

## **MARK SCHEME for the October/November 2006 question paper**

### **8001 GENERAL PAPER**

**8001/02** Paper 2, maximum raw mark 50

This mark scheme is published as an aid to teachers and students, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

**13 (a)** Award one mark for up to five of the following major concerns or for any other valid points:

- the future, or otherwise, of the local agricultural & fishing industries in the face of more efficient and cost-effective competition from abroad/the need for agriculture to cater for specific markets
- the problem of noise and other forms of pollution as a consequence of better travel facilities/tourist demands
- the conservation of the natural habitat whenever the built environment expands
- the preservation of the national heritage when under pressure from the expectations of tourism
- the survival of traditional values in the modern world
- the need for improved communications with the outside world
- the need for people to find work and to adapt to different modes of employment
- the untrammelled ambitions of big business seeking new openings
- the effect of tourism on the cost of living.

Do not award marks if candidates raise specific issues such as pensions or theme parks.

**[5]**

**(b)** Relevant material may include some of the points below. Credit any other valid points.

Some genuine fears have been expressed:

- Noise pollution may be a very real problem as dust must be if one lives near a busy road or airport.
- Anyone accustomed to an unspoilt island would hardly relish urbanisation, hordes of tourists or the demise of traditional agriculture.
- Such a person may well be shocked at the appearance or behaviour of some of the visitors.
- One consequence of the advent of tourism could be a significant rise in prices, which would be particularly worrying to someone on a low, fixed income.
- However, her case is weakened by exaggeration ('round-the-clock'... 'ceaseless coaches'... 'row after row'... 'every beach'... 'all our farms'). Moreover, there may well be alternatives to much of what she envisages:
- If Zilda is a small island, it could hardly be visited by huge numbers of jets. Even if it was, their arrival and departure could be regulated.
- The main coach routes could conceivably avoid residential areas.
- Tower blocks might not be the only type of holiday accommodation.
- Not every beach might cater for nudists.
- The lady in question might even be able to make money from the tourists.

In assessing the answer, award

9 - 10 for a balanced appraisal  
of at least four relevant considerations  
that makes effective use of analytical skills  
and illustrative examples  
in about 100 words

7 - 8 when one of the criteria above has not been satisfied

5 - 6 when two of the criteria above have not been satisfied

3 - 4 when the answer is badly flawed but contains some worthwhile material

0 - 2 when there is little or no merit in the answer.

**[10]**

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

(c) Relevant material may include some of the points below. Credit any other valid points.

- For Meldrun the extension of the runway is just the first stage in the transformation of the whole economy of the island
- whereas for Bartelan it is simply to facilitate better communications with the outside world.
- Meldrun reluctantly accepts tourism as the only viable alternative to outmoded agriculture and fishing
- whereas Bartelan would prefer to reform agriculture rather than accept the consequences of big business moving into Zilda through tourism.
- Meldrun may be cynical over matters of conservation and preservation but he seems to be concerned with the greater good
- whereas Bartelan, despite his sweet reasonableness, might have a hidden agenda or an axe to grind.

In assessing the answer, award

- 9 - 10 for a balanced coverage  
of at least four relevant bullet points  
that in general rather than specific terms  
makes effective use of analytical skills  
in about 100 words
- 7 - 8 when one of the criteria above has not been satisfied
- 5 - 6 when two of the criteria above have not been satisfied
- 3 - 4 when the answer is badly flawed but contains some worthwhile material
- 0 - 2 when there is little or no merit in the answer.

[10]

(d) There is no 'correct' answer; what the candidates write will depend on how they view Melanie Troit and the plans of Omni Var. However, one would expect them to be partisan, rather than dispassionate, and selective in their choice of material. The wording of the question invites them to spend time on the impression that Melanie Troit created as well as on her actual words and their wider significance.

The wording of the question allows candidates the following options:

- a wholehearted defence of some of Melanie Troit's proposals
- a wholehearted condemnation of some of Melanie Troit's proposals
- strong support for some proposals combined with the strong condemnation of others.

What the question does not call for is a balanced argument weighing up the pros and cons.

In assessing the answer, award

- 9 - 10 for a lively coverage  
of at least three relevant points  
that have been exploited  
to reach clear cut conclusions  
in about 100 words
- 7 - 8 when one of the criteria above has not been satisfied
- 5 - 6 when two of the criteria above have not been satisfied
- 3 - 4 when the answer is badly flawed but contains some worthwhile material
- 0 - 2 when there is little or no merit in the answer.

[10]

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

Any suggested answers in the mark-scheme are, as always, illustrative rather than comprehensive. Be ready at all times to give credit for valid points, whether quoted in the mark-scheme or not. Almost any alternative response, if well argued and reinforced by cogent reasoning, can score some marks.

### **English**

- (a) If candidates copy slavishly from the question paper or write with muddled or unintelligible 'own words', with frequent SPGE errors, give up to 4 marks.
- (b) If they attempt to use their own words but are only partially successful, with some copying and less-frequent SPGE errors, give 5 to 7 marks.
- (c) If candidates show ability to compose their own sentences with a minimum of direct copying, have a clear understanding of the text and are fairly sound on SPGE, give 8 to 10 marks.
- (d) For a wide vocabulary correctly used, clarity, mature self-expression and evidence of full comprehension, give 11 to 15 marks.

**Before awarding a mark for English, consider carefully into which band (a to d) a candidate's work should be placed or whether it is at the boundary between two bands.**

**Underline each error in English in at least the first 30 lines** (about 200 words) and put in the margin opposite the error, the letters S, P, G or E to denote the kind of error.

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

- 14 (a)** Candidates may choose any of the 20 points in the list for elucidation although some, such as 2, could be dismissed outright whilst others, such as 18, seem pretty self evident.

Taking 1 as an illustration, a good answer might want to know what were the usual targets of the many protest movements, what form they took, what part Estrade played in them, whether he was still actively involved in them and whether they had ever landed him in trouble. If, for example, one of his bogeys was the rat race, it might not be the best idea to ask him to distribute prizes or judge a competition though he could still sound off against it in his verse readings.

In assessing the answer, award

- 4 - 5 for a shrewd or imaginative response  
of about 50 words  
that worries at any given point  
in an attempt to establish or confirm its bearing on the decision to be taken
- 2 - 3 for a response of some merit but either rather limited in scope  
or not altogether relevant  
or somewhat naïve
- 0 - 1 for a response that contains little or no worthwhile material. **[5]**

- (b)** A fair number of points (1, 8 or 16) about Estrade can be interpreted in contrasting ways by different people or in the light of the particular invitation. Others (2) may seem to be totally irrelevant. Below, though, is a tentative attempt to anticipate the more common reactions of candidates when tackling 2 (b) but any other valid response must receive credit.

Positive points:

- A 6, 11, 13, 15  
B 6, 11, 13, 15, 18, 20  
C 4, 6, 8, 9, 11, 12, 13, 15, 18.

Mark on impression, using the criteria below:

- 9 - 10 a consistent  
and relevant response  
which explores the implications of the information provided  
and reaches a convincing conclusion  
in about 100 words
- 7 - 8 when one of the criteria above has not been satisfied
- 5 - 6 when two of the criteria above have not been satisfied
- 3 - 4 when the answer is badly flawed but contains some worthwhile material
- 0 - 2 when there is little or no merit in the answer. **[10]**

- (c)** A fair number of points (1, 8 or 16) about Estrade can be interpreted in contrasting ways by different people or in the light of the particular invitation. Others (2) may seem to be totally irrelevant. Below, though, is a tentative attempt to anticipate the more common reactions of candidates when tackling 2 (c) but any other valid response must receive credit.

Negative points:

- A 1, 5, 10, 16, 17, 19  
B 5, 8, 10, 19  
C 1, 7, 14.

Mark on impression, using the criteria below:

- 9 - 10 a consistent  
and relevant response  
which explores the implications of the information provided  
and reaches a convincing conclusion  
in about 100 words
- 7 - 8 when one of the criteria above has not been satisfied
- 5 - 6 when two of the criteria above have not been satisfied
- 3 - 4 when the answer is badly flawed but contains some worthwhile material
- 0 - 2 when there is little or no merit in the answer. **[10]**

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

- (d) Having decided which invitation to issue (2 (b)) to Paul Estrade, candidates are now expected to take the process a stage further. Part of their response may amplify the job description outlined as A, B or C; part of it may be concerned with the logistics of the Festival or with such matters as fees or expenses; part of it may develop the appropriate negative points listed under 2 (c) in this mark scheme.

Mark on impression, using the criteria below:

- 9 - 10 an outline of about 100 words  
that shows a full awareness of either a series of specific points  
or various aspects of one general issue  
relating to the invitation that has been sent
- 7 - 8 when one of the criteria above has not been satisfied
- 5 - 6 when two of the criteria above have not been satisfied
- 3 - 4 when the answer is badly flawed but contains some worthwhile material
- 0 - 2 when there is little or no merit in the answer.

[10]

Any suggested answers in the mark-scheme are, as always, illustrative rather than comprehensive. Be ready at all times to give credit for valid points, whether quoted in the mark-scheme or not. Almost any alternative response, if well argued and reinforced by cogent reasoning, can score some marks.

### English

- (a) If candidates copy slavishly from the question paper or write with muddled or unintelligible 'own words', with frequent SPGE errors, give up to 4 marks.
- (b) If they attempt to use their own words but are only partially successful, with some copying and less-frequent SPGE errors, give 5 to 7 marks.
- (c) If candidates show ability to compose their own sentences with a minimum of direct copying, have a clear understanding of the text and are fairly sound on SPGE, give 8 to 10 marks.
- (d) For a wide vocabulary correctly used, clarity, mature self-expression and evidence of full comprehension, give 11 to 15 marks.

**Before awarding a mark for English, consider carefully into which band (a to d) a candidate's work should be placed or whether it is at the boundary between two bands.**

**Underline each error in English in at least the first 30 lines** (about 200 words) and put in the margin opposite the error, the letters S, P, G or E to denote the kind of error.

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

- 15 (a)** Credit any six of the following points or any other valid points:
- In both cases, the crisis is on a large scale, with vast numbers
  - of displaced (persecuted, suffering, terrified) persons, leaving their home country with few possessions BUT,
  - nowadays, there are all sorts of refugee crises instead of one all-embracing crisis.
  - Better communications, nowadays, have facilitated the exodus of refugees.
  - Organized crime, today, assists many people who try to enter a country without any legal status as refugees.
  - Whereas, previously, the more fortunate countries were prepared to accept refugees, many now try to turn them away,
  - claiming that they are unable to accommodate such numbers, many of whom are not genuine.
- [6 x 2 (12)]**

2 marks for full and 1 mark for partial coverage of the points above.

- (b)** Credit any five of the following points or any other valid points:
- The 1951 Refugee Convention is breaking down.
  - Conflicts and persecution have increased.
  - There are now vast numbers of refugees
  - as well as people seeking to better themselves.
  - It is now much easier to travel, often illegally, from one country to another.
  - Also, the more affluent countries have become much less enthusiastic about the Convention
  - which they regard as no longer up to its job.
- [5]**

- (c)** Candidates are entitled to take a different stance from the one suggested below but should be assessed as follows:

- 4** The candidate goes beyond the text and evaluates both options in a sound argument of about 40 words.
- 3** One of the criteria above has not been satisfied.
- 2** The answer is unmistakably flawed but contains some worthwhile material.
- 0 - 1** There is little or no merit in the answer.

A set of workable guidelines could eventually be produced after a great deal of negotiation. It would be much more difficult to overcome vested interests and galvanize the haves to help the have-nots.

**[4]**

- (d)** Credit the following distinction:

- An asylum seeker may be able to prove that he or she would be persecuted, for some reason or other,
  - whereas an economic migrant simply wishes to improve his or her standard of living/does not face persecution at home.
- [2]**

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS LEVEL- OCT/NOV 2006</b>	<b>8001</b>	<b>2</b>

- (e) (i) Credit six of the following:
- reminiscent: able to evoke memories, likely to remind one.
  - aftermath: (situation as a) consequence, what resulted from, subsequent events.
  - empathy: identifying themselves with, feeling the same as, putting themselves in others' shoes.
  - groundbreaking: opening up all kinds of new possibilities, unprecedented, revolutionary, having a tremendous effort.
  - status: standing or position (in the world), rank
  - trafficking: trading illegally, smuggling
  - timeless: not subject to the passage of time, eternal, unchanging
  - obligations: (moral or legal) responsibilities or duties, commitments, what are due to.
- [6]
- (ii) Credit six of the following:
- She was nicknamed Garbo, as her looks and behaviour were reminiscent of that film star of yesteryear.
  - Many houses collapsed, in the aftermath of the earthquake, sometimes months after the disaster.
  - He sought to achieve empathy with what he was contemplating and become one with it.
  - The groundbreaking discoveries revolutionized astrophysics.
  - A university degree should confirm your professional status and command respect.
  - Trafficking with drugs was the last resort of the shady businessman.
  - The film has a timeless quality so that it is as topical today as it was when it was made.
  - Whatever my obligations to my neighbour, I do not have to look after her idle son.
- [6]

Any suggested answers in the mark-scheme are, as always, illustrative rather than comprehensive. Be ready at all times to give credit for valid points, whether quoted in the mark-scheme or not. Almost any alternative response, if well argued and reinforced by cogent reasoning, can score some marks.

### English

- (a) If candidates copy slavishly from the question paper or write with muddled or unintelligible 'own words', with frequent SPGE errors, give up to 4 marks.
- (b) If they attempt to use their own words but are only partially successful, with some copying and less-frequent SPGE errors, give 5 to 7 marks.
- (c) If candidates show ability to compose their own sentences with a minimum of direct copying, have a clear understanding of the text and are fairly sound on SPGE, give 8 to 10 marks.
- (d) For a wide vocabulary correctly used, clarity, mature self-expression and evidence of full comprehension, give 11 to 15 marks.

**Before awarding a mark for English, consider carefully into which band (a to d) a candidate's work should be placed or whether it is at the boundary between two bands.**

**Underline each error in English in at least the first 30 lines** (about 200 words) and put in the margin opposite the error, the letters S, P, G or E to denote the kind of error.