
GENERAL PAPER

8001/23

Paper 2

October/November 2016

MARK SCHEME

Maximum Mark: 50

Published

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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- 1 (a) (i) the time when it was successful [1]
- (ii) collapse dramatically [1]
- (b) Credit any of the following points or any other valid material.
- (i) the situation is urgent (1) and Claudette's proposal is not suitable (1)
other productions will have to be booked (1) which takes time they haven't got (1)
2 × 1 [2]
- (ii) the programme is not varied enough/he knows what a successful organisation looks like/
bows to Arlo's greater knowledge in the field of arts/appointed by Arlo
2 × 1 [2]
- (iii) the programme is not varied enough (**if not given in (ii)**)/appointed by Arlo (**if not given in (ii)**)/would realise not a good programme in marketing terms – not reaching a broad enough demographic to rescue theatre/new to world of work and won't want to cross the chairman
2 × 1 [2]
- (c) Credit any of the following points or any other valid material.
- (i) friendly/informal (1) as 'Hi' is used to open the emails/finish with 'Warmest/ kindest regards' (1)
2 × 1 [2]
- (ii) distant/cold (1) as formal language is used, e.g. Dear and full name/Yours sincerely and full name (1)
2 × 1 [2]
- (d) (i) Credit any valid material.
- Loyal to the theatre (1) as worked there the longest of all the protagonists (1)
 - She does not listen to instructions (1) as she does not think about putting together a 'crowd-pleasing' programme but just what she likes (1)
 - She does not learn from the previous programmes she has put together (1) as audience numbers have been falling under her artistic directorship (1)
 - She is a deep and thoughtful person (1) as she picks productions about big issues in society (1)
 - She is very committed to artistic excellence (1) as is always referring to the high quality of the productions (1)
 - More concerned about pleasing the critics than an audience (1) so thinking more of her reputation and career than the survival of the theatre (1)
 - Likes to work alone and on her own initiative/not a team player (1) as refers to wanting to have a 'free rein' and working 'without interference' (1)
 - Somewhat delusional (1) as the 'loyal audience' she refers to is not that loyal as numbers dwindling fast (1)
 - Dogmatic personality (1) as not prepared to make any sacrifices such as broadening the range (1)

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- Over-reacts (1) as not asked to just book tribute bands (1)
- Acts impulsively (1) by resigning without further discussion/meeting Arlo/attending next committee meeting (1)

3 × 2 [6]

Any relevant content well above 60 words should be totally disregarded. Examiners should draw a vertical red line at that point.

(ii) Credit any valid material.

- Used to success (1) as saved a failing organisation already (1)
- Relatively new to the job (1) so probably keen to make his mark (1)
- Action man (1) as already bringing in new blood to the team (1)
- Supportive of Claudette despite her overseeing falling numbers (1) as has given her a chance to put together a more appealing programme for the forthcoming season (1)
- Strategic (1) as immediately checking out support from key members of committee for his opinion (1)
- Tries to keep Claudette on board (1) by being appreciative of her effort and hard work (1)
- Knows how to build a power base/strong case (1) as refers to 'we' in email 4, letting Claudette know he has support (1)
- Understanding/wanting to avoid any bad press or legal problems (1) by allowing her to keep the productions she has finalised (1)
- More controlling re. Claudette/wanting to be kept in the loop more (1) once she showed she could not change (1)
- Tries his best to keep her on board (1) by telling her she is valued and supported (1)
- Pragmatic (1) as, though sharing her distaste of tribute bands, he realises there can be compromise (1)

3 × 2 [6]

Any relevant content well above 60 words should be totally disregarded. Examiners should draw a vertical red line at that point.

(e) Credit any valid material.

Email 1

Subject: Proposed programme

Email 2

Subject: Forthcoming programme

Email 3

Subject: Claudette's proposed programme

Email 4

Subject: Concerns regarding your proposed programme

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Email 5

Subject: Artistic integrity

Email 6

Subject: Valued contributions

Email 7

Subject: Resignation

7 × 1 [7]

(f) Credit any of the following points or any other valid material.

- Arranged a face-to-face meeting with her (1) as it is more conducive to resolving disagreements (1)
- Taken her to the arts complex he turned around (1) to show her how compromise can work in such situations (1)
- Had a meeting of all four of them before Claudette approached playwrights and poets (1) to check out her ideas before she committed to some of them (1)
- Checked out productions that would have been suitable before Claudette started work on the programme (1) and passed on their details/ asked her to include them (1)

2 × 2 [4]

2 (a) the history of self-improvement

[1]

- (b)**
- A blind athlete has (finally) been able to view his medals (1) as a light-sensitive microchip has been put in his eye (1)
 - Using a 3-D printer scientists have made a human ear (1) then covered it in cells created in a petri-dish (1)
 - A man has (had a missing arm replaced by) an electronic one linked up to (both muscles and) nerves (1) so now he has the sense of touch (1)

3 × 2 [6]

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- (c) (i)**
- People with eyesight problems (1)
 - as they would have had difficulty catching animals or fish for food (1)

2 × 1 [2]

(ii) Credit any valid development.

- Those hard of hearing (1) as they would not hear danger approaching/ be able to communicate (1)
- Those without teeth (1) as they would be unable to chew food in order to be able to swallow it (1)

4 × 2 [4]

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- (d) • The use of their prostheses will be strictly controlled (as is the case with drugs that boost results) (1)
 • because technology is moving forward at such a pace (1) that, in the near future, paralympic athletes will out-perform olympians (1)
2 × 1 [2]
- (e) • Scientists have found that our brains have started to outsource memories to technology (such as phones) (1)
 • so we don't need to remember appointments or facts (1)
 • giving us the advantage of spare capacity (to use for other things) (1)
3 × 1 [3]
- (f) (i) it (is a piece of technology that) looks like the display unit that fighter pilots wear over their eyes (1), giving an ordinary person access to information and the ability to record everything they see (1)
2 × 1 [2]
- (ii) the way technology is creating things that improve our abilities regarding our senses [1]
- (iii) provides an immediate on-screen translation (of foreign words) (1) if a phone's camera is pointed at the words (1)
2 × 1 [2]
- (g) (i) Vulnerable: defenceless, powerless, weak, helpless, exposed, susceptible
 Striking: dramatic, stunning, astounding, astonishing, amazing, surprising, startling
 Most cutting-edge: at the forefront, latest, newest, most up-to-date
 Phenomenon: notable or extraordinary incidence/occurrence/event,/happening
 Catches on: becomes a trend/habit/addiction/custom/matter of course, becomes familiar/the norm/the done thing/common usage
 Upheaval: sudden/radical change, upset, shake-up
6 × 1 [6]
- (ii) When the cable car suddenly stopped halfway across, she felt very vulnerable as she was left dangling high above the ravine.
 I find it striking to note the rapid improvement in girls' performances academically over just a generation.
 Some teenagers love to sport the most cutting-edge hairstyles, but, unfortunately, this can lead to them being bullied by their peers who are not so up-to-date with fashion.
 For their next holiday they really want to go to Iceland to witness the phenomenon known as the Northern Lights, said to be beyond compare as nature's best light show.
 If the craze of organising mass gatherings of people who spontaneously break into song or dance in public places such as railway stations catches on any more, there will be chaos and congestion.
 The family having to emigrate caused such an upheaval in his life that he found it hard to settle in a new school and make friends.
6 × 1 [6]

Note: Up to an additional 15 marks will be available for use of English.

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3 (a) and (b)

Credit any valid material. Candidates are at liberty to interpret any of the data provided in other ways from those suggested below.

Plan A

Offering the most money and a billionaire so perhaps access to more funds if required
 Local woman so perhaps emotionally more linked to the project
 The old campus would no longer be horrible to look at and might attract visitors to town if of cutting-edge design
 Offices are in the right part of city (north)
 Four buildings right number for the schools to move into
 Those in charge of the schools have a full say in the makeover of her old offices
 Site covers ten acres so is probably bigger than the original campus
 Already some facilities there (restaurant, pool, gym)
 Its facilities and equipment will be second to none
 Chance for students to be financially rewarded for excellence and teaching staff to have continuing professional development which is important as schools losing staff so this could be an inducement to stay
 IT skills have been poor up to this point could outweigh
 Still might have problems reconfiguring four buildings to their exact needs
 Might still need more restaurant and sporting facilities for four schools
 Some students might not like being forced to study IT until the end of their school career

Plan B

Housing is always necessary in a city, especially the centre, and expensive houses will look better than the schools do now
 The site offered is the largest – 20 acres – and the school authorities will be able to design the schools from scratch with the help of experts in the field as it is a construction company
 Parents might appreciate change in holidays as helps re. childcare and booking holidays their children looking smart and experiencing placements in business could outweigh offering the least amount of money and situated in the wrong part of town (east) (though the tram network might solve this – but only from 2017)
 People might not like the schools' names being changed and seeing references to the company throughout the school as too corporate
 Students not wanting a career in business might not appreciate focus on business having to dress smartly and do work experience which might be in their own time/ during school time when they would rather be in school studying what they want to do for a career
 Students might prefer the old system of holidays
 Company not that profitable so perhaps a risky venture
 National company so perhaps not so committed to the local area

Plan C

Second largest amount on offer led by a team composed of local people with local knowledge
 Less upheaval if just expand into the neighbouring five-acre site
 Shabby school and redevelopment site would both improve look of city centre if redeveloped
 Some specialist advice on offer from council officers to help school leaders through whole process
 Tram network will make getting to the schools so much easier could outweigh
 Students will still have to travel into the centre and the tram network will only start to be built in 2017 – taking years and causing more congestion in the meantime so many different interest groups in the team that might be hard to reach agreement
 Negotiations with council might not be straightforward lots of work will be involved reconfiguring the old buildings on the campus and the council's old offices and bringing them up to standard

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Still probably smaller re. acres than the other sites
Possible upheaval for students and staff during the redevelopment

Whilst deciding a mark, award

- 11–12 for a relevant, perceptive and balanced assessment (e.g. 4 advs and 1 disadv;
4 disadv and 1 adv) that eventually endorses one plan after having covered at least
5 factors
- 8–10 when one of the criteria above has not been satisfied;
- 5–7 when two of the criteria above have not been satisfied;
- 3–4 when the answer is badly flawed but contains some worthwhile material;
- 1–2 when there is little merit in the answer;
- 0 when there is no merit in the answer. **[12]**

- (c) The most obviously irrelevant piece of information is iv, but candidates are free to make a case for any others.
Point iv (1) as the most important factors are that the plan means students have access to the best education possible in the best environment possible (1) whilst a motto is more about building team spirit/an ethos (1)

Award marks as follows:

3 sound choice; sound justification

2 possible choice; reasonable justification

1 sound choice; weak/no justification

0 suspect choice; weak justification **[3]**

- (d) Credit any of the following points or any other valid material.
- Stage with full lighting and sound facilities (1) so drama and musical productions look professional (1)
 - Break-out areas on every floor (1) so that groups can go off and discuss or prepare work without disturbing the rest of the class (1)
 - Counsellors for academic and pastoral concerns (1) so students' problems addressed quickly by trained professionals (1)
 - Olympic-sized swimming pool (with professional coaches) (1) to encourage sporting excellence so school wins swimming galas (1)
 - Canteen and cafeteria offering hot food from breakfast onwards (1) to ensure all students are well fed on healthy food (1)
 - After-school clubs/societies/trips (1) to broaden students' opportunities/ experiences (1)
 - If use ideas from the passage, award credit for development.
 - Points on school subjects – credit only once
- 4 × 2 [8]**

Any relevant content well above 80 words should be totally disregarded. Examiners should draw a vertical red line at that point.

Note: Up to an additional 15 marks will be available for use of English.