

**MARK SCHEME for the May/June 2014 series**

**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 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 May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### USE OF ENGLISH CRITERIA TABLE

|   | Marks |  |
|---|-------|--|
| <b>Band 1</b><br><b>‘excellent’: fully operational command</b>                  | 18–20 | <ul style="list-style-type: none"> <li>• very few slips/errors</li> <li>• highly fluent</li> <li>• very effective use of expressions and idioms</li> <li>• excellent use of vocabulary; (near) faultless grammar</li> <li>• excellent sentence structure and organisation of paragraphs</li> <li>• excellent spelling/punctuation.</li> </ul>  |
| <b>Band 2</b><br><b>‘good – very good’: effective command</b>                   | 14–17 | <ul style="list-style-type: none"> <li>• few slips/errors</li> <li>• fluent</li> <li>• effective use of expressions/idioms</li> <li>• good use of vocabulary; sound grammar</li> <li>• good sentence structure/well-organised paragraphs</li> <li>• good spelling/punctuation.</li> </ul>  |
| <b>Band 3</b><br><b>‘average’: reasonable command</b>                           | 10–13 | <ul style="list-style-type: none"> <li>• some slips/basic errors but acceptable standard overall</li> <li>• reasonably fluent/not difficult to read</li> <li>• generally appropriate use of expressions/idioms</li> <li>• fair range and apt use of basic vocabulary; acceptable grammar</li> <li>• simple/unambitious sentence structure/paragraphing</li> <li>• reasonable spelling/punctuation.</li> </ul>  |
| <b>Band 4</b><br><b>‘flawed but not weak’: inconsistent command</b>             | 6–9   | <ul style="list-style-type: none"> <li>• regular and frequent slips/errors</li> <li>• hesitant fluency/not easy to follow at times</li> <li>• some inappropriate expressions/idioms</li> <li>• limited range of vocabulary; faulty grammar</li> <li>• some flawed sentence structure/paragraphing</li> <li>• regular spelling/punctuation errors.</li> </ul>   |
| <b>Band 5</b><br><b>‘weak – very weak’: little/(no) effective communication</b> | 0–5   | <ul style="list-style-type: none"> <li>• almost every line contains (many) slips/errors of all kinds</li> <li>• little/(no) fluency/difficult (almost impossible) to follow</li> <li>• (very) poor use of expression/idiom</li> <li>• (very) poor range of vocabulary: (very) poor grammar</li> <li>• (very) poor sentence structure/paragraphing</li> <li>• (very) poor spelling/punctuation.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p> |

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### CONTENT CRITERIA TABLE

|   |       |   |
|---|-------|---|
| <p><b>Band 1</b></p> <p><b>‘excellent’:</b></p> <p><b>very good and comprehensive knowledge/ understanding of topic</b></p> | 26–30 | <ul style="list-style-type: none"> <li>comprehensive coverage, totally relevant material, perceptive, analytical</li> <li>thoughtful, enlightening illustration using local, national and international examples where applicable</li> <li>coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity</li> <li>(very) well structured.</li> </ul>   |
| <p><b>Band 2</b></p> <p><b>‘good – very good’:</b></p> <p><b>good knowledge/ understanding of topic</b></p>                 | 20–25 | <ul style="list-style-type: none"> <li>totally (near totally) relevant, well focused but less analytical and perceptive than Band 1</li> <li>major points well developed</li> <li>(very) good range of examples/illustration</li> <li>logical and systematic discussion</li> <li>effectively structured.</li> </ul>   |
| <p><b>Band 3 UPPER</b></p> <p><b>‘average’:</b></p> <p><b>sound knowledge/ understanding of topic</b></p>                   | 16–19 | <ul style="list-style-type: none"> <li>competent: major points adequately developed</li> <li>largely relevant and remains focused on the question</li> <li>reasonable range of examples/illustration to support key points</li> <li>reasonably structured.</li> </ul>   |
| <p><b>Band 3 LOWER</b></p> <p><b>fair knowledge/ understanding of topic</b></p>   | 13–15 | <ul style="list-style-type: none"> <li>more obvious points mentioned rather than adequately developed</li> <li>some digression, but generally sticks to the question</li> <li>does not always support major points with apt illustration</li> <li>tendency to assert/generalise rather than argue/discuss in detail</li> <li>may lack focus.</li> </ul>   |
| <p><b>Band 4</b></p> <p><b>‘flawed but not weak: limited knowledge/ understanding of topic’</b></p>                         | 7–12  | <ul style="list-style-type: none"> <li>restricted material/scope: rather pedestrian</li> <li>some relevance but may be implicit/tangential at times</li> <li>prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic</li> <li>limited illustration and/or factual inaccuracy</li> <li>insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question.</li> </ul> |
| <p><b>Band 5</b></p> <p><b>‘weak – very weak’:</b></p> <p><b>poor/very poor knowledge/ understanding of topic</b></p>       | 0–6   | <ul style="list-style-type: none"> <li>(totally) inadequate content with little/no substance: (very) vague and confused ideas</li> <li>question largely (completely) misinterpreted/misunderstood</li> <li>very limited (total) irrelevance</li> <li>very limited/(no) appropriate illustration.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range.</p>   |

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**1 ‘Memory creates myths; history records facts.’ To what extent do you agree with this statement?**

- What is fact? Facts can be deployed selectively, for example to coincide with personal bias. The authorship of a historical document or any written history has to be considered. Was there lack of information at the time of writing?
- The facts that are recorded may not give the whole picture. Social conditions, the lives of the poor, may not be taken into account.
- History does not rely solely on written sources. Where there was no written language, we have to rely on other sources, for example, archaeological where the best that may be possible is intelligent guesswork.
- Memory is selective, creates its own myths, can lose its focus over time.
- National myths can be powerful in sustaining identity and can be used for propaganda.
- Myth is part of a nation’s history, its sense of self, and it is also recorded.
- Memories are passed on from generation to generation and what is passed on may be accurate and as illuminating as anything written down.
- Candidates may refer to historical fiction and/or romance.
- Why should myth be regarded as untrue?

**2 ‘The interests of the few, not the many, drive government policy.’ How far do you agree?**

- Governments are merely servants of the big corporations and multi-nationals.
- Desire to please those who fund the political party in power.
- Powerful interest groups, the military/industrial complex, for example, have more influence on policy than the voters.
- Where there is genuine democratic accountability selfish interests may not prevail.
- Many go into politics with a strong desire to improve the lives of others.
- However, it may suit governments to pander to the Press.
- Class, religious, and ethnic loyalties may override other considerations.
- The need to be re-elected may come first.
- It’s impossible to have a national government for all the people.

**3 Can expenditure on prestigious events, like the Olympic Games or a state occasion, be justified?**

- Such events can foster national pride, though this may only be temporary.
- Expenditure on these events may seem profligate given other problems facing society.
- Sport and/or pageant may inspire the young.
- Potential increase in tourism and economic benefits.
- Venues can be used in the future and therefore benefit local people.
- However, the local environment may not recover.
- Money may not be recovered.
- Bad or unwelcome news can be buried, can obscure other issues.
- The patriotic feelings aroused could verge on the xenophobic.

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**4 'The state should provide financial support for families raising children.' How far do you agree?**

- Only through taxation are governments in a position to provide the security and resources that families need.
- State interference discourages personal responsibility.
- Only advanced economies can countenance supporting families.
- Responsibility should be shouldered by charities, not the state.
- A country's future prosperity hinges on the young so varieties of support are essential.
- Children are the victims of extreme inequality and disadvantage.
- Public provision has to be provided at public expense.
- States should celebrate advances in social justice not dismantle them.
- The implications of population size need to be recognised. Mumbai has more people than Holland.

**5 Does it matter that insects such as bees might be in danger of extinction?**

- It is likely that there are 8 million different species and they can live in every environment in the world.
- Bees play a major role in the pollination of trees and blossom.
- Insects such as big-eyed bugs and Praying Mantises eat aphids and caterpillars which feed on plants.
- Insects can aerate soil.
- Insects can decompose dead materials, thereby re-introducing nutrients into the soil.
- They can fertilize soil with droppings.
- Burrowing bugs make channels for water drainage.
- If insects disappeared, man would only live for a few months, also birds and animals would be affected due to the domino effect in the food chain.
- Food and medical benefits of insects.

**6 'Water is too precious to be treated as a commodity.' How far do you agree?**

- In less economically developed countries water is both precious and, of course, essential. To regard water in this context as a commodity is immoral.
- Perhaps it is right to regard water as a commodity in wealthier countries so that better infrastructure may be provided elsewhere.
- Water is essential for life and therefore is priceless.
- Buying and selling water puts even more power into the hands of the powerful.
- Water is in high demand by industry and agriculture but the ordinary user's essential need can be a life and death matter.
- As a commodity it can be used sensibly and for all if adequately monitored and fairly distributed.
- Water can be used so that the environment is protected, for example, dams.
- Water companies must be answerable to outside bodies.

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**7 ‘The intensive rearing of animals for meat production worsens the world’s food problems and harms the environment.’ Discuss.**

- Damage to the environment, for example, deforestation for cattle.
- Corn and other cereals grown for animals could be used for humans to promote a sustainable global food supply.
- Too much red meat is bad for health.
- It can be argued that intensive rearing is more productive than free-range.
- There is a link between methane and global warming.
- Animal welfare issues should be a concern – they are sentient beings.
- Soy plantations for animal feed force people off the land and cause poverty.
- The environmentally damaging use of pesticides.
- Well managed pasture reduces our carbon footprint.

**8 ‘Sophisticated technology does not make us more secure.’ How true is this?**

- Internet can be destroyed by viruses causing potentially very harmful economic and security problems.
- Hacking is also a major threat.
- Human error puts too much at risk.
- However, there are many ways of enhancing security: firewalls, internet banking.
- Sophisticated weaponry can increase our security, for example, drones.
- However, the very real danger of certain military capabilities falling into the ‘wrong’ hands.
- New medical technologies can offer us greater security, for example, implants, pacemakers, and medical imaging in airport security.
- The positives and negatives of CCTV may be considered.
- Mention of 9/11 and related incidents is clearly relevant.

**9 ‘If English is the language of education and business, we are one happy family, no matter how far apart countries are.’ How far do you agree?**

- With English as a common language we can communicate on a more familiar level.
- Greater understanding of idiom, humour, and attitude.
- Easier to have a productive business relationship when ideas and intentions are expressed in the same language.
- Candidates may question whether a common language promotes peace and understanding. Is a common language, in this case English, a guarantee of mutuality?
- There are cultural, ethnic, and social reasons to cherish own languages.
- Arguably, Mandarin and Spanish are as vital in today’s world as English.
- What do we deduce from the fact that, globally, 80% of English speakers are non-native speakers?
- Conflict occurs despite English being widely spoken.
- The presumption that English is or should be the international language can lead to a lack of motivation to learn other languages and diminish our appreciation of other cultures.

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**10 Writers, like Dickens, draw our attention to injustice happening before our eyes. Write a commentary on any writer or writers that have stirred your conscience.**

- Candidates must give examples of writers and what they have exposed in terms of injustice.
- It is not expected that those attempting this question know the work of Dickens and he does not have to feature in the example or examples.

**11 If you were the Culture Minister of your country, explain what your priorities would be.**

- This is an open question but needs some definition of culture and ministerial responsibility.
- Culture includes sport, leisure, folklore, artefacts as well as the Arts.
- 'Your nation' is a key phrase.

**12 How effectively are your nation's characteristics conveyed by any creative artist whose work you have enjoyed?**

- Examples are required and 'your nation' is a key phrase.
- Creative artists can include artists, sculptors, writers, dramatists and various performers.