

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

8001 GENERAL PAPER

8001/22

Paper 2, maximum raw mark 50

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 October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

| | | | |
|---------------|---|-----------------|--------------|
| Page 2 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

- 1 (a) How candidates will respond to each of the four speakers will depend to some extent on their own beliefs and values. In addition, a fair amount of the subject matter provided can be taken two ways so that it may feature in both Q1(a) and Q1(b). Provided that sufficient relevant material has been introduced, candidates should not be penalised for having concentrated on either the responses or the notes. Below is a tentative attempt to put a favourable gloss on each of the four speakers. Any other valid points should receive credit.

A

- Respect for absolute values.
- Integrity and moral courage.
- Physical courage & determination.
- Shrewdness.
- Loyalty and generosity to a family member.

B

- Having to cope with job insecurity and financial worries.
- Persuasive and diplomatic skills at work.
- Commitment to time with family.
- Avoiding rows in the home.

C

- Creativity devoid of intention to deceive.
- Being fun to be with.
- Social role: philanthropy; the attractiveness of wealth.
- Mental illness.
- Some qualms of conscience.

D

- Successful role as wife & mother.
- Shielding children from harsh reality.
- Refraining from damaging criticism/respecting other people's feelings.
- Prudence/avoiding confrontation.

Mark on impression, bearing the criteria below in mind:

- 9–10 A coherent and relevant response which explores the implications of at least three positive pieces of evidence 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.
- 1–2 When there is little merit in the answer.
- 0 When there is no merit in the answer.

[10]

| | | | |
|---------------|---|-----------------|--------------|
| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

(b) How candidates will respond to each of the four speakers will depend to some extent on their own beliefs and values. In addition, a fair amount of the subject matter provided can be taken two ways so that it may feature in both Q1(a) and Q1(b). Provided that sufficient relevant material has been introduced, candidates should not be penalised for having concentrated on either the responses or the notes. Below is a tentative attempt to put an unfavourable gloss on each of the four speakers. Any other valid points should receive credit.

A

- Self-satisfaction/ inflated self-esteem.
- Inability to appreciate nuances/grey areas.
- Trampling on other people's feelings/having to put other people right.
- Sheltering a criminal/ hypocrisy.

B

- Misleading or manipulating both customers & employer.
- Being off work on false pretences.
- Covering up for himself at home.
- Drinking/smoking.
- Financial irresponsibility.

C

- Inability to confront his personal problem head on.
- Pointless lying/practical jokes.
- Attention-seeking.
- Making life difficult/increasing suffering in times of crisis.

D

- Mollycoddling children.
- Being unwilling to allow people to learn from their mistakes.
- Involving people in unnecessary expense.
- Not facing up to possible unpleasantness at home or at work.

Mark on impression, bearing the criteria below in mind.

- 9–10 A coherent and relevant response which explores the implications of at least three negative pieces of evidence 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.
- 1–2 When there is little merit in the answer.
- 0 When there is no merit in the answer. [10]

| | | | |
|---------------|---|-----------------|--------------|
| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

(c) Candidates must not write about the two speakers they have already selected. Both the remaining speakers should now make an appearance. Credit the material below or any other valid observations.

A

- might regret compromising the lodger (with the powers that be);
- might fear repercussions for harbouring a criminal;
- might have an uneasy feeling that people would now regard him as a hypocrite.

B

- might dread the sack on three counts (conning customers...misleading employer ...absenteeism);
- might worry about his creditworthiness;
- might expect trouble at home over his evasions.

C

- might not relish everyone knowing how he views himself;
- might not want all and sundry to learn about his mental illness;
- might not want to be held responsible for the hoaxes.

D

- might not want the children and/or the practitioner to be hurt;
- might fear unpleasantness with her husband over the dress and/or holiday;
- might fear ridicule/scorn over how she behaved during the burglaries.

Mark on impression, bearing the criteria below in mind:

- 9–10 A coherent and relevant response which explores the implications of at least three (1 each + 1) causes for uneasiness 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.
- 1–2 When there is little merit in the answer.
- 0 When there is no merit in the answer. [10]

(a), (b) and (c)

One would expect candidates to work out the full implications of any material that has been introduced. Extensive 'lifting' or unassimilated grocers' lists of relevant considerations in the order in which they feature in the examination paper are not what is required. What one is after is a convincing and well-structured argument that makes effective and selective use of some of the raw material. Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

| | | | |
|---------------|---|-----------------|--------------|
| Page 5 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

- (d) Candidates may select any irrelevant remark but must justify their choice. Remarks that could be construed as irrelevant include A's comments on the young man's dirty shoes and B's attempt to interest the interviewer in the 'Bargain of the Month.' Another possible contender might be 'In point of fact, it soon righted itself of its own accord and I now enjoy excellent health.' Answers based on the notes on the speakers should receive no marks at all.

Assess the quality of each choice, bearing the following in mind:

- Perspective (the immediate and overall context).
- Insight (why the selected remark has nothing to do with lying).
- Forcefulness of argument.
- Length.
- Fluency.

[5]

Any relevant content well above 50 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

- 2 (a) Some points (e.g. 8 or 23) about the three options can be interpreted in contrasting ways by different candidates. Others (e.g. 21 or 27) may seem to be totally irrelevant. Below, though, is a tentative attempt to anticipate the more common reactions of candidates, when tackling 2 (a), but any other valid response must receive credit.

Positive points:

| | |
|-------------------------|---------------|
| A (Foreign Scholarship) | 4, 17, 20, 22 |
| B (School coaches) | 5, 10, 16, 25 |
| C (Rare plants) | 3, 13, 18, 26 |

Mark on impression, bearing the criteria below in mind:

- 9–10 A coherent and relevant response which explores the implications of at least three positive factors whilst making some allowance for opposing considerations 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.
- 1–2 When there is little merit in the answer.
- 0 When there is no merit in the answer.

[10]

| | | | |
|---------------|---|-----------------|--------------|
| Page 6 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

- (b) Some points (e.g. 8 or 23) about the three options can be interpreted in contrasting ways by different candidates. Others (e.g. 21 or 27) 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.

Negative points:

| | |
|-------------------------|---------------|
| A (Foreign scholarship) | 1, 6, 7, 14 |
| B (School coaches) | 2, 12, 15, 19 |
| C (Rare plants) | 9, 11, 24, 28 |

Mark on impression, bearing the criteria below in mind:

- 9–10 A coherent and relevant response which explores the implications of at least negative three factors whilst making some allowance for opposing considerations 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.
- 1–2 When there is little merit in the answer.
- 0 When there is no merit in the answer. [10]

- (c) Credit the following material or any other valid response.

- Given sufficient time, MC is capable of raising a tidy sum of money for a very special occasion (Introduction)
- MC is also able to incur on a regular basis the extra expenditure (e.g. overtime, electricity, catering) involved in keeping open after normal teaching hours for extra-curricular functions. (5) However, before this, MC has not been able to rebuild or extend the Biology Laboratory (18)
- respond to the transport crisis from existing resources (10, 12)
- acquire the restaurant and surroundings for additional sports facilities (13, 23). Moreover, MC may be chary of hiring extra support staff (2, 24) may engage relatively cheap labour in the classroom (27)
- may have had to lower its academic standards to keep up the numbers or may have lost revenue in order to preserve its academic standards (16).

Mark on impression, bearing the criteria below in mind:

- 9–10 A balanced and relevant response which explores the implications of at least four factors 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.
- 1–2 When there is little merit in the answer.
- 0 When there is no merit in the answer. [10]

| | | | |
|---------------|---|-----------------|--------------|
| Page 7 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

2 (a), (b) and (c)

One would expect candidates to work out the full implications of any material that has been introduced. Extensive 'lifting' or unassimilated grocers' lists of relevant considerations in the order in which they feature in the examination paper are not what is required. What one is after is a convincing and well-structured argument that makes effective and selective use of some of the raw material. Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

(d) Candidates may select any of the twenty-eight factors but must justify their choice. The most obvious contenders for the least relevant factor would seem to be:

- 21 (high-jump record).
- 26 (the Melkuma Rose).
- 27 (youngest teachers).

Assess the quality of each response, bearing the following in mind:

- Perspective (the decision to be taken).
- Insight (why the selected point has no bearing on the decision).
- Forcefulness of argument.
- Length.
- Fluency.

[5]

Any relevant content well above 50 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

3 (a) 'Roy...'
'bemused'

'Though he might not have appreciated it at the time, he & his friends had been recruited ...'
'So why not recruit a natural-born swimmer with good local knowledge to do the job ...?'

Credit all or part of any three quotations above but not any paraphrase.

[3]

| | | | |
|---------------|---|-----------------|--------------|
| Page 8 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

(b) Credit any ten of the points below or any other valid material:

Hitherto, patrolling the Antarctic to check on how much fish was left:

- had had to concentrate on an extremely restricted area
- and had been so time-consuming,
- dangerous
- and expensive
- that very little accurate data could be collected.
- Penguins, however,
- were accessible,
- could carry inexpensive equipment
- and would dive to the fish that were the subject of the research.
- Since there were so many of them
- and since they were big birds,
- what was happening to them would be typical of the whole Antarctic ecosystem.

Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate. [10 × 1 = 10]

(c) Accept both the reservations below or any other cavil.

- The device might record the number of times a penguin swallowed something cold but it did not take into account the size of each fish/quantity of food ingested.
- On its own, the device measuring pulse-rate was insufficient to show exactly how active a penguin had been.

One mark in each case for an answer heading in the right direction; two marks for a full response.

Any relevant content well above 40 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate. [4]

(d) Credit the following four objections or any other valid material.

Roy, when confined to the treadmill:

- Had been disorientated;
- Had been deprived of his liberty;
- Had been subjected to degradation/made to look undignified.

As regards the other penguins:

- Pain or discomfort might have been caused by the insertion of the chip.

Any relevant content well above 40 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate. [4]

| | | | |
|--------|--------------------------------------|----------|-------|
| Page 9 | Mark Scheme: Teachers' version | Syllabus | Paper |
| | GCE AS LEVEL – October/November 2010 | 8001 | 22 |

(e) The most aired/obvious long-term solutions are the following but credit valid alternatives.

- Cutting down on the number of fish caught in the Antarctic.
- Reducing the carbon emissions that affect the temperature of the sea.

Any relevant content well above 20 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate. [2]

- (f) (i)
- | | |
|-------------|---|
| silhouette: | (dark) shadow (against a light background); (sharp) outline |
| adapted: | changed or altered for a new purpose; modified |
| intensive: | concentrated; thorough; using much effort |
| validity: | soundness; certainty of acceptance |
| embark: | set out; begin |
| crucially: | most importantly |
| consumed: | used up |
| exertion: | effort. |

In assessing this answer, award

- | | | |
|------|--|-----|
| 9–10 | For a perceptive development of at least four relevant considerations that is soundly organised and 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. | |
| 1–2 | When there is little merit in the answer. | |
| 0 | When there is no merit in the answer. | [6] |

- (ii) Although we could see no detail, the **silhouette** of the sentry stood out against the moon. He painted his large canvasses in an **adapted** studio that had been a barn. During a short period of **intensive** study, she greatly improved her examination prospects. The **validity** of our case depends on watertight proof. Before you **embark** on a criminal career, consider the consequences. **Crucially**, further reinforcements arrived so that the outcome of the battle was no longer in doubt. The car **consumed** so much petrol that it proved too expensive to run. After so much **exertion**, they were completely exhausted. [6]