



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/12

Paper 1 Essay

May/June 2022

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **16** 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.
- (d) 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
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

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
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
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

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
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	Nations and peoples should always forgive the wrongs of the past. Evaluate this view. Answers are likely to: • show an understanding of the nature and role of forgiveness, in a national and personal context • discuss the extent to which past wrongdoing should always be forgiven • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the role of forgiveness for past wrongdoing in international relations • whether past actions can or should be forgiven depends on their intention, nature and impact • the severity, duration and reach of the impact of the wrongdoing needing to be taken into account • it being necessary to forgive past actions in order to move forward and maintain economic, personal and diplomatic relationships • countries, their governments and people being more worthy of forgiveness if they show genuine remorse • attempts to make up for past actions and for repairing the damage done • some actions by countries, especially during war, being so terrible that forgiveness may be extremely difficult • it may take a long period of time before forgiveness takes effect.	30

Question	Answer	Marks
2	The most successful businesses make the biggest profits. Evaluate this view. Answers are likely to: • consider the importance of making profits in business • discuss other factors which may contribute to a business' success • make a judgement, based on consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • businesses needing profits to survive; to exceed their operational costs, gain market share and wide recognition of their brand • business owners, employees, shareholders and other stakeholders requiring the business to make a profit • alternative goals; providing a useful or novel product or service or solving an existing problem • some business owners simply wishing to develop or share a skill, talent or love for their product or service • the calculation of 'biggest profits' depends on the scale of the business and its revenue to cost ratio • profit and ethics not being mutually exclusive; profitable businesses can more easily achieve philanthropy, ethical sourcing or greener practices • environmental, social, animal welfare or ethical credentials being a unique selling point • other success factors including market influence, brand recognition, customer service and treatment of employees.	30

Question	Answer	Marks
3	To what extent has traditional family life lost its importance in <u>your</u> country? Answers should be focused on one country with which the candidate identifies or to which they direct their answer. Answers are likely to: • examine the role of the traditional family in their country • consider how far traditional family life has lost its importance • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the changing view of gender roles in society at large being reflected in life at home • less attention being given to the elders in society, with resultant loss of respect • more knowledge of what is happening in the wider world provides alternative examples of family life • the influence of technology, especially on the young, meaning that family authority is eroded • most upbringing being still in the area of one's birth, where tradition often prevails • how traditional values are linked to family structure and way of living • the impact of migration as people leave from or return to their countries • familial bonds being difficult to break, even when younger members leave the area.	30

Question	Answer	Marks
4	Fossil fuel extraction belongs in the past not the future. Evaluate this statement. Answers are likely to: • consider the reasons why fossil fuels may be the energy of the past • assess the alternatives to fossil fuels • make a judgement based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • fossil fuels becoming depleted, due to excessive extraction of them in the past • fossil fuels are damaging the environment and considerably increasing pollution • the stability of the international order being threatened by the dependence on fossil fuels • fossil fuels no longer being a primary source in many countries as they have been replaced by renewable energy • renewable energy not being able to meet the energy demands of many countries • continual improvements made in increasing the efficiency of renewable energy generation • modern nuclear energy provides a safe and reliable source of energy • the dangers of neglecting fossil fuels when other methods cannot deliver or are too costly.	30

Question	Answer	Marks
5	To what extent has migration harmed the development of <u>your</u> country? Answers will be focused on one country with which the candidate identifies or to which they direct their answer. Answers are likely to: • consider the reasons why migration is necessary • discuss the positive and negative impacts migration can have on a country • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the various forms of migration and factors that push or pull migrants • the detrimental effects of migration on the social, cultural and economic issues within a country • potential medical impacts caused by allowing free movement between countries • the impact of specific demographic groups entering or leaving a country • it enables safety from oppressive regimes, severe famines and other societal problems • it helps in filling up job vacancies enabling the country to prosper • the development of tolerance and understanding within the country in welcoming others.	30

Question	Answer	Marks
6	Evaluate how important it is for a person's health, to spend time in the natural world. Answers are likely to: • assess the reasons why the natural world is important for physical and mental health • consider the possible limitations of nature in achieving physical and mental health • make a judgement based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • it is not always easy to discover nature when living in urban areas that have few or no parks • taking part in leisure activities in a green space is beneficial to a person's health • the health benefits of working in a natural environment • the impact of prolonged time spent on the internet or a virtual world • nature can be harsh with storms, drought and famine sometimes leading to poverty and displacement of people • health benefits can be achieved through diet, indoor exercise and meditation or medical treatment • music, art and literature can also provide solace, healing and personal growth • working in a job you like, feeling needed and having family and friends can be a consolation.	30

Question	Answer	Marks
7	Poetry is irrelevant in the modern world. To what extent do you agree? Answers are likely to: • discuss examples of poetry • consider the extent to which poetry remains relevant today • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • the integral role it plays in its literary and cultural heritage • the strong relationship between poetry and popular modern music forms • the continuing popularity of nursery rhymes and rhyme as tools for educating children • poetic devices as features of language and literature for appreciation and study • eternal themes and emotions expressed in poetry remain relevant • poetry as a means to demonstrate creativity and freedom of expression • poetry being seen as a niche pursuit in comparison with other art forms • poets experiencing difficulty in selling their work could discourage aspiring writers.	30

Question	Answer	Marks
8	Attending a live performance is the best way to experience music. Evaluate this statement. Answers are likely to: • refer to experiences from live performances in their own lives • assess whether live performance is preferable to other forms of performing • make a judgement based on the consideration of evidence and argument put forward. Answers might include discussion and examples such as: • the atmosphere of a live venue making the experience more memorable • the opportunity for artists to perform a ‘one-off’ moment that is unique, like an improvisation • the mutual opportunity for fans and musicians to connect with one another during live performances • live performances and music festivals are events enjoyed by friends and family together • attending a live performance taking up a lot of time and being in one place • preferring to listen in private rather than having the distractions that are present in a live performance • listeners of recorded music have the choice of which track and order it is played in • the relative cost of attending a live performance is high compared to the cost of a recording.	30

Question	Answer	Marks
9	To what extent do television programmes have a negative influence on people? Answers are likely to: • discuss the role of television programmes in society • consider the extent to which the influence of television programmes has been negative • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • television programmes making people lazy and replacing more active leisure pursuits • some television programmes are essentially escapist and having little cultural value • Illegal and inappropriate actions are ‘normalised’ in many programmes • causing people to interact less and to stay in their own homes more • television being responsible for high quality programmes and making them available around the world • television becoming an important medium for news and current affairs • in many countries, regulatory bodies monitor negative or controversial content of television programmes • recent developments in digital television and streaming improving the range and diversity of programmes.	30

Question	Answer	Marks
10	Assess the importance of learning a second language. Answers are likely to: • examine why learning a second language is important • consider why learning another language may not be important • make a judgement, based on the evidence and argument put forward. Answers might include discussions and examples such as: • in multi-lingual societies, knowing more than one language promotes social harmony and understanding • it is useful when travelling abroad as understanding local languages can be helpful for many practical reasons • fewer schools in some areas of the world are teaching foreign languages due to a shortage of funding • widening job and education opportunities as knowledge of another language can be an advantage • boosting brain power and memory, when learning something new and developing communication skills • wide availability of translation apps and software diminishes need to learn another language • experiencing new cultures and ideas with others across the world • it is easier to learn another language as a child; many children have parents who speak different languages at home • speakers of widely-used languages may find it less important to learn another language.	30