MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

8004 GENERAL PAPER

8004/11 Paper 11, maximum raw mark 100

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

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

USE OF ENGLISH CRITERIA TABLE

	Marks	
Band 1 'excellent': fully operational command	18–20	• 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	• 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	• 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	• 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 command	0–5	• almost every line contains (many) slips/errors of all kinds • little/(no) fluency/difficult (almost impossible) to follow • (very) poor use of expressions/idioms • (very) poor range of vocabulary; (very) poor grammar • (very) poor sentence structure/paragraphing • (very) poor spelling/punctuation. **bracketed descriptors** denote 0–2 range of marks.

CONTENT CRITERIA TABLE

Band 1 'excellent': very good and comprehensive knowledge/ understanding of topic	26–30	- 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	- 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	- 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' fair knowledge/understanding of topic	13–15	- 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	- 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	(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. **bracketed descriptors** denote 0–2 range of marks.

Introduction

Always seek the best fit from the Use of English and Content tables before finalising your mark.

No question is seeking a 'right' answer. Any view relevant to the set question may receive Content marks. Well argued support for points will be rewarded. Answers should be focused on/around 'key' words.

Give due credit for the use of appropriate local/national/international examples.

Examples of areas for discussion and exploration with reference to each question do not constitute an exhaustive list.

Section 1

1   **To what extent is there equality of opportunity in *your* country?**

Key words that must be fully addressed are 'to what extent' and 'opportunity' and '<u>your</u> country'.

- a clear definition needed of 'equality of opportunity'.
- the definition can be generic or may be focused on a particular aspect e.g. gender, religion, education.
- any recent developments (or lack of them) in the general area of 'equality'.
- focus on 'your' country must be maintained, but comparisons with (no) progress in other countries may illustrate a point usefully.
- response should give a clear picture of how far progress on this issue can be traced with main points appropriately exemplified.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

2   **To what extent are economic migrants a problem for their host countries?**

Key words that must be fully addressed are 'to what extent' and 'economic migrants' and 'problem for host'.

- a definition of economic migrants needed (legal and illegal).
- the push/pull effect causing economic migration; no/little work at home and the search for work and an improved standard of living abroad.
- advantages for receiving countries include cheap labour, covering skill gaps in the economy and getting jobs done that no nationals wish to do.
- disadvantages for host countries include 'stealing' jobs from the native population and resultant xenophobia, issues of accommodation, welfare and possible dislike of living in a multi-cultural society, possible increase in crime rates and fear of the strangers becoming permanently settled. Some countries overcome this to some extent by issuing fixed-term contracts, e.g. Dubai, and not permitting entry to families.
- points/tensions may be illustrated by examples experienced in various European countries, e.g. UK and Afro-Caribbean immigration, France and North Africans and Germany and its Turkish influx. Relevant examples can be found worldwide where economic success and economic failure are neighbours e.g. California and Mexico.
- the conclusion should indicate the range and severity of the problems in dealing with economic migrants.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

3   **Assess the influence of globalisation on the family unit in *your* society.**

Key words that must be fully addressed are 'assess' and 'influence of globalisation' and 'family unit' and '<u>your</u> society'.

- definition of globalisation required.
- the perceived influences on the family may include the dilution of the native language/culture/tradition/religious beliefs and some loss of national identity.
- within the family it may cause a wider generation gap, a loss of respect for the elders and slavish adherence to Western lifestyles which could lead to a decline in moral and ethical values within the family unit.
- on the other hand, opening up a society, particularly in a developing country, might lead to progress in such areas as the emancipation of women, the abolition of child labour and the emergence of better schooling.
- the establishment of MNCs could mean job losses in local, small-scale businesses but could also provide new jobs and opportunities for acquiring new skills.
- the focus should not stray from 'your' society but any appropriate national/international comparisons may consolidate major points.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

4   **In your opinion, what are the advantages and disadvantages of democracy?**

Key words that must be fully addressed are 'your opinion' and 'advantages/disadvantages' and 'democracy'.

- both advantages and disadvantages need exploration but a 'balance' is not called for although it may naturally occur.
- advantages include: government by the people for the people (at least in theory), being entitled to participate in a secret ballot via a fair electoral system in a multi-party system.
- enjoying the freedom of speech/assembly/movement and possessing personal freedoms guaranteed by laws and their enforcement.
- having mechanisms to ensure the accountability of government to the electorate.
- enjoying a choice of media reflecting a variety of opinions.
- disadvantages include: the notion that a single voice can achieve nothing worthwhile, voting for party lists in some countries and not for an individual, 'unfair' electoral systems (first past the post/PR debate), some emphasis on short-term populist views to retain power sometimes at the expense of long-term planning. Some governments can be bureaucratic and slow to respond to problems, power groups/lobbyists are often strong enough to determine the political agenda. Corruption cases do not enhance people's belief in the political system. However, there is currently no sign of a fairer, more equitable system.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

5   **How far would you agree that written history is as much fiction as fact?**

Key words that must be fully addressed are 'how far' and 'fiction as much as fact'.

- a definition of 'fact' would make a good starting point and it will be necessary to recognise the difference between fact and opinion.
- the purpose of the writer would need to be determined, e.g. is there any ideological tradition (Marxist or perhaps religious).
- is the work written to provide political justification, e.g. trying to 'legalise the invasion of Iraq.
- is there a mid-point between 'fiction' and 'fact' as portrayed in this year's Booker prize?
- the question implies there may be deceit. Examples of this include the forgery entitled Hitler's diaries and *Holy Blood and Holy Grail* which was used as dubious sources by Dan Brown for his novel *The Da Vinci Code*.
- deceit may not be intended. The bards and story tellers of antiquity may have 'embroidered' their stories or even have made them up. On the other hand, they might simply have been passing on the tales of 'real' deeds of their heroes.
- to attract a mark in the top two bands, candidates will have to demonstrate a clear awareness of these and other complexities and stress the need for each case to be scrutinised on its merits and in line with the aforementioned principles.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

Section 2

6   How far does scientific knowledge undermine religious beliefs?

Key words that must be fully addressed are 'how far' and 'scientific knowledge' and 'undermine… beliefs.'

- a long history of tension and conflict between science and religion, e.g. Galileo.
- present day basic disagreements between Darwinism and Creationism.
- hostility towards science 'meddling' in life, e.g. stem cell research and designer babies.
- some scientists can reconcile on-going exploration of the knowable with recognition of a transcendent unknown, others such as Dawkins pursue an atheist or humanist line which clashes with religion.
- in simplest terms, there is often a clash between faith/belief and established fact.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

7   What are the main environmental problems in *your* part of the world, and how effectively are they being tackled?

Key words that must be fully addressed are 'main environmental problems,' '<u>your</u> part of the world' and 'how effectively being tackled'.

- there must be some indication of the range of major environmental problems and how they have been caused.
- the focus must stay on 'your' part of the world and possibly how it compares with other regions.
- an answer must show what is being done and whether the attempts to ameliorate the situation have been successful or not.
- specific examples are needed for illustration; beware sweeping generalisation.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

8   Of all the advances and discoveries in medicine in the last fifty years, which two do you consider to be of greatest significance in the twenty-first century and why?

Key words that must be fully addressed are 'two advances and discoveries' and 'greatest significance' and 'twenty-first' and 'why'.

- two advances/discoveries which <u>will</u> have major impact on health/lives in <u>this</u> century.
- the selection of which two advances/discoveries will be a personal choice/priority, but appropriate reasons will need to be given.
- candidates might choose from such things as: the improved treatment for some cancers, vastly improved immunisation which has led to the eradication of smallpox, the development of effective defences against malaria, IVF treatment, improvements in geriatric medicine, key hole surgery techniques.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

9   To what degree is access to the internet absolutely necessary in the modern world?

Key words that must be fully addressed are 'to what degree' and 'access' and 'absolutely necessary'.

- where internet access is mandatory, e.g. employers requires to submit tax matters online.
- where the service or product is only available in downloadable form, e.g. music, software and ebooks.
- save time/money/effort, e.g. searching for information, discussion forums, route planning.
- for commercial transactions using safe payment sites.
- for obtaining web discounts as offered by many shops.
- for disabled/elderly/geographically isolated people to access appropriate services.
- for trouble-free communication through email, instant messaging, internet telephony and video conferencing.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

10   How important is fresh water as a global commodity?

Key words that must be fully addressed are 'how important' and 'fresh water' and 'global commodity'.

- water is fundamentally essential to life, but water shortages in some parts of the world could lead to regional water crises. More prosperous countries with a coastline are already investing vast sums in desalination plants.
- in some areas of the world where, for example, rivers are shared between countries, we may see disputes and conflicts between neighbours over water.
- water is largely a renewable resource, but is subject to considerable variation in different countries/regions with no present agreement/plans for any redistribution.
- water is essential as a global resource and arrangements will have to be made in future to ensure adequate supplies for all.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

Section 3

11 What kind of music do you most dislike, and what is it about this music that makes you feel as you do?

Key words that must be fully addressed are 'most dislike' and 'what is it about this'.

- detailed answers will discuss various types of music that do not appeal and then select the one which is considered to be the least attractive.
- specific reasons should then be offered to show why one particular genre is particularly disliked.
- this is the type of question that cries out for exemplification and illustration if marks are to be awarded in the upper Bands.
- the music most disliked may be usefully contrasted to the music most liked as long as this approach does not form the major part of the essay.
- allow any view because clearly tastes are different provided that the response is well argued and illustrated.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

12 'A good film should reflect real life.' To what extent do you agree?

Key words that must be fully addressed are 'good film' and 'reflect real life' and 'to what extent'.

- 'good film' will require some definition: does it mean appealing, interesting, intellectually challenging or simply enjoyable?
- 'real life' - does that mean 'familiar' types of people, universal emotions and feelings, 'good guys' and 'bad guys' and a backcloth we can easily recognise? Does that lend such films some kind of documentary' quality?
- why should a good film need to reflect real life?
- is 'real life' a prerequisite for popularity with audiences and box office success in the film industry?
- is there therefore no scope for fantasy and the imagination in a 'good' film?
- does that mean that such films as cartoons, Disney-type epics and science fiction can never be classified as 'good films'.
- are such films as the *Harry Potter* series and *Avatar* therefore not 'good' films?
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

13 What, in your view, are the most significant advantages of being proficient in more than one language?

Key words that must be fully addressed are 'most significant advantages' and 'being proficient' and 'more than one'.

- 'proficient' may be taken as the ability to speak and write reasonably clearly and fluently in one or more foreign languages.
- 'advantages' include a deeper insight and increased knowledge and appreciation of one's own language.
- it provides easier access to and better understanding of the relevant country's culture, traditions and people.
- it gives the opportunity to read anything from newspapers to literary treasures without having to resort to translations.
- it broadens horizons, opens different perspectives and can offer alternative views on a range of issues.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

14 Discuss the idea that reading printed books is a thing of the past.

Key words that must be fully addressed are 'discuss' and 'reading printed books' and 'thing of the past'.

- some indication of what is available in ebooks is required.
- the significance of ebooks for the visually handicapped.
- what is the appeal of ebooks, if any, to those with standard vision?
- recent sales figures show that the popularity of printed books is at an all-time high despite increasing ebook availability and sales.
- it would therefore seem that reading and listening can co-exist and that the notion of reading going out of fashion is vastly overstated or indeed, incorrect.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.

15 How effectively does the government of *your* country support and encourage visual and performance arts, e.g. dance, drama, film, music?

Key words that must be fully addressed are 'how effectively' and 'support/encourage'.

- a variety of responses are to be expected.
- the focus on 'your' country needs to be maintained.
- candidates are free to agree/disagree with 'effectively', but they must make reasoned points supported by examples/illustration where appropriate.
- are visual/performance arts 'low priority' because of more urgent economic considerations?
- where support/encouragement is forthcoming, what form does it take? – sponsorship, tax breaks, subsidies? Specific examples are required with a reasoned assessment of whether the support is of real assistance and, therefore, making a positive difference.
- various views will be acceptable, but must be argued logically and supported by examples to attract a mark in the top two bands.