clear examples must be given            Reference to the history of the genre            May have political/social value that could make them appeal to a wider audience            Different cultural contexts could be conveyed through animated films            Effects of colour and music on the audience could enhance artistic value            Iconic characters can be created through the use of animation            Educational value – animated Shakespeare, for example            Representation of imagery, events and actions, in a specifically artistic way</p>	<b>50</b>

Question	Answer	Marks
12	<p><b>If you were drawing up a short-list of <u>three</u> structures to be celebrated at the World Architecture Festival, how would <u>you</u> justify <u>your</u> choices?</b></p> <p>Examples are needed            Reasons for choice must be clear            Appreciation of the aspects of design and materials used in construction            Modern and classical architecture are admissible            Relationship of the structure to people            Purpose of the structure            Integration of the structure with its surroundings            Appeal to all the senses            Respect for space, art, technology and humanity            A range of structures could be mention, bridges for example</p>	<b>50</b>