

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

8004 GENERAL PAPER

8004/12

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, which would have considered the acceptability of alternative answers.

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

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

USE OF ENGLISH CRITERIA TABLE

	Marks	
<p align="center">Band 1</p> <p align="center">'excellent':</p> <p align="center">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 align="center">Band 2</p> <p align="center">'good – very good':</p> <p align="center">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 align="center">Band 3</p> <p align="center">'average':</p> <p align="center">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 align="center">Band 4</p> <p align="center">'flawed but not weak':</p> <p align="center">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 align="center">Band 5</p> <p align="center">'weak – very weak':</p> <p align="center">little/(no) effective command</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 expressions/idioms • (very) poor range of vocabulary; (very) poor grammar • (very) poor sentence structure/paragraphing • (very) poor spelling/punctuation. <p align="center">bracketed descriptors denote 0–2 range of marks.</p>

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

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, 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':</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.
<p>Band 4</p> <p>'flawed but not weak':</p> <p>limited knowledge/ understanding of topic</p>	<p>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>Band 5</p> <p>'weak – very weak':</p> <p>poor/very poor knowledge/understanding of topic</p>	<p>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 of marks.</p>

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

Section 1

1 How valid is it to claim that war cannot be avoided?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of war being unavoidable	Possible arguments against the inevitability of war
<ul style="list-style-type: none"> ⇒ Experience of the past ⇒ Survival of the fittest ⇒ Male domination ⇒ Competition for resources ⇒ Eradication of injustice (in final analysis). 	<ul style="list-style-type: none"> ⇒ Human nature not static ⇒ Core teachings of all religions ⇒ Other ways to solve disputes, e.g. UN ⇒ Threat of nuclear holocaust ⇒ World is increasingly 'international'.

2 'Superpowers do more harm than good in the world?' How far do you agree?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of superpower influence being harmful	Possible arguments of superpowers being a force for good in the world
<ul style="list-style-type: none"> ⇒ Overwhelming military power ⇒ Economic power ⇒ Ignoring international bodies ⇒ Imposing own values ⇒ Not practising what they preach. 	<ul style="list-style-type: none"> ⇒ Genuinely good intentions ⇒ Resources to achieve worthwhile results ⇒ Empowering women ⇒ Spreading democracy ⇒ Promotion of economic wellbeing ⇒ 'World policeman' role.

NB

A number of candidates have interpreted 'superpowers' in terms of the good and/or harm in the world caused by fictional characters with superpowers, such as Batman and Superman. This approach must be accepted and such answers marked in the usual way against the standard criteria.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

3 Should there be any limits to freedom of expression?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of limiting f of e	Possible arguments against limiting f of e
⇒ Stopping undue offence being caused	⇒ Who decides?
⇒ To protect religious sensibilities	⇒ Intellectual freedom
⇒ To protect racial minorities	⇒ Limits of state control
⇒ To protect the young	⇒ Minorities have a right to express their views
⇒ To control bigotry.	⇒ Inhibits creativity.

4 Can child labour ever be justified?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of justifying child labour	Possible arguments against justifying child labour
• Family income	⇒ Poor health
• Acquisition of skills	⇒ Lack of education
• Creation of cottage industries	⇒ Loss of childhood
• Young people feel valued	⇒ Abuse
• Often a necessity in some communities (especially rural).	⇒ Exploitation.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

5 'A society suffers if it fails to educate its women.' How far do you share this view?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

<i>Possible arguments in favour of society suffering if it fails to educate its women</i>	<i>Possible arguments against the inevitability of society suffering if it fails to educate its women</i>
⇒ They are 50% of population ⇒ Loss of creative input ⇒ Equality agenda ⇒ Entrepreneurial advantages ⇒ Transmission of skills.	⇒ Can be dangerous in some cultures ⇒ Frustration if education fails ⇒ Family neglect ⇒ Excessive feminisation/displacement of males ⇒ Arguments in favour of traditional gender roles.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

Section 2

6 Assess the ability of technology to ensure human happiness in the present century.

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in supporting the ability of technology to ensure happiness	Possible arguments to stress the limitations of technology to secure happiness
<ul style="list-style-type: none"> ⇒ Entertainment ⇒ Medical/Health ⇒ Improves learning ⇒ Mobility ⇒ Job possibilities/satisfaction. 	<ul style="list-style-type: none"> ⇒ Sedentary life ⇒ Isolation ⇒ Violence stimulated by video games ⇒ Possible health risks ⇒ Neglect of traditional crafts/recreations.

7 How far is mathematics 'the true universal language'?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of mathematics being THE universal language	Possible arguments against the idea that mathematics is all you need
<ul style="list-style-type: none"> ⇒ All languages use same signs ⇒ Calculation is free of language barriers ⇒ Helps progress of science ⇒ There is incr. evidence of underlying mathematical truths to explain the physical world. ⇒ Common denominator. 	<ul style="list-style-type: none"> ⇒ There are other 'languages' like music, art, religion ⇒ Maths has limitations, e.g. complexity ⇒ Mathematicians do not agree ⇒ There are eternal verities that are not 'scientific' ⇒ Cultural differences.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

8 'In order to progress we need to be in harmony with nature.' How true is this claim?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of progress only being brought about by harmony with nature	Possible arguments against the belief that progress is dependent upon harmony....
<ul style="list-style-type: none"> ⇒ Man is part of nature ⇒ Respect for nature ⇒ Universal morality ⇒ Medicinal benefits ⇒ Global warming. 	<ul style="list-style-type: none"> ⇒ Man needs to tame nature ⇒ Natural disasters are precipitated ⇒ Can be regressive to seek to be in harmony ⇒ Man can 'improve' on nature ⇒ Health threats caused by natural phenomena.

9 Is it really important to respect even the most insignificant of species?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of preservation of species	Possible arguments in favour of preservation of species
<ul style="list-style-type: none"> ⇒ Need to preserve the balance of nature ⇒ Possible future use for a species ⇒ Why is Man more important? ⇒ Brings pleasure and interest & understanding ⇒ Respect for species > respect for the world. 	<ul style="list-style-type: none"> ⇒ Need to preserve the balance of nature ⇒ Possible future use for a species ⇒ Why is Man more important? ⇒ Brings pleasure and interest & understanding ⇒ Respect for species > respect for the world.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

10 'Fears about global warming are often exaggerated and alarmist.' Do you have any sympathy with this view?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of fears of global warming being exaggerated	Possible arguments against the notion that GW is being exaggerated
<ul style="list-style-type: none"> ⇒ Some disagreement about the science of global warming ⇒ Other forms of power, e.g. Wind Farms & nuclear ⇒ Technology will overcome pollution ⇒ Accumulation of small actions ⇒ Governments do have power over companies ⇒ Overriding need to conserve resources will prevail. 	<ul style="list-style-type: none"> ⇒ Earth in interglacial period ⇒ Accumulation of evidence ⇒ Too late – damage has been done ⇒ Symbiotic relationship governments/companies ⇒ Growth of population leads to pollution.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

Section 3

11 How important is it for individual cultures to maintain their own art forms?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of the maintenance of cultural art forms	Possible arguments against the preservation of cultural art forms
<ul style="list-style-type: none"> ⇒ Loss of individuality ⇒ Homogeneity is tedious ⇒ Maintains local/national pride ⇒ Can lead to understanding a nation's past/present ⇒ Encourages tourism. 	<ul style="list-style-type: none"> ⇒ Some help to inhibit material 'progress' ⇒ Likewise, intellectual vision is limited ⇒ Can create disharmony ⇒ Need for evolution of art/creativity ⇒ Art needs to represent increasing w/w sophistication.

12 To what extent should the media lead or follow public opinion?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of the media giving the lead	Possible arguments in favour of media reflecting public opinion
<ul style="list-style-type: none"> ⇒ Combating ignorance & prejudice ⇒ Give a voice to dispossessed ⇒ Reporters expose undesirable behaviour ⇒ Arouse awareness of, e.g. calamities ⇒ Encourage political openness. 	<ul style="list-style-type: none"> ⇒ Commercially, newspaper needs to make a profit ⇒ Too much power in hands of the press barons ⇒ Too 'political' ⇒ Obsession with violent/illegal/prurient ⇒ Little control of libel.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

13 Is cooking more than a mere necessity?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of cooking being more than a mere necessity	Possible arguments against the notion that cooking has qualities other than nutritional
<ul style="list-style-type: none"> ⇒ Integral part of evolution ⇒ Represents cultural identity ⇒ Can be an art form ⇒ Encourages social intercourse ⇒ Provides for a balanced/healthy diet. 	<ul style="list-style-type: none"> ⇒ At heart, cooking is merely to provide food ⇒ Faddishness or short-lived fashionable diets ⇒ Contribution to global warming ⇒ Dangers of over-cooking ⇒ Encourages obesity.

14 'Without storytellers, we would understand neither ourselves nor the world about us.' How far is this true?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of storytelling being the key to understanding	Possible arguments against the values of storytelling
<ul style="list-style-type: none"> ⇒ Oral tradition has an informative purpose ⇒ History is storytelling ⇒ Educational tool – esp. in non-writing cultures ⇒ 'Good' qualities are conveyed by fiction ⇒ Social bonds within families. 	<ul style="list-style-type: none"> ⇒ Escapism from real problems ⇒ Persistence of prejudice ⇒ Absence of rigorous evidence ⇒ It is fiction, not reality ⇒ Other disciplines more effective (e.g. psychology).

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS LEVEL – May/June 2011	8004	12

15 To what extent should the arts aim to awaken our political and social awareness?

Refer to UoE and Content criteria above before awarding your marks.

The question is not seeking a 'right' answer.

The list below is NEITHER exhaustive NOR prescriptive...the suggestions are merely possibilities. Candidates should be rewarded for the presentation of a clear argument, above all conceived as an answer to the question in the question.

Content Bands 1 and 2 will recognise the wider implications of the question and include a range of criteria before a candidate reaches a personal conclusion, based upon the evidence presented.

Possible arguments in favour of the social/political role of art	Possible arguments against linking art specifically to social/political awareness
<ul style="list-style-type: none"> ⇒ Arts can communicate across class/borders ⇒ Arts can inspire for present/future ⇒ Arts can remind us of past ⇒ Talents that only the arts can showcase ⇒ Can act as mirror of society, e.g. Hogarth. 	<ul style="list-style-type: none"> ⇒ 'Art for art's sake' ⇒ Not the role of art to 'instruct' ⇒ Social/political awareness belongs elsewhere ⇒ Art does not belong to the 'practical' world ⇒ Danger of use for propaganda (inc. architecture).