



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/12

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 |
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| 1 | <p>‘The provision of foreign aid by wealthier nations is motivated as much by self-interest as by a desire to help.’ Assess this view.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the motivations of countries providing aid and/or investment in developing nations • show an understanding of the advantages and disadvantages for both wealthier and recipient nation(s) • 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"> • image and reputation of the donor/investing country at national and individual level, desire to be seen to do good • humanitarian and moral duty to assist those in developing countries to achieve a better standard of living, for example by contributing to infrastructure projects, education etc. • improving living standards in developing or war-torn countries may stem the tide of refugees and thus reduce the pressure on the donor country to accept and house them (self-interest but achieves positive benefit in recipient country) • aid may be given regularly, for specific projects, or only at times of natural disaster or other events needing immediate assistance and relief to protect human life, in other words aid may be more or less targeted • means of building international relations, political and strategic alliances and ties to other regions with a view to promoting trade and other links in future, especially when the recipient country is in a stronger position • possible exploitation of (human) resources and mineral wealth e.g. China in East Africa, oil reserves in Nigeria and TNCs’ placing of factories/’sweat shops’ • possible role of bodies such as the UN in regulating less favourable deals • debt of recipient country may be literal – as well as metaphorical, in terms of feeling beholden – and they may owe large amounts of interest, have to accept unfavourable trade terms etc. • possible dangers of corruption in administration and distribution of aid projects and funding, difficulties of accountability. | 30 |

| Question | Answer | Marks |
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| 2 | <p data-bbox="322 217 1189 248">‘The hunting of wild animals should be discouraged.’ Discuss.</p> <p data-bbox="322 288 600 316">Answers are likely to:</p> <ul data-bbox="322 323 1518 424" style="list-style-type: none"><li data-bbox="322 323 1077 351">• distinguish Trophy Hunting from other types of hunting<li data-bbox="322 359 987 386">• consider the implications of possible legislation<li data-bbox="322 394 1518 424">• make a judgement, based on a consideration of the evidence and argument put forward. <p data-bbox="322 464 1081 491">Answers might include discussions and examples such as:</p> <ul data-bbox="322 499 1845 740" style="list-style-type: none"><li data-bbox="322 499 1469 526">• many animals are endangered for example the tiger, the rhino, the lion, the elephant<li data-bbox="322 534 1503 561">• animal life is as sacred as human life, and therefore deserve reverence not exploitation<li data-bbox="322 569 1697 596">• people protecting these animals are in danger for example those who are safeguarding the great apes<li data-bbox="322 604 1727 632">• some countries may rely on big game hunting for tourism and indeed to provide income for conservation<li data-bbox="322 639 1823 667">• not all animals are rare, therefore hunting can be seen as a sport, for example deer, black bear, and fox hunting<li data-bbox="322 675 1845 740">• trophy hunters can become hate figures for example on social media culling has been carried out to preserve bio-diversity. | 30 |

| Question | Answer | Marks |
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| 3 | <p>‘Education is the most important factor in increasing social and economic opportunities.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the concept of social and economic opportunities (social mobility) and the related importance of education • show an understanding of the importance of education and of other factors which may increase social and economic opportunities • 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"> • ‘social mobility’ is the movement of individuals, families, households or other groups between layers/strata of society; greater opportunities signify higher levels of equality and meritocracy in a society, in terms of income, wealth and status • education should be key, if accessible to all and truly meritocratic, in giving equal opportunities to gain qualifications and skills, access higher education and prepare for the workplace environment, regardless of background • education may inspire a desire to learn and achieve; ability of teachers and the education framework to inspire, differentiate and offer fair and equal learning opportunities and high expectations of all • many factors influence success in education and those from less advantaged backgrounds (wealth, race, gender, disability) or whose parental expectations are low may lack the cultural capital and/or opportunity to compete on equal terms with more privileged peers • costs of university education may be prohibitive even to those academically able to participate • academic education and qualifications systems may deter those more practically minded and/or talented in the arts, sport etc. • role of personal initiative and entrepreneurial spirit in achieving success by alternative routes • other factors influencing opportunities; tax system (progressive or regressive), welfare system and family support mechanisms, access to (free) health care, levels of corruption and nepotism in the society. | 30 |

| Question | Answer | Marks |
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| 4 | <p>To what extent is knowledge of the past a good guide to future events?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify contemporary/past parallels • consider if there is an underlying law of historical repetition • 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"> • does history repeat itself or, as in the words of Mark Twain, merely ‘rhyme’? • Causes of wars, ‘extreme’ events (massacres/Holocaust) • conscious attempts to ‘learn’ from history often fail (e.g. Suez, Iraq, Syria) • each generation has different tools/weapons at its disposal (e.g. why has there been no nuclear war?) • influence of individuals (e.g. was Hitler a ‘type’ or a ‘one off’?) • link between events and economic development (e.g. impact of unemployment) • presentation of the past, including documentaries, literature and media bias • knowledge does not necessarily affect actions. | 30 |

| Question | Answer | Marks |
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| 5 | <p>Computer hacking is the greatest threat for the communication of information on the internet. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • offer some definition of computer hacking/hackers • present an overview of the current state of information technology and mankind’s reliance on it • refer to some case studies of hacking either current or historic. <p>Answers may include:</p> <ul style="list-style-type: none"> • how hackers can hijack user-names and passwords, steal money and open credit cards and back accounts and gain access to personal and sensitive information • hackers being able to ruin a person’s credit and spend their money by making purchases using their credentials • the selling personal information that is hacked to other parties; at the same time, hackers could benefit a country by being able to find out important information; on a national basis this might include police investigations • the increasing confidence that hackers can be blocked and stopped, with evidence of recent success rates; this is important in that it can prevent conflicts between countries • the corporate hacking of countries or possibly even government agencies which can result in serious consequences for the economy or national security, for example the compromising of military sources • reference to how sites such as Wikileaks can have both a positive and negative effect; whilst being seen as a breach of security due to the revelation of sensitive information this can also inform people of things which might not be in the public interest or a danger to the world • encouraging people (both individuals and larger institutions) to be more vigilant, take precautions to deter hackers • the employment of a more effective education campaign so that individuals, whether at home or in the workplace, can see danger and take evasive action • Counter arguments may include fake news, voluntary sharing, dark web, lack/too much censorship, mental health/well-being. | 30 |

| Question | Answer | Marks |
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| 6 | <p>Assess the advantages and disadvantages of free health care for all.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider that relatively few countries provide free health care to all citizens, the UK being a notable exception • show an understanding of the reasons why free provision for all may or may not be desirable, from different perspectives • 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 health of a population should be a priority for the state, in moral and economic terms, for example in maintaining a capable and productive workforce, increasing output and tax revenues and reducing the welfare burden • free provision for all is a measure of equality, especially between rich and poor and where children are concerned • the wealthy may be less in favour, feeling that their proportionate contribution will be far greater though the main burden on the health service will be from poorer less well-educated sections of society with larger families • accidents or a genetic pre-disposition to certain illnesses and impairments should not, morally, be an obstacle to treatment, and access should not be based on ability to pay • system may extend to widespread free childhood vaccinations, screening programmes etc. which aim to prevent illnesses and disease in the population, saving lives and money in the longer term • greater likelihood of people seeking treatment at an earlier stage which may increase their life expectancy, e.g. early detection of cancers, contrasted with possibility of ‘time wasters’ taking up doctor or hospital time unnecessarily. | 30 |

| Question | Answer | Marks |
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| 7 | <p>‘It is more desirable to live in a city than in a rural area.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the different problems and advantages that may be found in both urban and rural areas • show an understanding of the factors that may contribute to the problems and advantages • 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"> • rural and urban problems may be different in other countries around the world • people in rural areas, appear less stressed, as there is generally a smaller population and greater sense of ‘community’ • urban areas have a denser and often diverse population and quite often, high levels of pollution, caused by heavy traffic and factories, for example: London, Beijing and Kanpor • rural areas can often be poor and lack services, such as an efficient transport, fewer health facilities and fuel poverty • in urban areas, there is a greater access to the ‘arts’ such as cinema, theatre and museums, sport facilities are also available • a rural area may have an aging population, due to people retiring to ‘the country’, this can be an extra burden on social care. | 30 |

| Question | Answer | Marks |
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| 8 | <p>‘Autobiographies are more reliable than biographies.’ To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the differences in approach between an autobiographer and a biographer when writing such a book • show an understanding of the factors behind the contrasts in content between an autobiography and a biography • 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"> • autobiographies may provide unique insights since nobody knows better than the subject about themselves • biographies may be economical with the truth or written to cause sensation by conflating events and even manipulating the truth • an autobiography allows people to know what it was like to be someone else and in their position giving a sense of truth and reality • presenting one point of view of events so the account might not be well-balanced or fair • displaying more of a person’s personality adding to a sense of certainty and reality; this may result in the reader becoming more emotionally involved • a lack objectivity and they can be opinionated and biased in either a positive or negative way (for example, some biographers have a strong admiration of their subject whereas others remain more skeptical or neutral) • some collaboration with the subject to corroborate ideas but some are unauthorised and therefore controversial (a common occurrence in the case of celebrity biographies) • some biographers being selective in giving details of a life story; this is sometimes judgmental or can lead readers to form their own opinion (which may mislead due to details being intentionally omitted) • most biographies are subjective; some authors are emotionally detached from their subjects and fail to engage fully with their stories and recollections. | 30 |

| Question | Answer | Marks |
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| 9 | <p>‘National celebrations, rather than uniting people, can divide them.’ To what extent do you agree with reference to your country?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider that there is a variety of national celebrations which can convey different ideas • show an understanding of how celebrations may influence people in different ways • 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"> • promoting friendship and understanding amongst people by sharing a special occasion • ensuring events such as sports are practised without any form of discrimination whatsoever; all sports transcend class divisions • providing a useful way of creating an environment where people can come together and show respect for each other • fostering social integration between different ethnic groups • mixed and opposing feelings about the event (such as people wanting to remember wars and pay respect opposing others who want to forget the horrors and loss) • most national heroes having status and a reputation but who may be of political view or social status that not everyone supports • there are many religions in all countries now as the world becomes more multi-cultural; through tensions and conflicts across the globe the celebration of some events not be appreciated by sections of the population • the strength of some people’s feelings and fervour as opposed to apathy from others. | 30 |

| Question | Answer | Marks |
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| 10 | <p>Evaluate the importance of the live music and/or theatre experience for both performer and audience.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the value of live music and/or theatre for both the audience and the performer • show an understanding of the place these art forms occupy in a country’s cultural and social life, ideally with (local) examples • 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"> • analyse the advantages of the live experience in comparison with recorded music, written play scripts, film adaptations or screenings of performances etc • the benefits for the artist/performer and for the viewer/spectator of experiencing live arts, commenting on aspects of music (of different genres) and/or theatre art; these might include elements such as atmosphere, staging and costume decisions, tone and nuance • recorded versions of music and theatre performances and/or film/tv adaptations are more ‘perfected’ but may be deemed somewhat clinical, as opposed to live performances which can be varied and adapted more readily, allowing for additional levels of interpretation, and each performance is therefore unique • live experience is likely to offer a greater sense of connection with the artist and intentions of the work, particularly in live (popular) music, where direct interaction with the audience occurs • plays are intended to be performed, rather than read as a book, and are brought to life by real people playing those roles in the theatre. | 30 |