



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/11

Paper 1 Essay

May/June 2021

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 May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **16** printed pages.

PUBLISHED**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**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.

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

Level of response descriptions				
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
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

Level of response descriptions				
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

PUBLISHED

Question	Answer	Marks
1	<p>A business's main aim is to maximise profits. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the extent to which profit maximisation is a business's main aim • consider what other main aims businesses may have • make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • businesses must make money to survive and exceed their operational costs, otherwise they fail • business owners, employees, shareholders and other stakeholders require the business to make a profit • profit is made by providing a useful product or service and/or solving an existing problem • business owners may wish to share a skill, talent or love for their products or services • profitable businesses can more easily adopt philanthropic policies, greener practices, and sustainable sourcing; profit and ethics are not mutually exclusive • successful businesses having unique selling points, contributing to increased profitability • some business activities being funded by means other than through profits • the role of government, taxation and legislation in supporting businesses to be viable. 	30

PUBLISHED

Question	Answer	Marks
2	<p>War is only ever destructive and brings nothing good. Evaluate this view.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• discuss war as a concept and decide how far it is destructive• consider how and when war may sometimes bring something good• make a judgement, based on consideration of the evidence and argument putforward. Answers might include discussions and examples such as:<ul style="list-style-type: none">• the many horrific impacts of war on a personal and world-wide level• the changing nature of when, where and how wars are fought• bravery and heroism in war - how war has been glorified and horrific acts justified• the many different perspectives from which wars are written about and presented• concepts of what is a 'war' and 'destructive' are subjective• war can be justified because of the circumstances that bring it about• war can lead to inventions that can be used positively outside of warfare• war can lead to future peace, harmony and cooperation between countries and groups to prevent future wars.	30

PUBLISHED

Question	Answer	Marks
3	<p>To what extent should the ability to use Information Technology be education’s top priority?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of competence in IT skills and their acquisition in education • discuss the extent to which IT skills are the priority, compared with other content, skills and values • make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • most further education courses and jobs requiring familiarity with and ability to use IT skills and processes confidently • children’s access to IT varies depending on family income and where they live • IT may be taught as a subject and integrated in other lessons or offered as an extra-curricular activity • education not being the sole or best provider as many young people’s lives already revolve around IT • IT studies may take time away from other subjects, limiting the content and depth which can be covered • education also offers many other subjects, skills and areas of interest • the role of other ‘soft skills’ and the hidden curriculum in education • whether IT fits into the overall purpose of education and how it prepares people for later life. 	30

PUBLISHED

Question	Answer	Marks
4	<p>Human actions can prevent all natural disasters. Evaluate this view.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider different types of natural disasters • explore the role human actions might play in the prevention of them • make a judgement, based on 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 range of natural disasters which humans may have partially been responsible for • humans are powerless to prepare for and prevent many natural disasters • the impact of certain natural disasters can be mitigated depending on where people settle, and/or improved building techniques • prediction and evacuation to mitigate the effects is possible, with increasingly sophisticated technology monitoring issues • preventing the impact of a natural disaster in one area could simply move the problem elsewhere • extreme weather events are becoming more common, possibly as a result of climate change • long-term climate models suggest that human activity may not be entirely responsible for changing climate and weather patterns • the role of governments in planning for natural disasters most likely to affect their nation, and humanitarian aid to others. 	30

PUBLISHED

Question	Answer	Marks
5	<p>Careful testing is the most important consideration when developing new medicines. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of testing procedures for new medicines • show an understanding of other important considerations when developing new medicines • make a judgement, based on 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 merits and limitations of the many methods of testing • tests and trials can determine optimum dosage and reveal unforeseen side-effects • political and commercial pressure to ensure medicines are effective and safe • importance of transparency and rigour in public confidence towards new medicines • role of regulators and approval bodies and the difficulty of regulating online sales • testing processes can take a long time and be very costly • other considerations may be more important such as speed in developing vaccinations or treatments • use of traditional and folk remedies, alternative therapies and their efficacy. 	30

PUBLISHED

Question	Answer	Marks
6	<p>To what extent do you agree that space tourism is a waste of precious resources?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore what space tourism is and who it is for • discuss the extent to which commercial space tourism wastes precious resources • make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • space tourism being hugely expensive, the preserve of the super-rich • precious materials and resources being used that could be more helpfully utilised elsewhere • the environmental costs on the planet, in the atmosphere and in outer space • government programmes are mainly scientific, aiming to increase human knowledge of space, the earth and the wider universe • unexplored areas of our own planet and alternative spending priorities • preparations would be time-consuming and expensive: fitness, safety, cost and suitability of equipment • costs of space exploration are difficult for governments to justify • research-based exploration could accompany commercial outfits, at reduced or shared cost. 	30

PUBLISHED

Question	Answer	Marks
7	<p>Museums and/or art galleries are no longer required now we can view their contents online. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of museums and/or art galleries • discuss the benefits and limitations of viewing their collections/exhibits only online • make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • museums and art galleries collecting, preserving and displaying items of significance • role of museums and galleries in often painstaking and highly-skilled preservation and restoration work • the economic and cultural importance of museums and art galleries in education and in promoting tourism • physical limits of display space which may be complemented or enhanced by online catalogues • range and accessibility of artefacts and artworks online, improving cultural value of those traditionally excluded • those viewing online may be inspired to visit museums and art galleries, perhaps for the first time • limitations of online experience, especially with regard to art works; size, shape, texture, colour • the cost, crowds, queues and selfies might deter people from visiting, especially popular collections. 	30

PUBLISHED

Question	Answer	Marks
8	<p>Censorship of any form of artistic expression is unjustifiable. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the range of artistic expression available • examine the concept of censorship in relation to artistic expression • make a judgement, based on consideration of the evidence and argument putforward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • people having a right, in free and democratic societies, to create and experience art according to their preferences • arts censorship limiting freedom of expression, setting a dangerous precedent for other freedoms to be restricted • censoring artistic expression being a hallmark of totalitarian regimes, both historically and today, to further their control • censorship being justified if the content is taboo, indecent or the message is potentially offensive to a particular group • art's role in pushing boundaries and tackling taboos, thereby provoking discussion and potentially promoting social change • the imposing of age limits for certain content, rather than outright bans • censorship can never be totally effective in the digital age • the many damaging impacts of censorship on freedom of expression for future generations. 	30

PUBLISHED

Question	Answer	Marks
9	<p>Targeted online advertising is nothing more than an invasion of privacy. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• consider what targeted online advertising is• discuss the extent to which this is an invasion of privacy• make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• online advertising uses cookies, complex algorithms and profiling to tailor the advertising shown to individuals• targeted online advertising is undoubtedly invasive in its methods, while profiling may be unethical• people may be wary of how much power major brands and companies have• the role of regulation in controlling the use of data by multinational and hugely influential companies• the clear commercial benefits to the advertisers in terms of sales volume generated and market share• data mining and profiling are big business, if largely parasitic• some people appreciate targeted advertising and its up-to-date offers and news of new products• targeted advertising can help people make more informed choices and save time.	30

PUBLISHED

Question	Answer	Marks
10	<p>It is no longer necessary to learn to write by hand. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • assess the importance of writing by hand in the age of computer technology • consider the advantages and disadvantages of writing by hand in a variety of situations • make a judgement, based on 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 frequency of writing by hand decreasing, with hand-held digital devices being a major means of communication • many students writing by hand so infrequently that handwriting quality declines • word processing work allows for neater revisions and end product, becoming more representative of higher education and the workplace • the effects and pace of the switch to digital communications may not be felt universally • there are still many occasions when there is a preference for personalized, handwritten items • if technology is unavailable being unable to write by hand would be a problem • handwriting is linked with learning to read; teaching only to type could change the process of written language acquisition dramatically • writing by hand can promote thoughtful and creative thinking and expression. 	30