

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
GCE Advanced Subsidiary Level

## **MARK SCHEME for the October/November 2012 series**

### **8001 GENERAL PAPER**

**8001/12**

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 2012 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	
<p>Band 1</p> <p>'excellent': fully operational command</p>	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>
<p>Band 2</p> <p>'good-very good': effective command</p>	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>
<p>Band 3</p> <p>'average': reasonable command</p>	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>
<p>Band 4</p> <p>'flawed but not weak': inconsistent command</p>	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>
<p>Band 5</p> <p>'weak-very weak': little/(no) effective communication</p>	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> <li>• bracketed descriptors denote 0–2 range of marks.</li> </ul>

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### CONTENT CRITERIA TABLE

<p style="text-align: center;">Band 1</p> <p style="text-align: center;">‘excellent’: very good and comprehensive knowledge/understanding of topic</p>	26 – 30	<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 style="text-align: center;">Band 2</p> <p style="text-align: center;">‘good-very good’: good knowledge/understanding of topic</p>	20 – 25	<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 style="text-align: center;">Band 3 UPPER</p> <p style="text-align: center;">‘average’: sound knowledge/understanding of topic</p>	16 – 19	<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 style="text-align: center;">Band 3 LOWER</p> <p style="text-align: center;">fair knowledge/understanding of topic</p>	13 – 15	<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 style="text-align: center;">Band 4</p> <p style="text-align: center;">‘flawed but not weak: limited knowledge/understanding of topic’</p>	7 – 12	<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>

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<p>Band 5</p> <p>'weak-very weak': poor/very poor knowledge/understanding of topic</p>	<p>0 – 6</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> <li>• bracketed descriptors denote 0 – 2 range.</li> </ul>
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**1 How far has confidence in financial institutions been undermined in your country since 2008?**

Key words: 'How far ...?'; 'confidence'; 'undermined'; 'your'; 'since 2008'.

- what caused confidence to be shaken
- any recovery in trust/confidence now evident?
- how were any improvements achieved?
- analyse the present situation – still work to be done
- financial institutions should encompass not only banks but also unit/investment trusts, the stock exchange, pension funds, government bonds, etc.
- specific example(s) and illustration required.

**2 How much importance should governments place on raising consumer awareness?**

Key words: 'How much ...?'; 'governments'; 'raising consumer awareness'.

- helping consumers to understand the functions of the economy
- the notion of 'caveat emptor' is not sufficient in the modern world
- making sure consumers know their rights ensuring fairness for sellers and buyers
- scope includes both goods and all kinds of services
- specific example(s) and illustration required.

**3 'Tyranny is always better organised than freedom.' How far would you agree?**

Key words: 'Tyranny'; 'always'; 'better organised'; 'How far ...?'.

- analysis required to demonstrate the quality of the organisation re. tyranny/freedom
- tyranny usually flourishes under the rule of a ruthless despot and his/her subservient cronies where control/organisation is relatively simple
- tyranny flourishes in a totalitarian state, whether ultra right or ultra left, based on fear, where people are interdependent and watched by the secret police. They fear opposing the system and being denounced
- the fight for freedom is often spasmodic and flares up initially in random areas with the hope of attracting ever increasing support
- established freedom needs a fair amount of time to build and develop organised bodies and institutions which reflect the will of the people and the aims of democracy. They are liable to modification as flaws emerge which is not the case under tyrannical systems
- specific example(s) and illustration required.

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**4 'It is essential to maintain the integrity of sport,' Discuss this statement in the light of recent scandals in various sports.**

Key words: 'essential'; 'maintain integrity'; 'Discuss'; 'recent scandals'; 'various sports'.

- to preserve its integrity, sport needs to adhere more closely to the Olympic ideals
- many sports have become major businesses where success is a vital component
- betting/gambling on sports is also a major factor which can influence officials to be dishonest
- recent scandals need to be discussed to illustrate the current situation
- specific example(s) and illustration required. Such examples may include: doping in athletics and cycling; cheating of all kinds by players and officials; Football scandals in UEFA, Italy and China; cricket scandal involving Pakistan players.

**5 'No limits whatsoever should be placed on medical research.' Discuss.**

Key words: 'No limits whatsoever'; 'medical research'; 'Discuss'.

- various views expected depending on different religions and cultures
- most people would not subscribe to no limits because of possible taboo areas
- better responses would point to the difference between pure and applied research and especially be wary of implementation
- no right or wrong answer to this question
- specific example(s) and illustration required.

**6 How efficient is the transport infrastructure in your country?**

Key words: 'How efficient ...?'; 'transport infrastructure'; 'your'.

- efficient in the sense of fit for purpose, i.e. delay-free, safe and reliable
- responses should include road, rail and air travel and indicate the benefits/drawbacks to the economy, the business community and private individuals
- how big an issue is it in **your** country
- exemplification/illustration should support specific points
- specific example(s) and illustration required.

**7 Consider how far web services such as Twitter and Facebook are a force for harmony or discord.**

Key words: 'Consider how far ...'; 'web services'; 'force for harmony or discord'.

- potential benefits (harmony) staying in touch, spreading information, keeping up to date, meeting new people, stating opinions and sharing views
- potential problems (discord) being groomed by undesirables, giving incorrect information, making abusive remarks and internet bullying, spreading false rumours, using these services for evil, criminal purposes as in the recent London riots
- specific example(s) and illustration required.

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**8 What do you understand by ‘sustainable development’? How far has it progressed in your region?**

Key words: ‘What ...?’; ‘you understand’; ‘sustainable development’; ‘progressed’; ‘your’.

- the term ‘sustainable development’ was popularised by the World Commission on Environment and Development in the late 1980s
- it is a systematic approach to achieving human development that still sustains the resources of our planet – there are signs that wealthier countries are consuming Earth’s resources at a rate that the planet cannot support
- human health depends on the healthy functioning of the Earth’s ecosystem and this system could be overwhelmed if the consumption patterns of rich countries becomes more widespread
- region here includes the country in which the candidate(s) live(s) and its surrounding geographical area
- specific examples/illustration required to support major points on progress being made
- specific example(s) and illustration required.

**9 ‘Modern toys fail to stimulate a child’s creativity and imagination.’ In your experience, how far is this true?**

Key words: ‘Modern toys’; ‘fail’; ‘stimulate’; ‘your experience, how far ...?’.

- question requiring consideration of personal experience
- modern toys that stimulate creativity and imagination can still be obtained but not as readily as a few decades ago
- modern electronic toys tend to teach eye and hand coordination and the games, with their excellent graphics, leave little to the imagination. Many of these games feature violence and killing
- this is a sweeping statement and not totally correct but it would be hard to disagree with a watered down version, e.g. ‘...most modern toys tend not to stimulate’
- specific example(s) and illustration required.

**10 Which foreign country would you most like to visit? Give reasons for your choice.**

Key words: ‘Which ...?’; ‘foreign country’; ‘most like’; ‘Give reasons’.

- question requiring personal choice
- the reasons for the choice need to be credible and clearly explained
- all countries are acceptable if persuasively argued
- specific example(s) and illustration required.

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**11 ‘The media pay far too much attention to people who do not deserve it.’ How far do you agree?**

Key words: ‘media’; ‘far too much’; ‘do not deserve’; ‘How far ...?’; ‘you’.

- non-deserving in the sense of not meriting attention by a discerning public, e.g. ‘minor’ celebrities
- ‘red-tops’ and some magazines are obsessed by the looks, life-styles, fashions worn, love affairs and any tittle-tattle about people from the world of entertainment
- thankfully, this is not true of all media. The more demanding the intellectual content of a newspaper, magazine, TV programme, etc., the less chance there is of reading/hearing anything about any ‘non-deservers’
- However, the popularity of some newspapers and the proliferation of ‘celeb.’ magazines shows that celebrities, major and minor, have whole armies of followers
- specific example(s) and illustration required.

**12 ‘Modern buildings are ugly; historical buildings are beautiful.’ To what extent would you agree?**

Key words: ‘Modern buildings ... historical buildings’; ‘ugly ...beautiful’; ‘To what extent ...?’; ‘you’.

- a sweeping statement open to challenge
- opinions are often divided regarding artistic appeal – criteria used to judge are often very subjective
- any view acceptable if cogently argued and a good case made
- specific example(s) and illustration required.