

---

**GENERAL PAPER**

**8001/11**

Paper 1

**October/November 2016**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	11

### USE OF ENGLISH CRITERIA TABLE

	Marks	
<p><b>Band 1</b></p> <p><b>‘excellent’: fully operational command</b></p>	<b>18–20</b>	<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>
<p><b>Band 2</b></p> <p><b>‘good-very good’: effective command</b></p>	<b>14–17</b>	<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>
<p><b>Band 3</b></p> <p><b>‘average’: reasonable command</b></p>	<b>10–13</b>	<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>
<p><b>Band 4</b></p> <p><b>‘flawed but not weak’: inconsistent command</b></p>	<b>6–9</b>	<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>
<p><b>Band 5</b></p> <p><b>‘weak-very weak’: little/(no) effective communication</b></p>	<b>0–5</b>	<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>

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge International AS Level – October/November 2016</b>	<b>8001</b>	<b>11</b>

**CONTENT CRITERIA TABLE**

<p align="center"><b>Band 1</b></p> <p align="center"><b>‘excellent’:</b></p> <p align="center"><b>very good and comprehensive knowledge/understanding of topic</b></p>	<p><b>26–30</b></p>	<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 align="center"><b>Band 2</b></p> <p align="center"><b>‘good-very good’:</b></p> <p align="center"><b>good knowledge/understanding of topic</b></p>	<p><b>20–25</b></p>	<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 align="center"><b>Band 3 UPPER</b></p> <p align="center"><b>‘average’:</b></p> <p align="center"><b>sound knowledge/understanding of topic</b></p>	<p><b>16–19</b></p>	<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 align="center"><b>Band 3 LOWER</b></p> <p align="center"><b>fair knowledge/understanding of topic</b></p>	<p><b>13–15</b></p>	<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 align="center"><b>Band 4</b></p> <p align="center"><b>‘flawed but not weak: limited knowledge/understanding of topic’</b></p>	<p><b>7–12</b></p>	<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>

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge International AS Level – October/November 2016</b>	<b>8001</b>	<b>11</b>

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

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	11

**1 ‘Religious education should be a part of the school curriculum.’ Discuss.**

- Religion should be taught in the home not at school
- Some countries go by the principle of separation of church and state
- It can lead to segregation and stereotyping
- Not all families are religious
- Time could be spent on other subjects
- Does not always meet the needs of a multicultural society
- Children could be taught in ways that disturb their own legitimate beliefs
- Some parents send their children to “faith schools” in spite of not being religious themselves. These schools sometimes have the reputation of being well disciplined and promoting high achievement
- It can increase divisions in a community and a nation
- Perhaps the teaching of ethics and morals, as an alternative
- The local place of worship can provide education, out of school hours
- Knowledge of different religions can develop a greater understanding of others

**2 ‘Wars do not resolve questions but create further disputes.’ Does this mean that war can never be justified?**

- There are likely to be references to more than one war
- Arguments for resolutions of various conflicts may be advanced
- What might be defined as a ‘just war’?
- World War Two, for example
- Candidates may refer to the Arab-Israeli conflict, the Iraq wars, civil wars
- Examples of where negotiations and/or treaties have prevented conflict
- Distinctions may be drawn between ‘wars’ and terrorism
- The so-called ‘war on terror’ may be mentioned
- One man’s terrorist is another man’s freedom fighter
- Allow for thoughtful interpretations of the term ‘war’

**3 On-line playing of games can enhance language acquisition. Discuss other aspects of gaming that may be beneficial.**

- Addictive
- Replaces social activity with friends and family
- Expensive
- Some argue that it can induce poor behaviour
- Can be used for education
- Can develop thinking skills
- Can enhance problem solving ability
- Sharpen our reactions
- Develops a competitive spirit
- Can provide links to literature and film
- More active than watching TV
- Some online activities include working with others
- Can be bad for health – not leading an active lifestyle
- Can become divorced from reality
- May lead to crime if no money to buy equipment

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	11

**4 ‘There are alternative ways to feed the world other than through biotechnology such as genetically-modified (GM) crops.’ Discuss**

- Mass hunger still exists alongside a huge food surplus
- Need to highlight the politics of food; ownership of resources, control of markets, and decision-making power
- Respect for local practices; a blending of the traditional and the modern
- Consideration of GM/biotech claims re increased yields, resistance to disease and climate
- Some critics say yield gains have been minimal
- Technology may decrease biodiversity and contribute to the evolution of super weeds
- Consequent use of herbicides
- Why are people still hungry? Economic marginalisation and political impotence
- GM/bio can encourage neglect of other priorities; health, education, housing
- Support should be given to smallholder farmers and landless rural workers – agro-ecology
- Threat to organic farming
- The various ways in which we can grow food can exist harmoniously alongside one another
- GM rice and political opposition

**5 Scorpion venom may be used to cure cancer in the future. Evaluate the importance of species’ preservation.**

- Their edibility; good for the environment, improves animal welfare, reduces the risk of disease in humans
- Reduces the need to provide animal feed
- Insects produce more protein at a lower cost both to the environment and to our pocket
- To feed cattle we need grain, fertiliser, land, and water
- Insects can be fed with our own waste products
- Reduction of greenhouse gases
- Insects do not require an abundance of water
- Improvement in animal welfare – killing insects humanely is easy
- We do not have so much in common with insects as other species – therefore reduced risk of disease – swine flu, Creutzfeldt-Jakob disease etc.
- Danger of ingesting pesticides
- Dealing with the disgust factor
- Pollination
- Dealing with the mosquito
- Good for food security
- Antibacterial properties of honey
- The venom of a tarantula is more environmentally effective than conventional insecticides
- Centipede venom as an alternative to morphine

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	11

**6 How far can it be argued that wildlife tourism and zoos are the only ways to protect wild animals?**

- Observing animals in conservation areas and zoos can encourage practical concern for their cousins in the wild
- Such tourism is vital for local economies
- As a last resort zoos can keep populations of wild animals that may disappear in the wild
- However zoos cannot retain the genetic variability of a wild population
- Threatened species need to attract cash to justify their protection and existence
- There can be zoos without bars
- Zoos and scientific research
- Questionable when animals are simply kept for the entertainment of the public
- The assumption of species superiority
- Animals have consciousness, sentience, and intentionality
- Their “natural” behaviours have to be recognised and catered for
- The captive breeding of threatened species
- Intense viewing of creatures can interrupt feeding patterns and cause stress
- Captive animals can provide a genetic “lifeboat” for those in the wild
- Opportunities to adopt an animal

Wildlife tourism is an organised excursion (or viewing) which takes place in the animals’ own habitat. A zoo is where an animal is caged and confined. Very good essays will consider alternative ways of protection and conservation.

**7 To what extent has the music of your country influenced the rest of the world?**

- Examples are essential
- Country and Western
- India and the Beatles for example
- Africa, the Blues and Jazz
- Reasons for the influence
- Politics and protest
- The folk tradition
- Remember it is **your** country
- Composers, singers, and songwriters may be mentioned
- South America and the Tango for example
- Sacred music – the Missa Luba for example

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge International AS Level – October/November 2016</b>	<b>8001</b>	<b>11</b>

**8 Skyscrapers make powerful statements. What is your understanding of their significance?**

- Tall buildings were found in past civilisations; pyramids in Egypt, medieval cathedrals and fortresses. The towers were a status symbol of the wealthy
- Competition to see who can build the tallest building
- The skyline can be an icon for the city
- Attracts tourists
- Are used when there is a shortage of building land
- A demonstration of the latest technology and architecture
- Symbolises the power and wealth of a state or country
- Often commercial buildings that may stand for financial success or vainglory
- The view! The penthouse
- Can be used to house many people in a small area
- Rooftops can be used as gardens and ways to save energy with solar power

**9 How far is it true that art can be as useful as it can be beautiful?**

- Interior decoration of all sorts
- Furniture
- Landscape Gardening
- Architecture
- Public sculpture
- Bridges
- Cuisine and presentation
- Clothes and fashion
- Receptacles e.g. pottery
- Advertising
- Engineering
- Jewellery
- Photography that raises awareness of contemporary issues
- Could mention art as therapy

Allow a broad interpretation of “art”.

**10 ‘Writers are the voices of the people.’ Explain which writer you feel fits this role and why.**

- Examples are essential
- Focus should be on one writer but others may be mentioned for purposes of comparison or elucidation
- Specific countries may be mentioned, for example South Africa
- Specific communities or groups may be highlighted
- Writing includes several ways of communication
- Poetry, journalism, music and film scripts, for example
- Background of the individual writer and reader may have an influence
- Writers may be the only voice of the people
- Candidates may refer to imprisoned writers or those in exile
- Explanations are necessary in order to substantiate the choice of writer