



# Cambridge International AS Level

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**ENGLISH GENERAL PAPER**

**8021/01**

Paper 1 Essay

**For examination from 2019**

MARK SCHEME

Maximum Mark: 30

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**Specimen**

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This document has **12** pages. Blank pages are indicated.

**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.

<b>Levels of response descriptions</b>			
<b>Level</b>	<b>AO1 Selection and application of information</b>	<b>AO2 Analysis and evaluation</b>	<b>AO3 Communication using written English</b>
5	<ul style="list-style-type: none"> <li>Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question.</li> <li>Applies a range of examples appropriately to support the main ideas and opinions in the response.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses possible meanings of the question and defines the scope of the response.</li> <li>Develops, analyses and evaluates a range of arguments to reach a supported conclusion.</li> <li>Develops a strong argument with clear use of supportive evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly with consistently appropriate use of register.</li> <li>Uses a wide range of vocabulary and a variety of language features.</li> <li>Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures.</li> <li>Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised.</li> </ul>
4	<ul style="list-style-type: none"> <li>Selects relevant information that exemplifies the main aspects of the response to the question.</li> <li>Applies examples appropriately to support the main ideas and opinions in the response.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses the meaning of the question to inform the scope of the response.</li> <li>Develops, analyses and begins to evaluate different arguments to reach a supported conclusion.</li> <li>Develops a well-reasoned argument with use of supportive evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly with appropriate use of register.</li> <li>Uses a range of vocabulary and language features.</li> <li>Uses language with control and some accuracy. Errors relate to the use of less common words and structures.</li> <li>Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised.</li> </ul>

Levels of response descriptions				Marks
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	
3	<ul style="list-style-type: none"> <li>Selects information that exemplifies some of the main aspects of the response to the question.</li> <li>Applies examples to support the main ideas and opinions in the response.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of the meaning of the question in the response.</li> <li>Develops and brings together some arguments to form a conclusion.</li> <li>Constructs an argument which is logical and usually supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly overall but with inconsistent use of appropriate register.</li> <li>Uses everyday vocabulary and some varied language features.</li> <li>Uses language with some control.</li> <li>Errors are noticeable but do not impede communication.</li> <li>Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained.</li> </ul>	<b>13–18</b>
2	<ul style="list-style-type: none"> <li>Selects limited information that exemplifies aspects of the response to the question.</li> <li>Applies examples that are linked to some of the ideas and opinions in the response.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial understanding of the meaning of the question in the response.</li> <li>Refers to arguments to form a conclusion.</li> <li>Constructs an argument partially supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates clearly in places, with inconsistent use of register.</li> <li>Uses basic vocabulary with limited language features.</li> <li>Uses language with limited control.</li> <li>Errors are frequent and sometimes impede communication.</li> <li>Constructs a fragmented response which links some ideas and/or arguments.</li> </ul>	<b>7–12</b>
1	<ul style="list-style-type: none"> <li>Selects limited information that is relevant to the question.</li> <li>Makes examples which may not link to the ideas and opinions in the response.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a limited response to the question.</li> <li>Makes some form of basic conclusion.</li> <li>Constructs a weak argument.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates with lack of clarity and/or register is inappropriate.</li> <li>Uses basic vocabulary.</li> <li>Uses language with control rarely. Errors are frequent and communication is often lost.</li> <li>Constructs a response but the response is not organised and ideas are not linked.</li> </ul>	<b>1–6</b>
0	<ul style="list-style-type: none"> <li>A mark of zero should be awarded for no creditable content.</li> </ul>			<b>0</b>

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

Question	Answer	Marks
1	<p><b>Evaluate the extent to which <u>your</u> country has achieved equality for all of its people.</b></p> <p>Answers will be focussed on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider what may be understood by 'equality', focusing on the target country</li> <li>• consider the extent to which equality has been achieved by everyone in the target country</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the areas of life where equality is sought, such as between races, genders, social and/or economic groups</li> <li>• whether equality could be defined as complete parity, equal opportunity, a lack of discrimination, and/or prejudice or positive discrimination</li> <li>• the barriers that prevent equality from being achieved, such as government policy, legislation, historical trends and traditions</li> <li>• the actions taken by authorities and people to establish equality</li> <li>• whether equality for all people is ever attainable.</li> </ul>	30

Question	Answer	Marks
2	<p><b>In most countries age restrictions on certain activities, products and services are imposed on young people. Evaluate whether these are always necessary.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider the reasons why age restrictions may be necessary</li> <li>• show an understanding of some activities, products or services that are restricted for young people</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• protection of the young and their physical and mental development as a societal responsibility</li> <li>• promotion of a sense of responsibility in young people</li> <li>• types of activities, products and services, such as driving, voting, paid employment, alcohol, cigarettes, films and video games, where restrictions are applied</li> <li>• legislation related to these restrictions could be considered, such as the requirement for young people to carry identification</li> <li>• the arbitrary, sometimes ineffective, nature of some restrictions could be considered</li> <li>• the necessity of restrictions may be based on each type of activity, product or service.</li> </ul>	30
3	<p><b>Evaluate whether international sporting events will always be affected by corruption.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of international sporting events</li> <li>• consider the types of corruption that affect international sporting events</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the difficulty of effectively monitoring large international sporting events to prevent corruption</li> <li>• risks to national, corporate or organisational prestige may mean that corruption is tackled, but may also mean that it is not tackled openly</li> <li>• the increasingly large sums of money involved in sporting events may mean the increased likelihood of corruption and the difficulty in combatting it</li> <li>• cultures of bribery, fraud and lack of transparency can be pervasive and may be seen as normal ways of doing business or competing</li> <li>• intense competition giving rise to the 'culture' of cheating and drugs among growing numbers of sports men and women</li> <li>• media attention and scrutiny can expose corruption.</li> </ul>	30

Question	Answer	Marks
4	<p><b>‘Some countries have become too powerful.’ What is your view?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider what may be understood by ‘too powerful’ and from whose perspectives this judgement is made</li> <li>• consider the countries that may be seen as being ‘too powerful’</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the sphere of influence that some countries have, such as in economic, political, cultural and military matters, can extend power disproportionately</li> <li>• countries with much power can interfere in or dominate other countries’ affairs</li> <li>• countries with much power can be used to aid other countries</li> <li>• the presence of very powerful countries can contribute to peace</li> <li>• whether a country exerts its power disproportionately depends on the government and its intentions, as well as its raw capabilities.</li> </ul>	30
5	<p><b>Should the quality of healthcare in <u>your</u> country depend on both government funding and an individual’s ability to pay?</b></p> <p>Answers will be focussed on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of the link between the quality of healthcare with an individual’s ability to pay and the level of any government funding</li> <li>• consider the government’s provision for healthcare, the quality of that healthcare, and whether this allows access for all</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• whether there is free or subsidised healthcare available in the target country</li> <li>• whether the provision of healthcare should only depend on one of the two factors rather than both</li> <li>• that government funding can improve the quality of healthcare, such as through the breadth of provision from primary healthcare to specialist hospitals</li> <li>• the possibility that wealthier people should be expected to pay more for their healthcare than the less well off.</li> </ul>	30



Question	Answer	Marks
6	<p><b>Evaluate the view that attitudes towards mathematics will have to change as the world modernises and becomes more technological.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of the nature of a modernised, technological world and the link to attitudes towards mathematics</li> <li>• consider the attitudes towards the use and study of mathematics</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the requirement for people to have basic numeracy and mathematical skills</li> <li>• that many jobs require a higher standard of mathematical competence</li> <li>• that the advanced study of mathematics is required to maintain the pace of technological progress</li> <li>• the attitude that advanced mathematics is abstract and complex, and considered by some as unnecessary or too difficult for many</li> <li>• that skills such as mental arithmetic may be less essential as modern devices, such as computers, eliminate the need for them.</li> </ul>	30
7	<p><b>Can communities ever recover fully from serious natural disasters?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of serious natural disasters and how these affect countries and communities</li> <li>• show some understanding of the process of recovery from natural disasters</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• different types of natural disasters, such as tsunamis, earthquakes, hurricanes, drought and volcanic eruptions could be related to specific countries</li> <li>• the size and density of the population which could be affected</li> <li>• the ways in which people, infrastructure and industry may prepare for natural disasters</li> <li>• the effect on people, infrastructure and industry in the short- and long-term</li> <li>• the effectiveness of local, government and international responses.</li> </ul>	30

Question	Answer	Marks
8	<p><b>How important is it for artists (for example, singers, musicians or dancers) to perform to a live audience?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of the reasons why artists perform to live audiences</li> <li>• show some understanding of the alternatives to live performances</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• different types of live performances, such as plays, concerts, tours, street performances, ballets and operas, and the importance for artist and audience of live performances in different media</li> <li>• the atmosphere and unique nature of live performances compared with recorded media</li> <li>• the ease of sharing media online reducing sales of recorded and printed media, but also providing new ways for artists and audiences to connect online</li> <li>• the high costs of staging live performances, such as financial cost, physical cost for artists and ticket prices, compared with the cost of recorded media.</li> </ul>	30
9	<p><b>‘The design and appearance of shops and cafés is an important way of attracting customers.’ Evaluate this view of shops and cafés in <u>your</u> country.</b></p> <p>Answers will be focussed on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of how the design and appearance of shops and cafés attracts customers in the target country</li> <li>• consider other factors that might attract customers</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the design and appearance relates to the products sold and the type of customer that a shop and/or café may wish to attract</li> <li>• the design and appearance attracts initial interest from passers-by</li> <li>• how the design and appearance promote the image for a franchise or chain of shops and cafés</li> <li>• the importance of other factors, such as the cost, range and quality of products and customer service.</li> </ul>	30

Question	Answer	Marks
10	<p><b>‘Writing a true story is more difficult than writing fiction.’ Discuss.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• show some understanding of the differences between true stories and fictional writing</li> <li>• consider the reasons why writing true stories could be more difficult</li> <li>• consider why writing true stories could be less difficult</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• a true story needs to be based on facts and are subject to verification by other parties</li> <li>• the timeline is often haphazard and sections may need to be fabricated for readers to understand it</li> <li>• the difficulty can depend on the chosen genre</li> <li>• fiction offers more creative freedom and presents scope for imaginative writing</li> <li>• all kinds of extended writing present their own difficulties</li> <li>• the basics of a ready-made plot could make it easier.</li> </ul>	30

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