

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/13**

Paper 1 Essay

May/June 2024**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 2024 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 **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 descriptions 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.

Information about annotations

Annotations used in the marking of responses.

TV should be used to indicate vague points and ideas.



The caret is used to indicate generalised and descriptive points.

A tick indicates an understanding of the question, including:

- For a focused introduction.
- For each NEW VALID point made in relation to the key words of the question.



The downward arrow should be used for further development of a valid point in the question or development of evaluation.

EG this should be used when a relevant example is used.

SEEN should be stamped on all blank pages and, if there is one, the planning page.

AE Assertion. Opinions stated without any credible evidence.

REP should be used for repeated points.

EVAL should be used when evaluation is attempted.

NAQ should be used when the candidate has not answered the question, or a section of the response is not answering the question.

Use the horizontal wavy underlining tool  to indicate serious errors that impede communication in grammar and very basic errors in spelling and punctuation.

Use the **Green L**  for examples of ambitious, sophisticated accurate expression, punctuation and grammatical structures.

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
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	History is always written from the point of view of the powerful. Discuss. Answers are likely to: • explore what history is • consider the extent to which history is written from the point of view of the powerful • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • when governments are deposed or territory is seized, inevitably accounts written by the winners will have greater prominence • some events resulting in the complete subjugation of peoples who subsequently lack any official voice • people who lack official nation status and therefore the opportunity to have their views heard • the status of historical writers and their accounts often determining our subsequent understanding of historical events • historical studies often consisting of competing views so those who are not in power do not always lack a voice • powerful political movements that have arisen to give a voice to those who were once largely ignored • those prominent nations that once lacked power but now have a significant voice in the world • some of the most powerful historical voices not always being seen as powerful.	30

Question	Answer	Marks
2	To what extent is financial management the responsibility of the individual? Answers are likely to: • assess what financial management is • explore the extent to which individuals can exercise responsibility • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • not everyone being able to exercise responsibility in a range of circumstances • the difficulties of living in a consumer-led society and the many temptations to spend money • the prevalence of fraudulent activities making it a challenge for people to manage their money • trying to cope where there is a high cost of living and borrowing • education being important in helping individuals to manage their money • the role of government affecting how people manage their money • control of banks and other institutions over people's financial affairs • the assistance provided by technology having a key role to play in money management.	30

Question	Answer	Marks
3	Assess the importance of everyone in a community being a good neighbour. Answers are likely to: • outline what is meant by being a good neighbour • consider a range of other roles that might be equally important • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the importance of being friendly, available, and approachable helping to create harmony • maintaining respect for others such as not being in any way disruptive • showing mutual respect and understanding for the choices people make • maintaining trust and being helpful to each other in times of personal crisis • other roles being important such as upholding the law and setting a good example • honesty and integrity ensuring that truth always prevails over deceit • occasions where friendship suffers due to conflicts of views and beliefs • the consequences which a lack of neighbourly support and social isolation can have on communities.	30

Question	Answer	Marks
4	To what extent should humans be responsible for the welfare of animals? Answers are likely to: • examine the key areas of animal welfare • consider whether humans should be held responsible for the welfare of other species • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • animal welfare being an element of our wider environmental responsibilities • the extent to which morality extends beyond humans to other species • some animals having a right to more consideration than others • animals being a source of food and the implications of this for their welfare • anthropomorphism and the potential to overstate or misinterpret the needs of other species • animals being used in various types of sporting activity and the welfare implications of this • the welfare of humans having priority over the needs of animals in certain situations • the possible lack of a moral aspect to animal behaviour precluding animal species from welfare considerations.	30

Question	Answer	Marks
5	Food is a work of art <u>not</u> just a necessity. Discuss. Answers are likely to: • explore the creative aspects of food preparation and presentation • demonstrate an understanding of circumstances where artistic considerations are irrelevant • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the cultural significance of cuisine in different parts of the world • training and practice being required to develop a variety of culinary skills • how food is represented in art, literature and the media • visual appeal being an essential requirement in the enjoyment of food • those regions of the world where climate and geography limit food production and variety • time pressures reducing the attention given to how and what we eat • the cost of food being the main consideration of many people • other necessities required by individuals and families in order to live.	30

Question	Answer	Marks
6	To what extent has shopping online improved people's lives? Answers are likely to: • discuss the potential benefits of being able to shop online • consider some of the disadvantages that may come with online shopping • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • online shopping allowing users to swiftly compare prices and therefore save money • reducing significant costs for businesses and making them more viable • online shopping allowing people access to the global economy by providing platforms for individuals • providing a lifeline for people in difficult situations who are unable to travel • online shopping damaging or even destroying small businesses who don't have the capacity to digitise • the online shopping sector not generating new retail jobs at the same pace it is eliminating old ones • many people lacking the skills and technology to buy and sell online • reducing the social benefits of visiting shops and shopping centres.	30

Question	Answer	Marks
7	Surveillance is <u>only</u> justified in the pursuit of criminals. Discuss. Answers are likely to: • consider the importance of surveillance in the pursuit of criminals and other contexts • discuss the extent to which surveillance is justified in such circumstances • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the vast range of information available on individuals' movements and contacts • the benefits of various types of surveillance to law enforcement agencies • technological and data-based evidence reliably proving guilt in court cases • public trust, or mistrust, in the methods and type of surveillance employed • general public views that 'only the guilty' need fear surveillance • the role of surveillance technology for various other worthwhile purposes • the use of surveillance data by authorities to manage and deploy resources effectively • the huge commercial benefits to private companies of tracking consumers' preferences online.	30

Question	Answer	Marks
8	Evaluate the importance of ancient traditional stories to the people of <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: • consider a range of different traditions and stories • explore the importance of ancient and traditional stories to the candidate's own country • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • stories passed down through generations and their role in preserving cultures and traditions • the importance of ancient traditional stories to national identity and self-determination • stories changing over time reflecting changing values and cultural norms • the impact of ancient traditional stories originating outside one's own country • the oral transmission of stories rooted in traditional practices and rituals • folk tales reflecting and maintaining moral lessons and value systems • traditional stories fading over time and being replaced by more relevant contemporary tales • the replacement of traditional storytelling by more modern means of communication.	30

Question	Answer	Marks
9	Learning is more effective when students travel to places outside the classroom. Discuss. Answers are likely to: • examine the range of learning experiences that students might gain by travelling • compare travel experience to other forms of educational opportunities • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • learning new languages and experiencing a variety of cultures first-hand • learning about history that has impacted the world as well as seeing today's events in person • developing a sense of independence and self-awareness by exploring new locations and communities • experiencing compassion and empathy by seeing the issues surrounding inequality and deprivation • the high costs of trips making the classroom the best place to learn • the formality of the classroom learning environment and its limitations being reduced • the experience of travel being distracting and treated more as a form of leisure or holiday • travel not providing the full range of knowledge and understanding gained from a more traditional education.	30

Question	Answer	Marks
10	Free speech should mean that media is never censored. To what extent do you agree with this statement? Answers are likely to: • discuss how censorship is used to stop free speech • explore how free speech is central to a democratic society • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the use of censorship to protect people from harmful material • the use of media by certain individuals and organisations may need policing • in times of emergency censorship being necessary for national security • politically biased media having every right to promote its opinions • people having no right to silence or intimidate those with whom they disagree • those countries who prohibit media access for internal security reasons • the leaking of secret information for the good of society • the use of free speech in social media giving people a voice.	30