Cambridge International AS Level

ENGLISH GENERAL PAPER	**8021/12**
Paper 1 Essay	**October/November 2019**
MARK SCHEME	
Maximum Mark: 30	

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Generic levels of response descriptions

These level definitions address Assessment Objectives (AOs) 1, 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme. Information about AOs can be found in the Cambridge International AS Level English General Paper syllabus (8021) for examination in 2019, 2020 and 2021.

Introduction

The level definitions which follow reflect, and should be interpreted within the context of, the following general statement:

(a) Examiners will give their highest marks to candidates who demonstrate a disciplined management of the discussion the question provokes and use clear and accurate communication. Examiners will be guided more by careful selection and application of information, effective analysis and evaluation, and supported judgement, than by weight of facts.

(b) Examiners will use these level definitions in combination with the question-specific mark schemes.

(c) Explanation or judgement is strengthened if informed by the use of relevant examples.

(d) The level in which an essay is placed depends on the range of criteria detailed in AO1, AO2 and AO3. As a result, not all essays fall obviously into one particular level. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.

In marking an essay, examiners will first place it in a level and then fine-tune the mark in terms of how strongly/weakly the demands of the level have been demonstrated. The criteria in each level are written to exemplify the middle of that level.

	Levels of response descriptions			
Level	**AO1** **Selection and application of information**	**AO2** **Analysis and evaluation**	**AO3** **Communication using written English**	Marks
5	• 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.	• 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.	• 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	• 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.	• 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.	• Communicates clearly with appropriate use of register. • Uses a range of vocabulary and language features. • Uses language with control and some accuracy. Errors relate to the use of less common words and structures. • Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised.	**19–24**

	Levels of response descriptions			
Level	**AO1 Selection and application of information**	**AO2 Analysis and evaluation**	**AO3 Communication using written English**	Marks
3	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• Selects limited information that is relevant to the question. • Makes examples which may not link to the ideas and opinions in the response.	• Makes a limited response to the question. • Makes some form of basic conclusion. • Constructs a weak argument.	• 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	• A mark of zero should be awarded for no creditable content.			**0**

Question	Answer	Marks
1	**Assess the reasons for the decline of religious observance in some societies.** Answers are likely to: • consider the decline of religions and suggest reasons for this • outline reasons as to why there is a lack of proof • consider the fact that followers of some religions are, in fact, growing in numbers. Answers may include: • developments in science and reason eclipsing religion as people view beliefs more intellectually and objectively, attaching less importance to the teachings of holy books • discussion of the role of worship in a fast-paced society with many competing distractions • decline of institutionalised religion in some parts of the world • religion has become more diverse and humanistic • the role of education in religion and increasing secularisation • repression of religious practices in some societies • generational differences in attitudes to religious practice • decline of religious writings and teachings forming the basis of cultural fabric, rules and ethics • the counter argument that some religions are, in fact, increasing their number of followers • the growth of religious broadcasting and use of the internet have modernised religious practices.	30
2	**'The legacy of colonialism is alive today in many forms.' Discuss.** Answers are likely to: • consider what may be understood by colonialism • consider whether colonialism still has any effect today • make a judgement, based on a consideration of the evidence and argument put forward Answers might include discussions and examples such as: • there have been colonies throughout history; powerful groups take over weaker societies and this still happens today • the society affected by colonialism may lose its culture, language and freedom – link to globalisation • many became slaves and modern slavery continues to be a legacy • the legacy has led to disputes over borders, political unrest and sometimes wars • legacies may be education, a political process and religions • many artefacts were removed and are now being reclaimed from the colonisers • different forms of colonialism e.g. trans-national corporations • impact may be felt by the (former) colonisers in terms of guilt and reparations.	30

Question	Answer	Marks
3	**To what extent is continued global population growth sustainable and desirable?** Answers are likely to: • consider sustainability and desirability of population growth • show an understanding of the advantages and disadvantages of global population growth • make a judgement, based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • childhood survival due to improved health care and diet • these perceptions and issues will vary by region and other socio-economic factors • global population currently above 7.3 billion and estimated to reach 9.7 bn by 2050 and 11.2 bn by 2100 • pressures of demand for water, food, energy, infrastructure and services such as education, health and social care • effects on land and environment at global and local level • short-term gains in working population to support ageing populations • quality of life issues; congestion, pressure on services and the state e.g. provision of welfare, pensions, etc. • 'pressure points' in population growth may drive innovation in technology, for example farming on marginal land, GM crops, creative housing solutions.	30
4	**'Beautiful spaces enhance personal well-being.' Examine whether such spaces are valued and maintained in your country.** Answers are likely to: • define well-being • consider how beautiful spaces enhance well-being • make a judgement, based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • public parks in cities and towns, recreation and meditation, public art and sculpture • escape from noise pollution as these spaces offer a sanctuary and an opportunity to hear birdsong, for example • areas and places not confined to parks and outdoors areas – can be found in hospitals, hospices, schools, for example • promotion of relaxation, reduction of stress, opportunities to socialise for old and young • can offer space for a variety of pursuits from sport to the artistic • space restrictions mean that open spaces often stand in the way of development • cost implications of maintaining these areas; funding is needed elsewhere.	30

Question	Answer	Marks
5	**Scientists can now successfully edit genes in human embryos. Assess the advantages and disadvantages of this.** Answers are likely to: • demonstrate an understanding of gene editing • consider the advantages and disadvantages • make a judgement, based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the prevention of genetically inherited diseases for example, cystic fibrosis, breast cancer • changes to an embryo's DNA may have harmful side effects • environment or lifestyle may be more important than genetics in influencing the occurrence of defects • a national genetic testing system that identifies those carrying harmful genes for example, breast cancer, may be preferable and cheaper • religious objections • ethical issues, such as manipulation of nature and effects of genetic engineering • benefits to research and understanding • 'slippery slope' to cloning, 'designer babies' etc.	30
6	**Discuss whether an individual's online activity should be monitored in the fight against crime and terrorism.** Answers are likely to: • consider and show an understanding of types of online activity • analyse whether online activity should be monitored • make a judgement, based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • monitoring may be undertaken by the authorities in the fight against crime and terrorism • criminal activity can be facilitated by online activity • relative increase in frequency and severity of terrorist attacks, context against which the discussion can be measured in terms of justification of monitoring, ends and means • concept of privacy versus security and where the balance lies; is lack of internet privacy a small price to pay for increased security? • financial cost of such measures versus potential longer-term savings • possible misuse and misinterpretation of material • limits of what can be detected/how evidence can be gathered and analysed • data protection versus possible abuse for commercial or other purposes • sets a potentially dangerous precedent, especially in states where dissidents or opponents of the ruler(s) may be persecuted • there are many other methods of detecting criminal behaviour and solving crime.	30

Question	Answer	Marks
7	**Examine how important it is that the production of traditional crafts continues in your country.**	**30**
	Answers are likely to:	
	• show an understanding of traditional crafts • consider if traditional crafts are important today • make a judgement, based on a consideration of the evidence and argument put forward.	
	Answers might include discussions and examples such as:	
	• traditional crafts are in the hands of an ageing population; there is a need for young people to take them up • small businesses still contribute to the economy, for example independent breweries, weaving and forging • different cultures are expressed in arts and crafts, for example wood carvings, brass and leather works and jewellery • arts and crafts can be used for therapy and for children to develop their skills in co-ordination and creativity • a response to urbanisation means that people enjoy handmade objects; this can encourage tourism and provide a useful source of income • there is more 'job satisfaction' in creating a product by hand, starting from the beginning to the end of the process • traditional skills are often obsolete in the modern world • length of time needed makes production uneconomic.	
8	**'Fascination with the sea is common among writers, composers and artists.' With reference to any forms of artistic expression, suggest why the sea might provide inspiration.**	**30**
	Answers are likely to:	
	• consider the various ways the sea captures the imagination • evoke a personal response to the sea • make a judgement, based on a consideration of the evidence and argument put forward.	
	Answers might include discussions and examples such as:	
	• the many moods of the sea; tranquil, tempestuous, dark, colourful, unpredictable, mysterious • its spiritual significance; a focus for meditation and fascination, biblical references, hymns, a metaphor for the unknowable • creation myths; Aphrodite rising from the sea, Poseidon and his under-water palace, the nymphs of the ocean, ancient Inuit beliefs, Neptune, Atlantis • a source of food and employment; fishing, tourism, whaling, energy, opportunities provided by the sea for craft-work • the immense variety of sea-life provides inspiration and wonder; whales, octopus, dolphins, sea birds such as the albatross • as representative of both loss and hope; sea shanties express the full range of these feelings, poems memorialising those who have drowned, paintings communicating the various moods of the sea, the significance of wrecks • various examples – Moby Dick, Jules Verne, and poets, artists, song-writers, composers, The Ancient Mariner, Turner, The Tempest • Film is relevant, for example 20 000 Leagues Under the Sea, Titanic, The Cruel Sea, The Life of Pi, and so on.	

Question	Answer	Marks
9	**'Television advertising rarely tells the truth.' To what extent do you agree?**	**30**
	Answers are likely to:	
	• consider the scope of television advertising	
	• show an understanding of the techniques used by television advertisers	
	• make a judgement, based on a consideration of the evidence and argument put forward.	
	Answers might include discussions and examples such as:	
	• most television advertising is expensive to produce and air but companies expect to make large profits from sales generated and so can be aggressively persuasive	
	• the omission and exaggeration of information and the targeting of certain groups	
	• manipulation of the viewer's perception	
	• the use of small print or fast speech for important terms and conditions	
	• use of catchy slogans, jingles, bright colours and use of appropriate music to set a mood	
	• selling an idealised lifestyle	
	• appealing to consumer habits and cultural 'must haves'	
	• possible role of regulation in increasing consumer confidence	
	• most advertisements do not lie but are more subtle in their persuasion	
	• information campaigns relating to health issues are more likely to be trustworthy	
	• advertisements relating to elections are likely to be biased.	
10	**Identify the unique characteristics of a city in your country and explain the extent to which these characteristics are significant.**	**30**
	Answers are likely to:	
	• consider the unique characteristics of a city	
	• explain the extent to which they are significant	
	• make a judgement, based on a consideration of the evidence and argument put forward.	
	Answers might include discussions and examples such as:	
	• how buildings and architecture contribute to the shape of a city, the lives of its inhabitants and impressions of those who visit it	
	• specific communities give colour and life to a city and its identity	
	• entertainment venues such as theatres, sports stadiums, clubs and music venues may be considered	
	• geographical location and iconic landmarks may be significant	
	• places of worship such as cathedrals, synagogues, mosques and temples, are often central features	
	• traditions such as festivals, parades, and trades, even markets and processions	
	• individuals associated with the city for various reasons: political, military, philanthropic, etc.	