

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
GCE Advanced Subsidiary Level

## **MARK SCHEME for the October/November 2013 series**

### **8001 GENERAL PAPER**

**8001/13**

Paper 1, 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### USE OF ENGLISH CRITERIA TABLE

	Marks	
<b>Band 1</b> <b>‘excellent’: fully operational command</b>	18–20	<ul style="list-style-type: none"> <li>• very few slips/errors</li> <li>• highly fluent</li> <li>• very effective use of expressions and idioms</li> <li>• excellent use of vocabulary; (near) faultless grammar</li> <li>• excellent sentence structure and organisation of paragraphs</li> <li>• excellent spelling/punctuation.</li> </ul>
<b>Band 2</b> <b>‘good–very good’: effective command</b>	14–17	<ul style="list-style-type: none"> <li>• few slips/errors</li> <li>• fluent</li> <li>• effective use of expressions/idioms</li> <li>• good use of vocabulary; sound grammar</li> <li>• good sentence structure/well-organised paragraphs</li> <li>• good spelling/punctuation.</li> </ul>
<b>Band 3</b> <b>‘average’: reasonable command</b>	10–13	<ul style="list-style-type: none"> <li>• some slips/basic errors but acceptable standard overall</li> <li>• reasonably fluent/not difficult to read</li> <li>• generally appropriate use of expressions/idioms</li> <li>• fair range and apt use of basic vocabulary; acceptable grammar</li> <li>• simple/unambitious sentence structure/ paragraphing</li> <li>• reasonable spelling/punctuation.</li> </ul>
<b>Band 4</b> <b>‘flawed but not weak’: inconsistent command</b>	6–9	<ul style="list-style-type: none"> <li>• regular and frequent slips/errors</li> <li>• hesitant fluency/not easy to follow at times</li> <li>• some inappropriate expressions/idioms</li> <li>• limited range of vocabulary; faulty grammar</li> <li>• some flawed sentence structure/paragraphing</li> <li>• regular spelling/punctuation errors.</li> </ul>
<b>Band 5</b> <b>‘weak–very weak’: little/(no) effective communication</b>	0–5	<ul style="list-style-type: none"> <li>• almost every line contains (many) slips/errors of all kinds</li> <li>• little/(no) fluency/difficult (almost impossible) to follow</li> <li>• (very) poor use of expression/idiom</li> <li>• (very) poor range of vocabulary: (very) poor grammar</li> <li>• (very) poor sentence structure/paragraphing</li> <li>• (very) poor spelling/punctuation.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p>

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### CONTENT CRITERIA TABLE

<p><b>Band 1</b></p> <p><b>‘excellent’:</b></p> <p><b>very good and comprehensive knowledge/ understanding of topic</b></p>	<p><b>26–30</b></p>	<ul style="list-style-type: none"> <li>comprehensive coverage, totally relevant material, perceptive, analytical</li> <li>thoughtful, enlightening illustration using local, national and international examples where applicable</li> <li>coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity</li> <li>(very) well structured.</li> </ul>
<p><b>Band 2</b></p> <p><b>‘good–very good’:</b></p> <p><b>good knowledge/ understanding of topic</b></p>	<p><b>20–25</b></p>	<ul style="list-style-type: none"> <li>totally (near totally) relevant, well focused but less analytical and perceptive than Band 1</li> <li>major points well developed</li> <li>(very) good range of examples/illustration</li> <li>logical and systematic discussion</li> <li>effectively structured.</li> </ul>
<p><b>Band 3 UPPER</b></p> <p><b>‘average’:</b></p> <p><b>sound knowledge/ understanding of topic</b></p>	<p><b>16–19</b></p>	<ul style="list-style-type: none"> <li>competent: major points adequately developed</li> <li>largely relevant and remains focused on the question</li> <li>reasonable range of examples/illustration to support key points</li> <li>reasonably structured.</li> </ul>
<p><b>Band 3 LOWER</b></p> <p><b>fair knowledge/ understanding of topic</b></p>	<p><b>13–15</b></p>	<ul style="list-style-type: none"> <li>more obvious points mentioned rather than adequately developed</li> <li>some digression, but generally sticks to the question</li> <li>does not always support major points with apt illustration</li> <li>tendency to assert/generalise rather than argue/discuss in detail</li> <li>may lack focus.</li> </ul>
<p><b>Band 4</b></p> <p><b>‘flawed but not weak: limited knowledge/ understanding of topic’</b></p>	<p><b>7–12</b></p>	<ul style="list-style-type: none"> <li>restricted material/scope: rather pedestrian</li> <li>some relevance but may be implicit/tangential at times</li> <li>prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic</li> <li>limited illustration and/or factual inaccuracy</li> <li>insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question.</li> </ul>
<p><b>Band 5</b></p> <p><b>‘weak–very weak’:</b></p> <p><b>poor/very poor knowledge/ understanding of topic</b></p>	<p><b>0 – 6</b></p>	<ul style="list-style-type: none"> <li>(totally) inadequate content with little/no substance: (very) vague and confused ideas</li> <li>question largely (completely) misinterpreted/misunderstood</li> <li>very limited (total) irrelevance</li> <li>very limited/(no) appropriate illustration.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range.</p>

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- 1 What is the greatest social challenge currently being faced by your country and how is it being met?**
- the candidate needs to identify the greatest social challenge at present in his/her country of residence
  - the nature/kind of the social challenge requires detailing
  - the steps taken so far to meet the challenge need to be assessed for effectiveness and any further action to complete the process should be outlined.
- 2 Assess the strengths and weaknesses of coalition governments.**
- strengths: government will be more based on consensus and compromise
  - probably a more accurate picture/representation of the electorate's wishes
  - increased attention and more intensive scrutiny of each policy
  - increased continuity of government and avoiding possible fragmentation and a repeated election
  - weaknesses: a tendency to be fractious and prone to disharmony
  - different parties with difficult beliefs may find it very difficult to find an agreed path for a government policy
  - minor parties may exercise more power than their electoral support would indicate
  - parties in power may prevent the opposition/growth of other parties by forming alliances without them.
- 3 What options, other than imprisonment, would you think appropriate for the punishment of criminals? Justify your suggestions.**
- ideally, the punishment should fit the crime
  - imprisonment is a just sentence for 'serious' crime (at the judge's discretion)
  - less serious crimes should be punished with **meaningful, properly supervised** work in the community, including such things as site clearance, rubbish clearance at roadsides and work on environmental protection.
  - it should not be a soft option.
- 4 Should quality and durability be essential features of consumer goods?**
- this is basically a question of value for money
  - most electronic and white goods in the medium/higher price ranges feature quality and durability and are clearly built to last, to justify the higher price charged – the same is true of motor cars
  - cheaper goods, though fit for purpose, will probably be less reliable and less durable.

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**5 Several countries that pioneered and developed wind power technology are less enthusiastic about it now. Is their lack of enthusiasm justified?**

- Denmark and Germany have been the principal manufacturers and users of wind power technology in recent years
- both countries have scaled down their activities in this sector as the cost of producing electricity in this manner is uncompetitive and unsustainable
- German industrial companies cannot pay the high prices for wind power and have threatened to locate abroad in order to stabilise export prices
- there is no doubt that the unit prices generated from wind power are far too high for industry although wind power may offer environmental advantages.

**6 What advantages and disadvantages do you see in studying for a qualification online?**

- advantages: income preserved – study time organised around work schedule
- probably lower tuition costs than traditional courses
- no time lost through travelling
- few/no text book required
- students work at own pace
- disadvantages: lack of socialisation and intellectual stimulus of campus life
- missed opportunity to build own library
- lack of face-to-face debate
- time pressure of combining a job with studying.

**7 Consider the arguments for and against using the resources of the Polar regions.**

- for: need for more oil and minerals, new job opportunities
- ‘opening up’ the region for economic development
- against: effects on indigenous population and wildlife
- a very challenging and dangerous working environment
- dangers of pollution – irrevocable damage to the ‘last frontier’
- already subject to severe climate change – human activity may accelerate it.

**8 ‘Natural disasters bring out the best in a nation’s people’ How far is this true?**

- how people work together in times of urgent need
- examples needed of people’s combined efforts and relentless work when faced with natural disasters e.g. earthquakes, floods and tsunamis
- a small minority occasionally exploit a disaster by stealing/looting.

**9 ‘Sport makes a significant contribution to society.’ How far do you agree with this claim?**

- a significant contribution can be both positive or negative, e.g. in economic terms an event like the Olympics can increase revenue or drain resources
- promotes social cohesion
- improves people’s health and society’s wellbeing
- raises a country’s profile internationally
- has a role in promoting an all-round education
- gives specific groups, e.g. young people, opportunities.

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**10 To what extent are social networking sites a danger to privacy?**

- many issues about intrusions into privacy have been reported, including cases of stalking, identity theft, sexual predators and ‘spying’ on employees
- public sharing of private lives, including gossip, should lead ideally to a rethinking of our current conceptions of privacy and a reassessment of what constitutes the public domain
- some users of social networks such as Facebook invite problems by not using the security settings
- additional security measures can be utilised via the ‘account’ button
- however, no security measures are completely secure
- if people are really concerned about privacy, they should not be on Facebook or other social networks.

**11 You are designing a literature syllabus for post-16 students in your country. Indicate which local writers you would include and why.**

- an opportunity to create an ideal, personal syllabus
- ‘literature’ here could include novels, novellas, plays and poetry by local writers, but clear reasons must be given for the candidate’s choice
- it would be interesting to discover how the local works fit in and compare with work by the celebrated ‘greats’ of the literary world.

**12 Would you consider rap to be a ‘chant’ or a ‘rant’ or, indeed, something else?**

- rap music (hip-hop) originated from African-American inner-city street culture
- the younger generation tend to see it as a chant as the lyrics are spoken rather than sung, whereas the older generation are inclined to view it as a rant, particularly when controversial themes, such as gang violence, are expressed through this genre
- however, it has become a mainstream music genre and is popular among people from various backgrounds
- rap musicians cover a wide range of events and themes including political and social themes and events/experiences from their own lives.