



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/11

Paper 1 Essay

May/June 2020

MARK SCHEME

Maximum Mark: 30

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **16** 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.

Level 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

Level 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

Level of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
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

The information below is neither exhaustive nor prescriptive. Candidates should be rewarded for the clear presentation of an argument and the degree to which it focuses on the keywords of the question.

Question	Answer	Marks
1	<p>Assess whether it is possible, or desirable, to revive industries which have declined.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify the demise of ‘old’ industries • consider the possibilities – economically or politically – for their revival • 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"> • depleted resources (e.g. of coal or oil) and the impact of renewables fishing industry; effects on stocks • traditional crafts and cottage industries loss of skills for example in shipbuilding and heavy engineering • effects of globalisation on the older economies as production moves to other countries • effects of technological development in response to global warming and new ways of producing energy • development of new technologies (e.g. electric cars) above all, the effects of the robotization of manufacturing • the problem of (especially unemployed) voters understanding the pace of change and the political and economic consequences of unemployment • the need for training for the, ever advancing, technological era need to be considered • can an economy work on financial and leisure services alone? 	30

Question	Answer	Marks
2	<p>Engineers make a positive contribution to our lives today. To what extent do you agree?</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"> • name an engineer and give background to their work • show a good understanding of the engineering development and work demonstrating an awareness of the significance of an engineer's work in and for the country (and other parts of the world), this may be positive or negative • refer to engineers that were not necessarily born in the country but whose work has a significant effect on the country's development. <p>Answers may include:</p> <ul style="list-style-type: none"> • how an engineer's work has made a difference to the population's health or well-being (better crop yield through more efficient farming methods, fertilisers, pest control); equally this could be seen in a negative light such as the agricultural company Monsanto • discussion of feats of engineering that have improved infrastructure and developed links within the country or across its borders (railways, airports, roads); however, there may have been significant human and financial cost involved • reference to constructions and installations that have extended the longevity of the population (better sanitation or water purification) • the expansion of towns and cities (through planning, designing and building new homes and providing facilities for the increasing population) • how engineers have developed and constructed a more efficient and long-lasting energy provision for the population through wind or water power or the use of more fuel-efficient power stations • the development of more reliable and efficient industrial processes (that may use less or cleaner energy) the development of new production techniques (that are more cost effective and profitable) leading to a stronger economy. 	30

Question	Answer	Marks
3	<p>To what extent is military spending justifiable when so many people live in poverty?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • assess the significance of military provision and spending by some world powers • consider its relative cost set against its importance in safeguarding the future of mankind • consider the extent of poverty in the world and the major task involved (human and financial) in tackling it. <p>Answers may include:</p> <ul style="list-style-type: none"> • reference to how military strength needs to be maintained by some countries to keep world peace or subdue regional tensions; some countries provide a global military presence (like the USA) • featuring the potential dangers of extensive military expenditure including possible accidents, misunderstandings and misjudgements that can result in loss of life • speculation about how the enormous cost involved in maintaining a strong military can ensure peace and encourage people to live tension-free lives • the chances that governments with extensive military provision have their own agenda (such as maintaining their superiority in a part of the world) which does not consider humanitarian issues or the fact that a lot of their own people might be starving (such as North Korea) • the fact that relatively few nations can afford an effective and powerful military force; some countries have no military resources at all; these countries may become vulnerable • the view that poverty would still exist irrespective of whether military spending is reduced or not as poverty is mostly inherent due to such things as poor soil, climate or lack of education in how to provide food effectively and in quantities • suggestions that the tackling of poverty and starvation should lie with domestic governments some of which have been accused of mismanaging the aid given to them. 	30

Question	Answer	Marks
4	<p>‘Unlimited power is likely to corrupt the minds of those who possess it.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the meaning of unlimited power • consider the factors that may influence those with unlimited power • 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"> • examples of unlimited power: Bonaparte, Stalin and the Roman Emperors, also leaders of industry and movements • modern examples: Hitler and Saddam Hussein • may be a figure head for the military, or driven by ideology or religious beliefs • leaders may become isolated from the ‘common people’ and only listen to those with their own agenda • there is a need for checks and balances, where law ends, tyranny begins ‘power does not corrupt, but the use of it’ • those with unlimited power are eventually destroyed by revolution, mass movements, ‘or an enemy within’. 	30

Question	Answer	Marks
5	<p>‘Mathematics is the language of science and art.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the relationships between both science and art to mathematics • show an understanding of how mathematics is integral to both subject areas • 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"> • mathematics and physics have been interwoven since the ancient Greeks. Also Galileo, who argued that scientific concepts are interconnected by the rules of mathematics • mathematics is used in art, using geometry to underline perspective. Examples of artists are Leonardo da Vinci and Brunelleschi • mathematics is a framework which facilitates the communication of scientific ideas • strong symbiosis between art and mathematics, for example tessellations are used in architecture, Celtic knots and art from Africa • there a link between musicians and mathematicians, for example Einstein and his violin • scientists, like artists are people who notice things and learn to recognise patterns. 	30

Question	Answer	Marks
6	<p>To what extent do you agree that an obsession with health is unhealthy?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify an increasing concern about health • recognise that any obsession can have unfortunate consequences • 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"> • advertising promotes healthy lifestyles • increasing focus on sport/exercise/gyms likewise encourages the nurturing of healthy bodies • there is a public perception of what is healthy (even though it may vary with generations/places) • examples of extreme consequences of what some deem to be ‘healthy’ bodies (e.g. anorexia) • neglect of other possibly fulfilling activities media influence • commercial enterprises such as gyms • not everyone is ‘obsessed’ with health, so there are plenty of examples of other ‘unhealthy’ lifestyles • Effect on those who are not ‘healthy’ through no fault of their own danger of self-obsession. 	30

Question	Answer	Marks
7	<p>To what extent might freedom increase if people turned off their mobile phones and computer screens?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider our relationship with modern technology • define enlightenment and freedom • 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 reclamation of childhoods of old when outside play and exploration were common and often unsupervised • resilience, self-sufficiency, and risk taking are encouraged • enjoyment of reading, sport, music, conversation and increased meaningful communication with other people • being active rather than passive, inventive and creative, though designers of computer games deserve the accolade of creative and inventive • getting to know the world around us and in our heads, the stirring of the imagination and of self-reflection • the screen as servant, not master, one source of information but not the only one • counter arguments need to be respected such as the liberation of time when devices enable quick retrieval of information • recent surveys suggest that young people are taking breaks from technology to do other things. 	30

Question	Answer	Marks
8	<p>Evaluate the effectiveness of film or literature in portraying the reality of your country.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the prevalence, potential and importance of film(s) and literature (novels, poetry, theatre) from or about the chosen country • show an understanding of the role of film/literature in portraying a country and analyse the extent to which film/literature can be effective in portraying reality • 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"> • candidates may discuss films made/literature written in or about their country, by filmmakers or writers from within it or from elsewhere; discussion of relative perspectives may be useful • subject matter; important historical or political events, celebrations and festivals, (religious) rituals, family life, the social scene, rural and urban life, social problems and tensions • may depict the scenery and iconic landmarks of the country, whether as background, symbolism or part of the story line • language and dialogue may reflect the country, particularly any use of slang, regional accents, dialect etc • cultural importance (or not) of film and literature within the country, for example film festivals, book awards, place in education; film and literature as part of the artistic heritage and tradition, especially any specific movements • limitations of film and literature in portraying reality; director's/writer's viewpoint or agenda and skill, budget, acting ability, quality of writing, themes chosen, potential narrow view or focus; often films (and books) are just made to entertain the (home) audience • film(s) or literature may confirm or refute existing prejudices and stereotypes regarding the country and/or reflect a reality only of a certain region/class/group • possible discussion (not too extensive) of other ways of portraying the reality of the country, in comparison, e.g. reading online material, travel reviews, visiting, talking to people. 	30

Question	Answer	Marks
9	<p>Evaluate the importance of festivals and celebrations in uniting the people of your country.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of festivals and celebrations as a unifying feature of social life and identity in the relevant country • analyse the value of festivals and celebrations, and their limitations, in promoting 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"> • political or nationalistic events and pride, e.g. independence days, commemorations of important events and leaders, war remembrance • religious festivals, especially in homogenous societies, e.g. saints' days, Eid, Diwali, Easter and Christmas, public holidays; possible renewal of faith, community and purpose • sense of purpose and celebration in raising morale, e.g. New Year, celebrating sporting achievements, royal weddings and births • customs and traditions; continuity from ancestors' times • balance: potential of celebrations and festivals to divide people along religious, racial, ethnic or social lines • in totalitarian societies, 'celebrations' may have a political agenda and are likely to be enforced, rather than authentic/organic • loss of traditional or unifying meaning, e.g. Christmas in many western countries • local, regional or national celebrations and festivals possibly less significant in a globalised world; associated cultural dilution • multicultural societies celebrate a wider range of festivals but their ability to unify is open to debate • possible discussion of alternative ways of uniting people. 	30

Question	Answer	Marks
10	<p>To what extent has the communication of news been revolutionised in your country in the last 50 years?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify the impact of the digital revolution • consider the evidence of the decline in paper reading or oral communication • 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 starting point of oral transmission • the popularity/ubiquity/cheapness of the printed newspaper • the ability of digital media to reach a greater proportion of the population more quickly/cheaply • the increasing appeal of the digital media to advertisers • the interactive nature of digital media (for e.g. polling purposes) the increasing tendency to use smartphones for all daily activities • however, the provision of free online newspapers (alone) is not economic for publishers • there is a lingering affection for printed media that might maintain a baseline for the continuance of newspapers • some (potential) news, as ever, will continue to remain secret ‘fake news’ and its consequences. 	30