



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/11

Paper 1 Essay

October/November 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.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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>'Families are less united than they have ever been.' Discuss this statement with reference to family values in <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"> • outline what might be considered as important family values • evaluate both views, that families are less united but on the other hand are as close as they ever were • consider the issue from a personal perspective using possible case study evidence. <p>Answers may include:</p> <ul style="list-style-type: none"> • family values being passed down through generations leading to strength and moral standards; at the same time strict family views could promote radicalisation • the idea of the father being the 'breadwinner' and the mother being the 'homemaker' who produces and brings up children is still the accepted norm in many societies though this is changing • honesty, loyalty and faith, encouraged and taught within the family, can have a positive and lasting effect on society • many families disintegrating due to infidelity and divorce, leading to strained family relationships • how family values can be used for political purposes in political party manifestos • understanding the changing nature of families with the advent of same sex marriages and other family models • how some people, particularly the young, prefer to regard friends as family members • some sub-cultures proposing alternative values that conflict with moral and cultural standards in society. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>'Democracy is the ideal form of government but it is very difficult to achieve.' Assess this statement.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the concept and principal features and styles of democracy • show an understanding of the reasons why democracy may, or may not, be considered an ideal form of government, relating to the principles identified, and how far it may be difficult to achieve • analyse the factors involved in making it difficult to establish • 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"> • 'ideal' principles may include participation, representation, having a say in decisions made which affect our lives and spend our taxes, the role of free speech and free press/lack of censorship • may only be considered 'ideal' if voting and discussion is based on widespread access to unbiased information, education and media; possibility of ill-informed results, difficulties with majority decisions and subjectivity of issues involved, need for elected persons and their policies to be popular leading to long-term difficult decisions not being made (e.g. social care and pensions funding in the UK constantly being 'kicked into the long grass') • achievable to a degree, as evidenced by the existence of political parties, elections and an accompanying structure/cycle, referenda, local government, and debates in society and the media • obstacles may include the existence of (constitutional) monarchies, perceived unfairness/lack of representation of particular voting systems such as First Past The Post and its safe seats, limits posed on participation in elections (will vary by country and improving, as a general rule), the population and representatives generally having to align themselves with a party which is unlikely to represent their views fully or on every issue • the role of media bias or government control of media in limiting free speech and access to full information, and press restrictions on reporting, for example regarding security or motivation for decisions made • the formation of political dynasties, a ruling class and the possibility of corruption in government, our 'representatives' often being seen as distant, not relatable and untouchable/unaccountable. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>'Wealth and happiness have nothing to do with income.' Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • focus on own experience and country • consider the consequences of income inequality come to a reasoned judgement backed up by ideas. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • situations in different parts of the world for example places where subsistence living is the economic reality as opposed to places where conspicuous consumption is the norm • consideration of the actual value of money as opposed to its acquisition for its own sake • housing, medical care, a satisfactory diet, all of these are essential for human dignity and should not have a price tag • family, kinship, community and friends, are not always dependent on income • reading, writing, walking, contemplation, may provide enrichment and solace that money cannot buy • different ways of providing access that do not entail ownership for example subsidised rents and transport. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 4 | <p>Evaluate the actions which could be taken to solve the most serious environmental problem in <u>your</u> country.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify the ‘most serious environmental problem’ and justify this choice • show an understanding of the problem identified and suggest a range of possible measures • analyse the economic, scientific, technical and cultural factors involved in the relative likely success of the proposed actions, and consider the limiting factors • 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"> • a range of potentially serious environmental problems is possible and the choice will depend on the country in question but the list is likely to include various forms of pollution, habitat loss and land clearance, disappearance of species, and waste disposal, as well as more global issues such as climate change and energy provision. A successful answer, in terms of evaluating possible actions, will depend greatly on the choice of environmental problem and the ability to contextualise it against the candidate’s own country, ideally with specific references • a range of proposed actions should be outlined and discussed in terms of their likely success and any limitations. These might be scientific/technical measures but are also likely to include reference to cost, legislation for industries and the public, political and social will to change, international cooperation, cultural beliefs and practices, education and awareness, media influence, pressure groups and charities, sponsorship by companies, and individual efforts • NB The ‘most serious problem’ identified should be local to the candidate but in evaluating possible actions to solve the chosen problem, comparisons might usefully be made with other countries. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 5 | <p>Modified animal organs could soon be transplanted into humans. To what extent is this desirable?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• consider the reasons for using organs from animals in this process, for example pigs• consider the ethical issues revolving around this process• 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">• there is a shortage of human donors and the metabolism of pigs, for example is similar to that of humans• heart valves from pigs, for use by humans, are routine• gene editing is used to remove threatening viruses from the pig's DNA, however, pigs may carry cancer viruses that could be a problem• the use of pigs may be offensive in some cultures• it is problematic getting the immune system to accept an organ from a human donor, the risks from an animal will be greater• many people will find the process morally repugnant and argue that it is cruelty to animals. | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 6 | <p>Evaluate the implications for individuals and society of a world that depends on information technology.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the extent to which data is kept • assess the value of computer prediction • make a judgement, based on a consideration of the evidence and the argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • a recognition that computer data is provided by human agency so is likely to contain bias and inaccuracies • the danger of perpetuating inequalities because the data we provide for analysis may simply corroborate our assumptions, for example crime statistics or health statistics for the inner city • the danger of uncritical acceptance of computer results-automated evaluation based on incomplete information • information can be skewed in order to get the results wanted • the need for a legal framework to enforce or prevent disclosure • arrest records, medical records, postcodes, social networks, income – all of this data is accessible and could jeopardise an individual's chances in life. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 7 | <p>Discuss whether the performing arts are important to the culture of <u>your</u> country.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify exemplars of performing arts examine the notion of ‘usefulness’ • make a judgement, based on the 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 need for recreational activity for an audience • all cultures seem to evolve their own music and drama outlet for creativity in individuals • can bring groups (e.g. young) and the nation together and so help to mould a nation’s identity • ‘harmless’ focus for group energy (as against, say, excessive militarism) boost to economy • need for celebrations (e.g, festivals/carnivals) • can provide a distraction from arguably more ‘serious’ purposes • can introduce an alien element (from abroad) that threatens local culture. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 8 | <p>Examine whether or not the reading of fiction enhances our understanding of human nature. You should refer to novels you have read.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• justify the choice(s) made• recognise that human nature has many facets• make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• why the chosen author(s) are good exemplars of examining human nature• what particular feature(s) of the chosen work(s) make for a good insight into human nature• a recognition that human nature is almost infinitely varied in its manifestations• where lessons can be learned about human nature other than in ‘literature’• a personal consideration of the topic by the candidate writing the essay• not all fiction provides much insight into human nature – some, for example, goes little further than telling a story. | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 9 | <p>‘Freedom of the media is important in a democracy.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the role of the media • show an understanding of the nature of the media • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples:</p> <ul style="list-style-type: none"> • The Human Declaration of Human Rights guarantees the right to freedom of expression • the media is the ‘voice of the people’ who can challenge injustices, such as poverty, corruption and infringement on people’s liberty • censorship and violent attacks on people trying to express their views, is increasing, making opposition to dictatorial regimes more difficult • journalists need the right to create work that pushes the parameters and promotes discussion about issues, such as diversity and injustice, political satire is often used in cartoons • the media, through their journalists can expose corruption and the political cover ups of a government and view events at close hand of wars and disasters • media should be free of bias; however, this may not be the case, due to ownership and sponsorship by organisations with their own agenda • journalists have been imprisoned for expressing their views and sometimes executed. | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 10 | <p data-bbox="300 248 1034 282">‘An uneducated society has never existed.’ Discuss.</p> <p data-bbox="300 315 576 349">Answers are likely to:</p> <ul data-bbox="300 353 1299 488" style="list-style-type: none"><li data-bbox="300 353 1299 421">• consider what may be understood by ‘an uneducated society’ consider the various forms of education throughout history<li data-bbox="300 423 1299 488">• make a judgement based on a consideration of the evidence and argument put forward. <p data-bbox="300 528 1059 562">Answers might include discussions and examples such as:</p> <ul data-bbox="300 566 1286 869" style="list-style-type: none"><li data-bbox="300 566 1286 656">• education begins from birth, learning to walk and talk parents pass on skills, such as cooking and farming people who cannot read or write are considered as illiterate<li data-bbox="300 660 1286 728">• education existed in early times, the Greeks, Romans and Egyptians for example<li data-bbox="300 732 1286 799">• education can take place in informal or formal settings, with various teaching methods<li data-bbox="300 804 1286 869">• societies may have different views on education, for example women in education. | 30 |