



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/12

Paper 1 Essay 12

March 2021

MARK SCHEME

Maximum Mark: 30

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **15** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Generic levels of response descriptions

These level definitions address Assessment Objectives (AOs) 1, 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme. Information about AOs can be found in the Cambridge International AS Level English General Paper syllabus (8021) for examination in 2019, 2020 and 2021.

Introduction

The level definitions which follow reflect, and should be interpreted within the context of, the following general statement:

- (a) Examiners will give their highest marks to candidates who demonstrate a disciplined management of the discussion the question provokes and use clear and accurate communication. Examiners will be guided more by careful selection and application of information, effective analysis and evaluation, and supported judgement, than by weight of facts.
- (b) Examiners will use these level definitions in combination with the question-specific mark schemes.
- (c) Explanation or judgement is strengthened if informed by the use of relevant examples.

The level in which an essay is placed depends on the range of criteria detailed in AO1, AO2 and AO3. As a result, not all essays fall obviously into one particular level. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.

In marking an essay, examiners will first place it in a level and then fine-tune the mark in terms of how strongly/weakly the demands of the level have been demonstrated. The criteria in each level are written to exemplify the middle of that level.

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
5	- Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question. - Applies a range of examples appropriately to support the main ideas and opinions in the response.	- Analyses possible meanings of the question and defines the scope of the response. - Develops, analyses and evaluates a range of arguments to reach a supported conclusion. - Develops a strong argument with clear use of supportive evidence.	- Communicates clearly with consistently appropriate use of register. - Uses a wide range of vocabulary and a variety of language features. - Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures. - Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised.	25–30

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
4	- Selects relevant information that exemplifies the main aspects of the response to the question. - Applies examples appropriately to support the main ideas and opinions in the response.	- Analyses the meaning of the question to inform the scope of the response. - Develops, analyses and begins to evaluate different arguments to reach a supported conclusion. - Develops a well-reasoned argument with use of supportive evidence.	- Communicates clearly with appropriate use of register. - Uses a range of vocabulary and language features. - Uses language with control and some accuracy. Errors relate to the use of less common words and structures. - Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised.	19–24
3	- Selects information that exemplifies some of the main aspects of the response to the question. - Applies examples to support the main ideas and opinions in the response.	- Demonstrates understanding of the meaning of the question in the response. - Develops and brings together some arguments to form a conclusion. - Constructs an argument which is logical and usually supported by evidence.	- Communicates clearly overall but with inconsistent use of appropriate register. - Uses everyday vocabulary and some varied language features. - Uses language with some control. Errors are noticeable but do not impede communication. - Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained.	13–18

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
2	- Selects limited information that exemplifies aspects of the response to the question. - Applies examples that are linked to some of the ideas and opinions in the response.	- Demonstrates partial understanding of the meaning of the question in the response. - Refers to arguments to form a conclusion. - Constructs an argument partially supported by evidence.	- Communicates clearly in places, with inconsistent use of register. - Uses basic vocabulary with limited language features. - Uses language with limited control. Errors are frequent and sometimes impede communication. - Constructs a fragmented response which links some ideas and/or arguments.	7–12
1	- Selects limited information that is relevant to the question. - Makes examples which may not link to the ideas and opinions in the response.	- Makes a limited response to the question. - Makes some form of basic conclusion. - Constructs a weak argument.	- Communicates with lack of clarity and/or register is inappropriate. - Uses basic vocabulary. - Uses language with control rarely. Errors are frequent and communication is often lost. - Constructs a response but the response is not organised and ideas are not linked.	1–6
0	A mark of zero should be awarded for no creditable content.			0

Question	Answer	Marks
1	The most important role of a parent is to teach their child moral values. Discuss. Answers are likely to: • consider the various roles of a parent in their child's development • discuss the extent to which teaching moral values is the most important role • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • what is meant by 'moral values' depending on cultural, social and individual outlooks • the importance of acquiring moral values for interaction with others preparing for later life • children learning values from parents by example, teaching, reward and punishment, exposure to real or fictional role models • socialisation occurs in many contexts, not just within the family circle • important parental roles include providing safety and security in various contexts • parents supporting their child emotionally and intellectually to fulfil their potential • parents having to care for themselves not just their children • different family models may be considered, as may different stages of a child's development.	30

Question	Answer	Marks
2	To what extent has globalisation brought only benefits to your country? Answers will be focused on one country with which the candidate identifies or to which they direct their answers. Answers are likely to: • discuss the benefits brought by globalisation to the candidate's specified country • assess the drawbacks of globalisation in the same context • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • increasing trade, choice of goods and economic growth; but possible exploitation by stronger economies and a wider income gap • the opportunities and problems both for individuals and societies in a globalized world • exploiting workers, where rights may be less protected and people are paid less to produce cheap goods • spreading cultural practices, food, music, democracy, and ideas of personal freedoms; but cultural dilution, westernisation and prevalence of English • how the global village can increase cooperation over pressing global issues • travel for leisure purposes, widening cultural exchange, but showing little respect for local culture bringing conflict and tension • exchange of ideas, developing technology, collaborating on research but spreading negative ideas more swiftly • the various and serious global aspects of environmental damage and exploitation • possible mitigation of negative effects; effects may vary across the population, or differ in the short and longer term.	30

Question	Answer	Marks
3	Evaluate the view that professional sport has become dangerously obsessed with money. Answers are likely to: • explore how far professional sport is obsessed with money • discuss other factors that have become the main focus of professional sport • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • sport has become more obsessed with money in recent years, but this was not the case in the past • sports teams are businesses with huge wages and transfer deals, wealthy owners, and players seen as commodities or a brand • issues with buying in talent as opposed to nurturing local and domestic talent and effects on national teams • potential for corruption when so much money is involved in sport • media deals may limit coverage of all but major sports and events • what else professional sport should involve and their relative importance • money involved differs between sports and between more and less wealthy nations • high salaries match market forces and are not necessarily bad, with stars paying high taxes and giving to charity.	30

Question	Answer	Marks
4	It is impossible to maintain privacy in an online environment. Discuss. Answers are likely to: • consider the nature and importance of privacy online • discuss the extent to which privacy can be maintained in an online environment • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • people's online profiles are increasingly detailed when they interact with others online, especially on social media • privacy is not commercially attractive as various interests would not be best served • many consumers like to receive suggestions for news or products, weakening attempts of others to opt out of such practices • difficulties over regulation and protection of one's personal details online • security and data breaches which can endanger and compromise people • legitimate reasons for breaching the privacy of individuals, groups or organisations • use of privacy settings online and their limitations, especially on social media and with online purchases • the role of education in ensuring young people are more aware of the dangers and protecting themselves online.	30

Question	Answer	Marks
5	Only an increase in food production can ensure enough food is available to meet everyone's needs. To what extent do you agree? Answers are likely to: • consider the importance of ensuring availability of food to meet everyone's needs • evaluate ways of improving food availability, other than simply increasing food production • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • rising global population (estimated at 9 billion by 2050) and poverty affect food security around the world • increasing food production would undoubtedly improve the situation; the more food there is, the more people can be fed • the various methods available to improve crop yields and their quality • the importance of nutritional value and the various obstacles encountered • humanitarian aid is likely a shorter-term solution unless it can bring about more lasting change to infrastructure and access • the possibility of reducing meat consumption or improving animal husbandry • the possible increase in other diets and consumption of previously unappealing proteins • social and human changes needed to address the rich-poor divide in the world.	30

Question	Answer	Marks
6	The only way to reduce pollution is to regulate and penalise the companies and countries responsible. Discuss. Answers are likely to: • examine what pollution is and how it may damage the environment • consider whether companies and countries which pollute can be regulated and other possible solutions • make a judgement based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • transgressors should receive heavy fines and regular inspections to make sure they are following the rules • governments encouraging industries with financial incentives, better information and education • sustainable, alternative energy being used by countries and companies to reduce pollution • more investment being made into cleaner energy and more efficient technology • encouraging the greater involvement of citizens and various social organisations • caring for the environment should be the responsibility of everyone as we are linked by similar issues and concerns • big polluters may be reluctant to have stricter controls as their concern is for economic growth only • it might be unfair to penalize certain countries and companies who have no other options.	30

Question	Answer	Marks
7	Evaluate the view that computer technology makes it much easier to learn another language. Answers are likely to: • examine what computer technology is available to learn another language • discuss the merits and limitations of using computer technology to learn another language • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the prevalence of computer technology making their use more accessible • various free internet translation tools, services and dictionaries now exist • translation services are increasingly accurate and sophisticated, providing a useful tool for language learners • there being many online language courses, making use of visual and audio facilities, in an ever-wider range of languages • the internet giving access to online textbooks, grammar and dictionaries but not all may be accurate • there being constant and instant access to printed or visual news media from countries where the target language is spoken • the advantages and disadvantages of using social media for linguistic and cultural exchange • limits to what can be learned online, with such facilities likely to complement rather than replace traditional learning methods.	30

Question	Answer	Marks
8	Music has a significant impact on society and individuals. To what extent do you agree? Answers are likely to: • examine examples of music • evaluate the extent to which music has impacted society and individuals • make a judgement, based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the ways in which music has provided a soundtrack to the life of individuals and society • how music can inspire a variety of emotions, some negative and some positive • the contexts where music may distract, annoy or manipulate people • how music encourages physical and artistic expression in a variety of fields • the benefits, cognitive and aesthetic, of playing a musical instrument • how music can provide solace and consolation at various stages of life's journey • how music is essential in a variety of celebrations such as weddings and commemorations • music is frowned upon or even forbidden in certain cultures and regions of the world.	30

Question	Answer	Marks
9	To what extent do you agree that all buildings of historical significance should be preserved in your country? Answers will be focused on one country with which the candidate identifies or to which they direct their answers. Answers are likely to: • consider the value of historical buildings, their importance and preservation • discuss the extent to which countries should try to preserve heritage sites • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • historical buildings are visible, tangible elements of a country's heritage and deserve respect and attention • heritage sites may have cultural, religious, social or historical significance • older buildings should be preserved because they are interesting, often beautiful and educate people about a country's history and development • such sites may generate income from tourism, especially if particularly iconic or significant in some way • there may be significant financial costs in maintaining heritage buildings, especially if left to the state to manage • sites may be accessed by relatively few people, often restricted to a particular demographic • preservation may be instead of new development and thus be viewed as nostalgic and sentimental, an unaffordable luxury • recent or contemporary buildings may become part of a nation's heritage.	30

Question	Answer	Marks
10	Evaluate the extent to which works of fiction rely on the personal experiences of the author. Answers are likely to: • consider how the chosen work(s) reflect an author's own experience • explore what other elements and factors influence works of literature • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • how own experiences can enhance the writing process making works more believable and vivid • how own experiences can be more relatable to the reader • other people's experiences may be more interesting and more important than those of the writer • the importance of using imagination to create new worlds and inventive scenarios • the universal human issues that underlie most works of literature • authorial research may play a more significant part of the writing process • the extent to which fiction aimed at specific audiences or age groups needs authorial experience • own experiences may alienate the reader and be too introspective.	30