



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/13

Paper 1 Essay

October/November 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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **13** 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.

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	Assess the impact of unrestricted importing and exporting of goods and services between countries. Answers are likely to: • consider the consequences of more restriction in contrast to more control • assess how a lack of restriction may or may not lead to more prosperity • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • the effects that no controls might have on health and national security • the ability to offer a wide range of goods and services at lower prices from international suppliers • there being no advantage to gain from preferential government treatment as every business has equal standing • the interconnection that will arise between countries where research and expertise can be shared • the loss of jobs as domestically produced goods can be obtained cheaper overseas • the dangers that may occur if a country relies on an imported product in the event of war or a natural disaster • the opportunity for corruption where large corporations receive more favourable terms from governments than are available to smaller businesses • some developing countries cutting production costs and prices in order to enter markets.	30

Question	Answer	Marks
2	To what extent do flags unify or divide people? Answers are likely to: • refer to the historical, iconic and contemporary use of flags • consider the extent to which flags unify or divide people • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • national flags as a means of uniting a people under a mutually accepted emblem • flags are used to unite adherents to a campaign or mission • flags are used as symbols for cooperation among nations by international groups and collaborative enterprises • flags are used to declare autonomy for newly liberated groups or nations • flags used for unification can often be a pretence, as many flags have their origins in oppression and tyranny • there have been attempts to use them for cooperative purposes but mainly they create barriers between nations • flags are often most prominent during times of conflict and celebration • professions of allegiance to a flag are often made in order to stifle debate and dissent.	30

Question	Answer	Marks
3	Men and women who play the same sport should receive equal pay. Discuss. Answers are likely to: • consider a range of sports in relation to pay • examine the extent to which rewards should be equal • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • unequal pay is not justified in any job and sports are no exception • numerous professional sportswomen have excelled but not been rewarded at the same level as male counterparts and this is wrong • gender not being seen as totally binary raises further questions about the debate • gender pay disparity in high profile and popular sports of various kinds • biological differences determined by sex resulting in a difference in ability levels in many sports • not being justifiable to pay men and women equally in sports where income generation is massively different • issues not concerning sport specifically but the disparities in endorsement and sponsorship deals • in other areas of work women are paid more than men.	30

Question	Answer	Marks
4	As time passes, the world will end up with too much water. Examine this statement. Answers are likely to: • assess the scale of the worldwide sea-level rise and flooding • consider areas where there is a lack of water • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • evidence for melting glaciers and icecaps and how they link to global warming • effects on low-lying areas and whole countries, especially island nations • human powerlessness in the face of the force of water • coastal flooding becoming more common and low-lying may have to be abandoned • considerations of where the impact of glacial melting and an increase in precipitation will be felt • those areas where there is a shortage of water and the consequences of drought • lack of water having an impact on human and animal habitats • population and enforced migration creating issues of law and order.	30

Question	Answer	Marks
5	Security cameras are essential to keep our towns and cities safe. To what extent do you agree? Answers are likely to: • consider the uses of surveillance cameras in towns and cities • examine how far security can be ensured and maintained, as well as the drawbacks • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • improving public safety and the ability to collect information that can be stored and used as evidence • acting as a deterrent and reducing crime rates in most cases • helping to locate and arrest criminals more easily and successfully • providing real time information enabling action to be taken immediately • technical breakdowns or damage by the public as the costs and maintenance can be high • issues connected with the clarity of the images and identification • hours of unnecessary data collected as cameras never stop recording • innocent people being observed unnecessarily without their knowledge or consent.	30

Question	Answer	Marks
6	To what extent has the use of Mathematics positively changed the world we live in? Answers are likely to: • discuss the importance of Mathematics in our everyday lives • examine the extent to which mathematics has positively changed the world • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples, such as: • references to the importance of proportion, shape, and form in a variety of activities and situations • how statistics and percentages are used in persuasive pieces of writing or advertising both positively and negatively • algorithms for making complex calculations that may or may not be reliable • using space and shape to understand computer graphics, medical scans • the application of Mathematics to other disciplines such as encryption, engineering, astronomy and medicine • mathematics is a universal language and one with very ancient roots • the practicalities of mathematics in everyday contexts of various kinds • how Mathematics is and has been used during times of war and disasters.	30

Question	Answer	Marks
7	Parks and other green spaces in cities are unnecessary. Discuss. Answers are likely to: • discuss the environmental concerns that busy cities have and whether green spaces are necessary • examine their variety of uses and compare this to other more important requirements the city may have • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the positive benefits of having green spaces for people of all ages • the cost of maintaining green spaces both individual and institutional • analysis of the bio diversity created within green spaces and how this is sustained • the use of green spaces as exhibition areas for sculptures and specialist horticultural events • how green spaces can become a magnet for anti-social behaviour such as littering and graffiti • the many environmental benefits that parks and green spaces provide • the medical and mental health advantages of providing green spaces • the economic value of green spaces in terms of jobs, attracting investment and enhancing the value of property.	30

Question	Answer	Marks
8	To what extent does <u>your</u> country's heritage restrict its development in the modern world? Answers will be focused on one country with which the candidate identifies or to which they direct their answer. Answers are likely to: • examine where there are tensions between modernity and the past • consider to what extent heritage restricts how people perceive their place in the modern world • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • tradition can restrict a country's self-awareness to mere nostalgia • laws past and present have shaped your society and their effects • potential for tourism, creating a national presence on the world stage • the need to honour national heroes, those who gave shape to the country as it is now • deciding who makes the decisions about what a country's heritage is • the way language and crafts are a part of country's heritage culture but can be developed • religious festivals and events may seem out of step with modern ideas • the changing environment caused by time, historical events and innovation.	30

Question	Answer	Marks
9	Films and live performances based on books can never replace the joy of reading. Discuss. Answers are likely to: • discuss a range of films and live performances and identify the qualities that differentiate them from the original texts • consider what the joys of reading might be • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • the addition of music and a range of other cinematic features • how characterisation can be further developed by cinematic and theatrical interpretation • the opportunity to make a book more accessible to the masses • live performance can often leave more aspects to the imagination • how few films rarely manage to capture the detail of a long book • the power of the written word and how people can use their own imaginations • the many pleasures which can be gained from attending a live event • the loss of the original genre, which can often be non-transferable to films.	30

Question	Answer	Marks
10	Assess the view that literature from the past has no relevance to modern life. Answers are likely to: • discuss examples of literature from the past and the recent past • consider the extent to which literature from the past is relevant today • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • literature from hundreds and even thousands of years ago continues to be enjoyed today • children's education in many countries includes the study of literature from the past • television and film adaptations of classic literature remain popular today • we can learn much from the stories of people in the past • some forms of literature from the past may be inaccessible to modern readers • language changes making literature from the distant past difficult to understand • values changing over time, reducing the relevance of writing from the past • the literary canon often being dictated by an educated elite and lacking relevance to ordinary people.	30