
GENERAL PAPER (MAURITIUS)

8009/01

Paper 1

October/November 2019

MARK SCHEME

Maximum Mark: 50

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 **13** 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.

USE OF ENGLISH CRITERIA TABLE

	Marks	
Band 1 ‘excellent’: fully operational command	18–20	<ul style="list-style-type: none"> • very few slips/errors • highly fluent • very effective use of expressions and idioms • excellent use of vocabulary; (near) faultless grammar • excellent sentence structure and organisation of paragraphs • excellent spelling/punctuation.
Band 2 ‘good-very good’: effective command	14–17	<ul style="list-style-type: none"> • few slips/errors • fluent • effective use of expressions/idioms • good use of vocabulary; sound grammar • good sentence structure/well-organised paragraphs • good spelling/punctuation.
Band 3 ‘average’: reasonable command	10–13	<ul style="list-style-type: none"> • some slips/basic errors but acceptable standard overall • reasonably fluent/not difficult to read • generally appropriate use of expressions/idioms • fair range and apt use of basic vocabulary; acceptable grammar • simple/unambitious sentence structure/ paragraphing • reasonable spelling/punctuation.
Band 4 ‘flawed but not weak’: inconsistent command	6–9	<ul style="list-style-type: none"> • regular and frequent slips/errors • hesitant fluency/not easy to follow at times • some inappropriate expressions/idioms • limited range of vocabulary; faulty grammar • some flawed sentence structure/paragraphing • regular spelling/punctuation errors.
Band 5 ‘weak-very weak’: little/(no) effective communication	0–5	<ul style="list-style-type: none"> • almost every line contains (many) slips/errors of all kinds • little/(no) fluency/difficult (almost impossible) to follow • (very) poor use of expression/idiom • (very) poor range of vocabulary: (very) poor grammar • (very) poor sentence structure/paragraphing(very) poor spelling/punctuation. <p>bracketed descriptors denote 0–2 range of marks.</p>

CONTENT CRITERIA TABLE

Band 1 ‘excellent’: very good and comprehensive knowledge/ understanding of topic	26–30	<ul style="list-style-type: none"> • comprehensive coverage, totally relevant material, perceptive, analytical • thoughtful, enlightening illustration using local, national and international examples where applicable • coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity • (very) well structured
Band 2 ‘good-very good’: good knowledge/ understanding of topic	20–25	<ul style="list-style-type: none"> • totally (near totally) relevant, well focused but less analytical and perceptive than Band 1 • major points well developed • (very) good range of examples/illustration • logical and systematic discussion • effectively structured
Band 3 UPPER ‘average’: sound knowledge/ understanding of topic	16–19	<ul style="list-style-type: none"> • competent: major points adequately developed • largely relevant and remains focused on the question • reasonable range of examples/illustration to support key points • reasonably structured.
Band 3 LOWER fair knowledge/ understanding of topic	13–15	<ul style="list-style-type: none"> • more obvious points mentioned rather than adequately developed • some digression, but generally sticks to the question • does not always support major points with apt illustration • tendency to assert/generalise rather than argue/discuss in detail • may lack focus
Band 4 ‘flawed but not weak: limited knowledge/ understanding of topic’	7–12	<ul style="list-style-type: none"> • restricted material/scope: rather pedestrian • some relevance but may be implicit/tangential at times • prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic • limited illustration and/or factual inaccuracy • insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question
Band 5 ‘weak–very weak’ poor/very poor knowledge/ understanding of topic	0–6	<ul style="list-style-type: none"> • (totally) inadequate content with little/no substance: (very) vague and confused ideas • question largely (completely) misinterpreted/ misunderstood • very limited (total) irrelevance • very limited/(no) appropriate illustration. <p>bracketed descriptors denote 0–2 range</p>

Question	Answer	Marks
1	<p>How far is it true that to be successful, a business should develop new ideas and not imitate others?</p> <ul style="list-style-type: none"> • Using a process, product or business model that can be legally duplicated and facilitated by the internet and easier global transportation. • Innovators often get a fraction of the value of an innovation due to failure rate/R&D costs and adopters/adapters make the better returns as they reverse engineer products. • Being the first to provide a service or product can lead to huge profits especially if highly demanded by consumers. • Innovators can capture the market or public imagination and establish their brand as the leader. • Imitation often associated with theft of intellectual property or inferiority. • Imitators provide competition and consumers like to have range and choice. • Difference between inventiveness and entrepreneurship. • Without innovation, businesses stagnate and collapse as they do not keep pace with their customers or their changing environment. 	50

Question	Answer	Marks
2	<p>To what extent do you agree that the commercialising of artworks lessens their value?</p> <p>Yes – commercialism of artworks makes paintings, images and music lose their artistic value due to the reproduction methods or changes made to its size, medium or context.</p> <ul style="list-style-type: none"> • The original artwork becomes a commodity when it has a price rather than a unique piece. • The artists themselves may be working to order/commission and their art takes on a more mass-produced feel. • Artists may be less controversial or unwilling to change/develop their style as they wish to be appealing to buyers. • Galleries may prioritise artists who make the most sales rather than those who are most talented and may not showcase emerging artists. <p>No – putting a ‘price’ on a piece of art gives it a quantitative value or makes it more sought after, for example at an auction or for insurance purposes.</p> <ul style="list-style-type: none"> • Widens the audience or arouses curiosity as it is human nature to link intrinsic value with monetary value. • Art is an important part of an economy and people need artwork and crafts to decorate their homes, increase creativity and productivity or for entertainment. 	50

Question	Answer	Marks
3	<p>How far do you agree that advertising aimed at children should be banned in your country?</p> <p>Yes – Companies selling products such as toys, sweets, fast food, clothes and video games should be prevented from marketing them towards children as there are fears this undermines children’s natural development.</p> <ul style="list-style-type: none"> • Increase in ‘pester power’ as parents are ‘nagged’ for expensive brands by children as young as two. • Leads to problems such as obesity, low self-esteem and materialism. • Becomes difficult to teach children how to manage money. • Bans in countries such as Sweden, Norway and Greece. Curbs placed on advertising on TV, magazines, websites and restricting the use of cartoon characters in advertising campaigns. • Call for ban led by writers, academics and parents. <p>No – strict standards already in place by authorities in many countries.</p> <ul style="list-style-type: none"> • Companies should be free to promote their products and services as long as they abide by regulations. • Breaches children’s rights and hinders the learning process of understanding that advertisements can be misleading. • Ultimately up to parents to purchase products so they make the decisions. • Children are not just influenced by ads but by their peers. • Ads keep children informed of choices and help children decide how to spend their pocket money and choose what to save up for. • Banning ads could have knock-on effect on sponsorship for children’s activities and groups. 	50

Question	Answer	Marks
4	<p data-bbox="316 248 1267 315">Consider the view that our understanding of the world is defined by the languages we speak.</p> <ul data-bbox="316 353 1315 1167" style="list-style-type: none"> • Language is our basis for spoken and written communication, expression, interaction and understanding. • Concepts and objects however, do not change, despite different languages having different words for them. • We would not know something just because we know what it is called and this knowledge comes from our experience. Knowledge and memory of things would exist even if we had no words for them. Even if you forget the name of something, you would still know its workings and appearance. • Language shapes our perceptions as people from different cultures and languages view the world differently due to the influence of their vocabulary and grammar. For instance, people organise space and time based on the language they use and the direction of their written language. Another example is how we perceive colour. • There are many examples of languages which do not have words for certain concepts but does this mean these concepts are completely absent from these cultures? • Limiting a language can curb intellectual and creative freedom; for instance, in Orwell's '1984' the language 'Newspeak' is controlled by the government. • Meaning is lost in translation when texts are translated from one language to another. • Bilingualism and multi-lingualism and impact on a person's perception and experiences. 	50

Question	Answer	Marks
5	<p>‘Countries that are more developed have a greater obligation to combat climate change than less developed countries.’ Discuss this view.</p> <p>Yes – more developed countries gained their wealth through the role they have played in exacerbating climate change and they are best placed to help.</p> <ul style="list-style-type: none"> • ‘Contraction and Convergence’ is a proposed global framework which holds more developed countries responsible for cutting their per capita emissions (contraction) and meeting developing countries in the middle (convergence). • Less developed countries are fairly allowed to continue to develop and increase per capita emissions to a level equal to developed countries ‘in the middle’. The obligation, in this case, falls more heavily on more developed nations to reduce their emissions. • More developed countries are now hypocritically complaining that less developed countries are polluting more heavily at present and are now in the position of power and wealth to go ‘green’. • More developed countries have the responsibility to set the model of a ‘green’ lifestyle and less developed countries will not go green before their more developed competitors. <p>No – incorrect to blame more developed countries as they did not initially know that industrialisation was causing global warming.</p> <ul style="list-style-type: none"> • Idea of obligation: that some countries are more responsible than others for cutting emissions and fighting global warming misses the point. Global warming is a collective problem that can only be successfully combatted if every country puts its wits and resources fully behind resolving the crisis. • Seeking equality of emissions fails to cut overall emissions. If more developed countries are forced to cut emissions and less developed countries allowed to increase per capita emissions – with both meeting in the middle – the ultimate result is that a more developed country’s increases cancel out the reduction of a less developed country. • Irrespective of their development status, it should be the high emitters that have the obligation to combat global warming, for instance, China and India. • Countries specialise in areas where they have a comparative advantage, for instance, manufacturing whilst others specialise in services, which have inherently different carbon emissions. Therefore, requiring states to equalise emissions is unfair. 	50

Question	Answer	Marks
6	<p>To what extent should everyone have the right to make their own choices about their healthcare?</p> <ul style="list-style-type: none"> • Moral choices related to healthcare might affect contraception; abortion; euthanasia; diet etc. • May also include decisions related to patients' treatment options. • Should decisions be left to healthcare professionals? • Do our rights to make these choices depend on our age, gender, wealth, education, religious values, mental state and range of private/public health services? • Changing population dynamics have caused healthcare costs to increase and governments often bear the brunt of these costs so it would not be the best use of limited resources to allow everyone to make their own choices. 	50

Question	Answer	Marks
7	<p>How important is it for farmers to grow a diverse range of crops?</p> <ul style="list-style-type: none"> • It increases agricultural income for farm owners and farm workers as different crops can be grown consecutively (crop rotation; double cropping and inter-cropping) prolonging the season of employment/production. • Manages price risk on the assumption that not all products will suffer low prices at the same time. • Provides crop security during fluctuating weather conditions, disease and pest attacks. • Promotes economic growth as the entire agricultural economy is not dependent on a narrow range of crops. <ul style="list-style-type: none"> - Improves soil quality. • New, high-value crops can be introduced alongside subsistence staple food crops (vegetable farming, fruit cultivation, floriculture, medicinal and aromatic plants cultivation). • Uses land and water resources more effectively. • Not important as farms use resources more effectively by specialising in monoculture and creating economies of scale. • The best crop for that particular area can be planted so that soil and climate conditions do not impact the yield as much. • It is easier and more straightforward to cultivate one type of crop in terms of knowledge and experience. • With mixed crops, it is difficult to properly manage one crop without impacting or damaging the other. • Allows huge amounts of a crop, for instance, wheat, to be grown to supply increasing demand. 	50

Question	Answer	Marks
8	<p>‘Celebrities should never get involved in politics.’ Discuss.</p> <p>Involvement – Celebrity endorsements of political elections can make a difference, especially if celebrities are ‘A-listers’.</p> <ul style="list-style-type: none"> • Celebrities can raise the profile of minority issues and issues that are close to their hearts or personal circumstances. • Celebrities may have access to influential people and politicians themselves. • Several celebrities have been internationally recognised for their political activism and receive official recognition, for instance, Oprah Winfrey, Angelina Jolie, Bono. • Celebrities have successfully run for political positions, for instance, Amitabh Bachchan, Arnold Schwarzenegger. <p>Non-involvement – Celebrities are too influential and their fans may be influenced without paying due attention to the facts and pick sides.</p> <ul style="list-style-type: none"> • They could intentionally or unintentionally trivialise complex political issues or conflicts by giving interviews, tweeting or posting on social media. • Their involvement may be for publicity purposes rather than a genuine conviction. • They have insufficient experience, either at the grassroots level or at the level of government. • They are not in touch with ordinary people or the lives they lead. 	50

Question	Answer	Marks
9	<p>'It is not true to say that the internet is a unifying force, because it creates many divisions in societies and brings people into conflict with one another.' Discuss.</p> <ul style="list-style-type: none"> • Political, economic, religious and social divisions are magnified by the internet through social media, real time updates of events and fake news. • Social media contributes to greater superficiality, impulsiveness, fewer facts, and polarises people as like-minded people band together and stoke one another's prejudices and hatred. • Previously, national media broadcasts and print media meant that audiences watched more or less the same programmes and read the same papers but the internet has encouraged viewers/readers to seek their own sources on the internet, perhaps leading to a loss of family/national consensus. • No sense of public responsibility or censorship on the internet as there are no real governing bodies. • Over 80% of the world's internet users live in the industrialised countries and this highlights issues of access between countries. Within countries, there is also disparity between rich and poor individuals. • The potential for and evidence that the internet is a harmonising force are clearly seen through the enhanced communication channels which it offers, fostering new personal, social and international relationships and strengthening existing ones. • Fund-raising, crowdsourcing, petitions and raising awareness of issues are some ways in which the internet is a positive force. • International movements unifying individuals and national groups to fight for minorities and protect the environment. 	50

Question	Answer	Marks
10	<p>‘The welfare state is not a sustainable system.’ To what extent might this be true of your country?</p> <ul style="list-style-type: none"> • Sustainable – welfare states are financially viable if the growth in costs do not exceed economic growth and reforms are made. • The fiscal problems of some welfare states are caused by other factors such as real estate bubbles; poor budget planning, taxpayer bailouts of banks etc. • Welfare states are more productive as affordable education and healthcare mean more people are employable and fit to work. • Curbing generosity of payments, longer working hours and finding new ways to boost the economically active population contribute to sustainability. • Funding for the welfare state through taxes on goods and services or corporations, rather than on labour. • Unsustainable – Argument that welfare states which provide ‘cradle to grave’ protection have created huge public debt and this has worsened in recent economic crises. • Ageing populations and lower birth rates mean fewer taxpayers in future to support the system. • Influx of migrants puts pressures on social security and housing. • Reliance on hand-outs drains the system. 	50

Question	Answer	Marks
11	<p>To what extent has your country succeeded in creating a national identity whilst promoting cultural diversity?</p> <ul style="list-style-type: none"> • Importance of fostering a national identity in a country in which migration has played a great role. (Mauritius has a culturally, ethnically and linguistically diverse population.) • Creation of national symbols, national celebrations, use and promotion of a common language and history. • Historical incidents of racial unrest and communal segregation. • Impact of political independence of Mauritius in 1968. • How the challenge of globalisation and identification with the global community have affected national identity. • Preservation and protection of cultural and religious practices, dress, cuisine, festivals and languages. 	50

Question	Answer	Marks
12	<p data-bbox="316 248 1246 313">How important is it for young people to be taught about managing their finances?</p> <ul data-bbox="316 353 1318 936" style="list-style-type: none"><li data-bbox="316 353 1318 450">• Schools should offer formal classes so that young people are prepared for their future and this might possibly prevent mistakes from being made when they start work.<li data-bbox="316 456 1318 521">• Many young people already have part-time jobs or have allowances and can open bank accounts and pay routine bills.<li data-bbox="316 528 1318 593">• Young people may have cars and mobile phones, purchase insurance and take loans so they need to be properly informed.<li data-bbox="316 600 1318 665">• Young people often enjoy shopping and need to be aware of budgeting.<li data-bbox="316 672 1318 736">• Young people who enter university may be taking student loans and need to understand what they are undertaking.<li data-bbox="316 743 1318 808">• Basic financial concepts such as interest rates, mortgages and taxes should be taught.<li data-bbox="316 815 1318 880">• Parents and older family members also have a role to play.<li data-bbox="316 887 1318 952">• Helps young people to live within their means, work towards home/car ownership and improve their lives, and the economy as a whole.<li data-bbox="316 958 1318 1023">• Formal teaching unnecessary as this knowledge is available through banks, terms & conditions or could be picked up along the way.	50