GENERAL PAPER **8004/12**

Paper 1 **October/November 2017**

MARK SCHEME

Maximum Mark: 100

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.

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This document consists of **9** printed pages.

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 communication**	**0–5**	• 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. **bracketed descriptors** denote 0–2 range of marks.

CONTENT CRITERIA TABLE

	Marks	
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 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 relevance/total irrelevance • very limited/(no) appropriate illustration. **bracketed descriptors** denote 0–2 range

Question	Answer	Marks
1	**'Crime affects the whole of society, not just the immediate victims.' Discuss.** • 'Society' may be considered to consist of small groups/families/schools etc. or may be discussed in a broader sense • Degree of safety/security in society • Constant media coverage can instil fear • Society's monitoring of the victims of crime affects attitudes/confidence in the justice system • Types of crime (violence, rape, burglary, murder, terrorism, motoring etc.) • Depends whether it is localised, happens in the same neighbourhood • Depends whether the victims are known (family, friends, neighbours) • Society can view victims with indifference, as a reality show (as if it couldn't happen to them) • It is difficult to empathise unless you become a victim	50

Question	Answer	Marks
2	**'Nowadays, the most dangerous places are those where people gather together in crowds.' How far do you agree?** • Market places, shopping malls, tourist sites, beaches, festivals, transport etc. • Criminals can operate anonymously and disappear into the crowd • Terrorists can cause maximum human casualties • Protest rallies can be targeted by the authorities (danger of surge forward, panic, being trampled) • Previous safe havens like beaches and buses are now being targeted • What about other dangerous places which could be visited (workplace, adventure destinations, venues late at night)? • Greatest danger could be when isolated • 'dangerous' is an emotive term; subjective • Places where people gather in crowds can be heavily monitored and protected	50

Question	Answer	Marks
3	**To what extent is sport in <u>your</u> country considered as part of its heritage?** • Any sport could be mentioned but it must relate to **your** country • Relate to competitions, leisure facilities, popularity and media coverage • Define heritage (tradition, its history/origin, could be football but could be played for a traditional trophy) • How unique is the sport? • There could be no sporting heritage or a lack of interest in sport • How integrated is it into a country's culture? • Perhaps sport is part of a global heritage (world cup) copied by other countries	50

Question	Answer	Marks
4	**'Earnings should reflect the status and usefulness of jobs.' Discuss.** • Reflects training and education • Degree of responsibility • Earnings have to attract appropriately qualified people • Earnings as a motivator • How is 'useful' defined? • Supply and demand (scarce tradesmen can become high status and can demand high earnings hence more useful) • Diverse vacancies need to be filled and could be considered as of equal value • Depends on the traditions, philosophies and regimes of a country (should a doctor get paid the same as a cleaner as both jobs could be seen as having equal usefulness) • High status jobs (university lecturer) can be relatively low paid as status/job satisfaction are reward enough • Where does this place bankers/stockbrokers/bureaucrats? • Do status and usefulness go together?	50

Question	Answer	Marks
5	**Cities, towns and villages are often situated on river systems. Assess the continued usefulness of such locations.** • Constant supply of water for drinking/bathing/washing • Transportation/trade • Irrigation of crops (Nile/Indus) as a food supply near the city • Provide energy (power stations/mills) • Aesthetic • Tourism • Leisure (fishing, boating) • Vulnerable to flooding (increasing risk of this with climate change) • Divides a city (needs bridges) • Strong currents (dangers of drowning) • Historically vulnerable to attack • Can lead to the spread of disease	50

Question	Answer	Marks
6	**'The attempt to achieve healthy living can cause misery.' To what extent is this true?** • Obsession with self-image can cause misery • Obsession with dieting prevents the enjoyment of eating (could lead to anorexia, bulimia, taking dangerous medication, crash diets) • Obsession with exercise can become physically damaging/time consuming • Mental health issues • Dominates all aspects of life so misery could affect relationships/work • Depends how 'obsession' and 'healthy living' are defined • Being overweight and unfit could cause misery. Eating more healthily and taking moderate exercise could change this. A degree of 'obsession' might be needed to encourage a continuous routine • Obsession can be linked to personality, attitude and insecurities • Danger of skewed media coverage of health issues and influence of 'expert' advice	50

Question	Answer	Marks
7	**The growing demand for air travel puts pressure on our environment. How should we respond to this?** • Escalation of air travel over the last 30 years (airports have to expand to keep up with demand) • Budget airlines and flying incentive schemes • Almost global coverage by air • Emissions of carbon dioxide, heat and other particulates from aircraft have increased in recent years • Environmental pollution at ground level around airports is more concentrated due to associated transport networks • Contributes to enhanced global warming • Latest aircraft are fitted with more environmentally friendly engines • Major resistance to airport expansion • Perhaps we should embrace the fact that the world is accessible to everyone • Allows tourism/economic development in low income countries • Airports are often built in remote areas • Creation of jobs • Response to the statement should show balance but also make an assessment of 'how we should respond', after weighing up all the arguments.	50

Question	Answer	Marks
8	**To what extent should scientific research be free from political and commercial involvement?** • Freedom to make informed academic choices • Free from conflict of interest • Make research papers accessible to all – complete transparency • Freedom to choose research projects • Funding has to come from somewhere • Research councils (government bodies) regulate and ensure projects are in the country's interest • Research often takes place in universities (as an academic environment) • What about charitable organisations which fund research? • Most private sponsors have their own research facilities (pharmaceutical) • What about testing on animals, weapons research, regulating clinical trials of new drugs? • Accountability to the government.	50

Question	Answer	Marks
9	**'Today, the content of what is written is more important than grammatical accuracy.' To what extent is this true?** • Social media is often about conversation so a 'chatty' style might be more appropriate • Understanding the code in texting abbreviations is more important than grammatical accuracy • Writing is disposable (emails can be a series of notes giving information which are then deleted; grammatical accuracy is unimportant) • Some forms of social media reduce commentary and conversations to brief phrases • No time for punctuation or capital letters as it is quick exchanges which are important • Understanding does require correct grammar • Depends on the audience and degree of formality (newspapers tend to be accurate so as not to distract from the content)	50

Question	Answer	Marks
10	**How desirable is it that people have the freedom to follow any trend or fashion they want?** • Clothes, music, hairstyles, art etc. (any fashion or trend is acceptable) • Freedom of self-expression • Experimenting with identity • Experimenting with rebellion • Sense of belonging to a group • Peer pressure, especially when young • The young could see it as independence • As long as it is legal/free choice • Could be short-lived (fashions change/develop) • Not important in the context of other freedoms	50

Question	Answer	Marks
11	**'The skills and knowledge gained in studying literature cannot be transferred to everyday life.' Discuss.** • Critical analysis • Empathy • Communication • Organisation of ideas • Transferrable to employment (suggests intelligence, ability to organise/think deeply, skills to conduct presentations/seminars, skills to communicate) • Understand a variety of reactions, personalities, attitudes and situations in everyday life • To read and evaluate anything written • Skills can be specialised needing to understand and use technical terms (identify figures of speech, symbolism, poetic techniques, the nuances and ambiguities of language etc.) • Wider messages/value • Appreciation of historical context	50

Question	Answer	Marks
12	**Account for the continued popularity of television documentaries about the natural world.** • Colourful and scenic • A fascination with the natural world • Behaviours in nature can be spontaneous, comic, dramatic, educational and unique • The patience and skill of filming captures unique perspectives/close-ups which could not be seen in real life • Empathy with nature and protecting the planet • Depends on interest level in the subject • Depends on the quality of the filming/narration • Can depend on presentation/production values/technology • Entertainment needs are varied but all could hold equal value	50