



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/11

Paper 1 Essay

May/June 2019

MARK SCHEME

Maximum Mark: 30

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.

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This document consists of **15** 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.

Generic levels of response descriptions

These level definitions address Assessment Objectives (AOs) 1, 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme. Information about AOs can be found in the Cambridge International AS Level English General Paper syllabus (8021) for examination in 2019, 2020 and 2021.

Introduction

The level definitions which follow reflect, and should be interpreted within the context of, the following general statement:

- (a) Examiners will give their highest marks to candidates who demonstrate a disciplined management of the discussion the question provokes and use clear and accurate communication. Examiners will be guided more by careful selection and application of information, effective analysis and evaluation, and supported judgement, than by weight of facts.
- (b) Examiners will use these level definitions in combination with the question-specific mark schemes.
- (c) Explanation or judgement is strengthened if informed by the use of relevant examples.
- (d) The level in which an essay is placed depends on the range of criteria detailed in AO1, AO2 and AO3. As a result, not all essays fall obviously into one particular level. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.

In marking an essay, examiners will first place it in a level and then fine-tune the mark in terms of how strongly/weakly the demands of the level have been demonstrated. The criteria in each level are written to exemplify the middle of that level.

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
5	<ul style="list-style-type: none"> Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question. Applies a range of examples appropriately to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Analyses possible meanings of the question and defines the scope of the response. Develops, analyses and evaluates a range of arguments to reach a supported conclusion. Develops a strong argument with clear use of supportive evidence. 	<ul style="list-style-type: none"> Communicates clearly with consistently appropriate use of register. Uses a wide range of vocabulary and a variety of language features. Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures. Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised. 	25–30
4	<ul style="list-style-type: none"> Selects relevant information that exemplifies the main aspects of the response to the question. Applies examples appropriately to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Analyses the meaning of the question to inform the scope of the response. Develops, analyses and begins to evaluate different arguments to reach a supported conclusion. Develops a well-reasoned argument with use of supportive evidence. 	<ul style="list-style-type: none"> Communicates clearly with appropriate use of register. Uses a range of vocabulary and language features. Uses language with control and some accuracy. Errors relate to the use of less common words and structures. Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised. 	19–24

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
3	<ul style="list-style-type: none"> Selects information that exemplifies some of the main aspects of the response to the question. Applies examples to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Demonstrates understanding of the meaning of the question in the response. Develops and brings together some arguments to form a conclusion. Constructs an argument which is logical and usually supported by evidence. 	<ul style="list-style-type: none"> Communicates clearly overall but with inconsistent use of appropriate register. Uses everyday vocabulary and some varied language features. Uses language with some control. Errors are noticeable but do not impede communication. Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained. 	13–18
2	<ul style="list-style-type: none"> Selects limited information that exemplifies aspects of the response to the question. Applies examples that are linked to some of the ideas and opinions in the response. 	<ul style="list-style-type: none"> Demonstrates partial understanding of the meaning of the question in the response. Refers to arguments to form a conclusion. Constructs an argument partially supported by evidence. 	<ul style="list-style-type: none"> Communicates clearly in places, with inconsistent use of register. Uses basic vocabulary with limited language features. Uses language with limited control. Errors are frequent and sometimes impede communication. Constructs a fragmented response which links some ideas and/or arguments. 	7–12
1	<ul style="list-style-type: none"> Selects limited information that is relevant to the question. Makes examples which may not link to the ideas and opinions in the response. 	<ul style="list-style-type: none"> Makes a limited response to the question. Makes some form of basic conclusion. Constructs a weak argument. 	<ul style="list-style-type: none"> Communicates with lack of clarity and/or register is inappropriate. Uses basic vocabulary. Uses language with control rarely. Errors are frequent and communication is often lost. Constructs a response but the response is not organised and ideas are not linked. 	1–6
0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 			0

Question	Answer	Marks
1	<p>Evaluate the contribution of any politician or political party to the development of <u>your</u> country.</p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • describe the work and achievement of an individual or political party • consider the value of their achievements and the effects this has had on the country; these could be positive and negative • undertake some evaluation of how the country has developed as a result, or in spite of, their actions. <p>Answers may include:</p> <ul style="list-style-type: none"> • a celebration of how an individual or group changed the face and fate of a nation (for example in guiding a country through independence or leading a country in time of conflict) • reference to a new and controversial style of political beliefs and standards that saw an end to a long-established system of government • outline laws that have been changed or introduced that have made a difference because of an individual or party • consider negative actions taken by an individual or party that have damaged a country (possibly linked to how the country subsequently recovered) • historical reference to those who founded a nation and provided the basis and framework for future generations to build upon; even though these historical examples may seem outdated, their fundamental principles may still be in place • evaluate successes and failures rather than simply focusing on positive achievements. 	30

Question	Answer	Marks
2	<p>‘Animals should be given the same rights as humans.’ Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • show understanding of the terms ‘self-aware’ and ‘intelligent’ • demonstrate a preparedness to question our own superiority • make a judgement, based on a consideration of the evidence and arguments put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • can be argued that animals only demonstrate emotion depending on external circumstances • humans may have spirituality, awareness of themselves, and creativity, oral, manual, and intellectual • our tendency to see animals in a generic way, not as individuals within a species, so we talk about ‘sheep’, ‘elephants’ and so on thereby ignoring individuals of the species • evidence of kinship and grief among various animals, for example elephants, dolphins, and apes • complex language has been observed amongst various species and there is evidence of problem solving particularly among primates • animals are more attuned to the natural world than we are – sixth sense, for example their ability to sense weather changes, danger and distress in humans • respect for other species does not preclude our exploitation of them, for example hunter-gatherers. 	30

Question	Answer	Marks
3	<p>Evaluate the importance of public sports facilities for a society that is increasingly inactive.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the notion of an ‘increasingly inactive society’, the value of sports participation and the requirement for facilities • show an understanding of the reasons why sports facilities should, or should not, be provided and/or funded • analyse the economic, social and public health factors involved • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • how far societies are becoming ‘increasingly inactive’ • access to sports facilities such as leisure centres, swimming pools, gyms and pitches for team sports may be considered important for the maintenance of individual and public health and well-being, and play a role in tackling obesity and related health issues, with a consequent effect on the workforce and economy, which may be a case for state or local funding/subsidies • participation in sports improves determination and competitiveness, and offers a sense of achievement, while team sports, especially, improve skills such as teamwork and cooperation • those who cannot afford gym membership etc. should not be denied access to sports • not all sports cost money for participants, e.g. running, walking, use of public spaces for informal games and activities • relative responsibility of the state, local government, school and family • alternative funding priorities contrasted with longer-term benefits of a potentially healthier population • increased participation in sporting activities does not negate the effects of poor diet, environment, genetics, education and/or other activities detrimental to health and so may have limited effect overall. 	30

Question	Answer	Marks
4	<p>Assess the most efficient ways of transporting people and goods in <u>your</u> country.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify current transport problems and/or successes • define ‘effectiveness’ in relation to transport • show an understanding of the advantages and disadvantages of different methods of transportation • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • what is good for the environment in both rural and urban areas • what is economically viable for individuals, industry and the government • the different needs of individuals, for example the old and infirm, those needing medical assistance • the need to have a transport network that facilitates international trade and those companies reliant on ‘Just In Time’ production models; access to airports and railway systems • depending on the country, cars may no longer be fit for purpose because of congestion and pollution; alternative modes of transport, for example trains, canals and bicycles • declining reserves of oil and alternative sources of energy such as solar may lead to other forms of transport becoming more cost effective • reduced need for mass transport systems as a result of developments in communication technology. 	30

Question	Answer	Marks
5	<p>Internet activity can be easily monitored. Examine whether or not this gives any person or organisation the right to know what other people are doing online.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the needs of individuals and organisations that can be met through monitoring internet activity • consider the boundaries that should be respected by individuals and organisations • consider how surveillance is carried out and made possible • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • how internet activity is already monitored • privacy is an outdated concept in our technological age • the danger of national security being compromised if internet activity can be freely or easily monitored • invaluable information could be gained through monitoring; this could lead to the prevention of crime and terrorism • the extent to which individuals may be vulnerable to hackers and blackmail • how individuals may object to their online activity being monitored by the state • health records, which might be stored online, could be accessed by insurance companies or potential employers, leaving people vulnerable to higher premiums or rejection of job offers • it could be perceived that parents and schools have a duty of care and therefore have the rights to monitor the online activity of their children/students. 	30

Question	Answer	Marks
6	<p>Assess whether or not sources of renewable energy offer a necessary and viable alternative to fossil fuels.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • define renewable energy and fossil fuels • consider and show an understanding of the (relative) benefits and drawbacks of fossil fuels and renewable energy sources • analyse the scientific, economic, social and cultural factors involved in alternative energies and the continued use of fossil fuels • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • necessity and desirability of replacing fossil fuels relate to the context of resource scarcity, energy independence due to limits and sources available, and concerns regarding climate change • viability might depend on continued research to improve efficiency, reduce costs and, to some extent, change public and political opinion • viability might depend on international cooperation and agreement on action to address the rate of climate change, and the reliance on fossil fuels • effects of the use of fossil fuels in terms of greenhouse gas emissions and ground level pollution • the controversial development of alternative and potentially more plentiful sources of fossil fuels such as gas through fracking, and the exploration for fresh oil supplies in pristine environments • nuclear alternatives including issues with waste disposal contrasted with efficiency • a comparison of the range of renewables at varying levels of development • renewable alternatives as a growth area for various economies and potential for job growth • renewable sources may need further development and refinement to meet growing populations and energy needs • the most viable energy sources to meet the demands of the rising middle-class population with increased spending power • the plans of some countries to ban petrol and diesel cars in favour of electric models, but environmental effects will depend on how the electricity is generated. 	30

Question	Answer	Marks
7	<p>To what extent is the media in <u>your</u> country biased?</p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • give a definition of media and bias • discuss freedom of expression and its limits • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • the influence of advertising; newspapers' dependency on advertising income may lead to some influence on the reporting or exclusion of news which could be potentially damaging to advertisers • the influence of powerful interest groups on the different perspectives given in the news • political pressures from governments and other political groups on journalists • newspapers may simply reinforce prejudice or stereotypes, seeing it as their role to comfort rather than challenge • unreported news where serious situations and events may be often overlooked because of news selection in order to maintain circulation figures • social media trends could mean that those stories which are sensational and entertaining have a higher priority than the serious and informative • social media can also lead to a wider range of perspectives being reported by individual non-journalists, which can either help to raise the profile of 'buried' stories or challenge points of view • fake news where reports can be written irrespective of integrity or the harm they might do • examples may be given of media outlets which pride themselves on their impartiality and on their respect for established codes of practice. 	30

Question	Answer	Marks
8	<p>'Music is a universal and unifying language.' To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider what may be understood by a universal and unifying language • show an understanding of music that engages and unites people, communities and countries, nationally or internationally • show an understanding of music that leads to less unity • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • found in all cultures, it is innately human to sing, make a rhythm or dance to music • it is cross cultural, if one does not understand the words, one is still emotionally moved by the music (timbre, rhythm and melody) • artists explore music from other cultures to inform their own; this leads to a more global outlook and interest • music can be heard globally on the internet, it has been argued that this has led to the globalisation of culture • music can be an expression of nationalism, such as anthems, military music, threatening with displays of power • music may not always be universal, due to language barriers, an underground culture and subversive music • lack of understanding of local cultures can inhibit the appreciation and understanding of music originating from such areas, possibly leading to prejudice or stereotyping rather than unity. 	30

Question	Answer	Marks
9	<p>‘Going to a theatre to experience a live event is far more enjoyable and interesting than going to a cinema.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the range of live events that can be experienced at such venues • consider the advantages and disadvantages of viewing a performance, in a theatre or cinema • show an understanding of some of the factors involved such as the diversity of theatres and cinemas that can be visited and the cultural and social background of the audience • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • both art forms can be of high quality and affect the viewers in an intensely personal way, although through different methods • live theatre with live performances can make for a great atmosphere, although this increases the potential for disaster due to props, acting etc. • cinema has less potential for mistakes as the film is recorded • cinema has technological capabilities to attract the viewers • actors in a theatre may have a rapport with the audience and it becomes more of an ‘occasion’ • technological factors in a cinema means that film shoots can focus more closely to the scenes, culturally cinema is more of the ‘norm’ in many societies • plays, ballet and opera can also be live-streamed into cinemas. 	30

Question	Answer	Marks
10	<p>‘When power leads man towards arrogance, poetry reminds him of his limitations.’ (John F Kennedy) To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider those that may have power and the factors that may lead them to become arrogant • show an understanding of how poetry can act as a check on power, or how poetry could lead to arrogance and poor or controversial decision making • consider those in power that have a literary background which has informed their approach • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • people in power may include those in high office and those looked up to in society, such as lawyers, doctors and heads of large companies • poets may question power and become champions of the individual, for example Robert Frost • poetry can lead to personal reflection, and time to think and contemplate humanity and how we care for the world, rather than on a limited area of concern • poets send a message, for example the ‘War Poets’ and Maya Angelou, who proclaimed to the world what is really happening • poets may become political prisoners for speaking out against those in power • poetry may also support power, for example using it to convey a message e.g. ‘I have a dream’, ‘Ask not what your country can do for you’, ‘Yes we can! Yes we can!’ using imagery and repetition • some may argue that there are alternatives to poetry, for example the media, political movements and satire. 	30