

## **MARK SCHEME for the October/November 2013 series**

### **8001 GENERAL PAPER**

**8001/12**

Paper 1, maximum raw mark 100

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 2013 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	
<b>Band 1</b> <b>‘excellent’: fully operational command</b>	<b>18 – 20</b>	<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>
<b>Band 2</b> <b>‘good–very good’: effective command</b>	<b>14 – 17</b>	<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>
<b>Band 3</b> <b>‘average’: reasonable command</b>	<b>10 – 13</b>	<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>
<b>Band 4</b> <b>‘flawed but not weak’: inconsistent command</b>	<b>6 – 9</b>	<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>
<b>Band 5</b> <b>‘weak–very weak’: little/(no) effective communication</b>	<b>0 – 5</b>	<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> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p>

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**CONTENT CRITERIA TABLE**

<p align="center"><b>Band 1</b></p> <p align="center"><b>‘excellent’:</b></p> <p align="center"><b>very good and comprehensive knowledge/understanding of topic</b></p>	<p><b>26 – 30</b></p>	<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 align="center"><b>Band 2</b></p> <p align="center"><b>‘good–very good’:</b></p> <p align="center"><b>good knowledge/understanding of topic</b></p>	<p><b>20 – 25</b></p>	<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 align="center"><b>Band 3 UPPER</b></p> <p align="center"><b>‘average’:</b></p> <p align="center"><b>sound knowledge/understanding of topic</b></p>	<p><b>16 – 19</b></p>	<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 align="center"><b>Band 3 LOWER</b></p> <p align="center"><b>fair knowledge/understanding of topic</b></p>	<p><b>13 – 15</b></p>	<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 align="center"><b>Band 4</b></p> <p align="center"><b>‘flawed but not weak: limited knowledge/understanding of topic’</b></p>	<p><b>7 – 12</b></p>	<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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<b>Band 5</b>  <b>'weak–very weak':</b> <b>poor/very poor</b> <b>knowledge/understanding</b> <b>of topic</b>	<b>0 – 6</b>	<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> </ul> <p><b>bracketed descriptors</b> denote 0 – 2 range.</p>
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### Section 1

**1 How far is it possible for corporations to combine profit-making with ethical business practices?**

- advantages of ethical business practices include higher demand/revenues from increasingly ethically aware consumers, better employee motivation and finance from ethical investors
- it also rejects unethical practices such as child and forced labour, sweatshop production, the violation of basic rights and ignoring health, safety and environmental considerations
- possible disadvantages include higher costs (Fairtrade costs not the cheapest), higher overheads (training/communication on ethical policies) and the cost of monitoring/ensuring no unethical practices in the supply chain
- profits are clearly higher where unethical practices occur but a higher sales volume, thanks to ethically aware consumers, can compensate
- the Fairtrade lobby needs to increase/intensify their awareness campaigns worldwide so that unethical businesses are identified and compelled to change.

**2 Consider the relative merits of state schools and private schools in your country.**

- main focus must be on schools in the relevant country
- whether private schools have higher academic standards/results and are therefore value for money
- whether state schools are adequately funded, have well qualified and well trained staff, and can compete with the private sector regarding standards/results
- whether state school leavers can compete with private school students for entry to Higher Education and in the job market.

**3 ‘Foreign aid should be the responsibility of private individuals and established charities, not governments.’ How far do you agree?**

- wealthy private individuals such as Bill Gates, whether they feel responsible or not, do contribute massively to targeted foreign aid
- international corporations also give aid in the form of inward investment resulting in employment opportunities/training, the acquiring of new skills and general economic improvement
- established charities are well placed and experienced in making sure that aid is available where and when it is needed
- it is increasingly felt that governments should restrict their help to providing emergency supplies/shelter when natural disasters occur
- too many governmental aid programmes have not succeeded due to corruption in receiving countries – some of the more honest receiving countries feel that aid programmes inhibit progress towards independence
- this is a complex, demanding question which needs reliable data and a carefully and logically argued assessment.

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**4 ‘Prisons make people worse rather than better.’ What is your view?**

- there are and always have been conflicting views on this issue
- the kind of prison, its warders and its inmates, will play a pivotal role in influencing ‘new’ prisoners for better or for worse
- statistics for re-offending and the kind of ‘new’ crime committed could be a reliable indicator as to which prisons can succeed in rehabilitating a good percentage of offenders and those that do not.

**5 ‘Developing countries cannot afford ‘green’ technology because they have more urgent priorities.’ What is your view?**

- more urgent priorities could include problems with drought, famine, sickness, inadequate infrastructure, lack of education/training, few job opportunities, poor government, lack of revenue and inward investment
- ‘green’ technology, however environmentally desirable, is expensive in start up costs and often costly to run and produce benefits
- poorer developing countries require cheap energy urgently to supply and support budding industries and commercial developments so that the country can make the necessary economic progress towards prosperity.

**6 The majority of the world population believe our climate is changing but only a minority believe this change is caused by man. What is your opinion?**

- this claim has still not been totally resolved
- however, many of the alarmist claims regarding global warming have been largely discredited by eminent climatologists
- climate change is certainly taking place as it always has done over our planet’s long life
- man’s role in this climate change is not clear as yet, even in a small country like the UK, there are considerable differences in weather patterns between northern and southern regions as well as variations between the predominantly dry eastern and the wet western regions.

**7 To what extent do traditional values influence your country’s progress?**

- expect again a variety of answers with the main focus reflecting the traditional values of the relevant country
- some societies may have traditional values of hard work and high aspirations which may assist progress
- relevant values may include beliefs, moral codes and mores and family values such as loyalty, faithfulness and the sanctity of marriage which may(not) hamper progress
- modern lifestyles in developed countries restrict free time considerably leaving little opportunity to reflect on and cultivate traditional values which are being replaced by instant communication via modern gadgets such as smartphones
- in a multicultural society, various ethnic groups will have differing values which may inhibit progress/change in certain sectors
- some more conservative societies will look back at progress which was made in the past and assume that pursuing the same or a similar programme now will achieve similar success although substantial changes in society may have ensued.

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**8 'A census is no more than a headcount.' How far do you agree with this statement?**

- a census is primarily a headcount
- it also provides a very useful resource for historical and ancestral research
- it provides data for the planning of infrastructural development such as schools, hospitals, roads, transportation, housing and a range of social and economic considerations
- it reveals any shifts in population density, family size and the size of various age groups from young children to retired people.

**9 What kind of advertising do you find ineffective and unconvincing? Give reasons for your choices.**

- candidates may find advertising on TV less effective than adverts in newspapers
- it may be that they do not like 'silly' adverts or adverts that insult one's intelligence, it could be adverts that trade on somebody's name, e.g. aftershave by Beckham, or irritating adverts that make a foolhardy promise, e.g. this deodorant will make you irresistible to the female of the species
- the main focus must be on the reasons for making the choices, obviously illustration via examples will consolidate the points being made.

**10 'Happiness is not the absence of problems but the ability to deal with them.' Discuss.**

- dealing successfully with issues can be very satisfying and give you a real sense of achievement, particularly if the problem is complex
- life is rarely problem free even when health, financial matters and relationships are stable
- some people find it difficult to confront problems and can suffer psychologically from not being able to find a suitable solution to them resulting in the general quality of their life taking a marked downturn.

**11 How useful and rewarding do you find social networking sites?**

- any personal view is acceptable providing there is adequate linkage to 'useful' and 'rewarding'
- examples of how much time is spent on social networking sites and typical examples of why the use is (or is not) 'useful' and 'rewarding' should help make the case.

**12 What makes your country different from other countries?**

- main focus should be on the areas in which the candidate's country differs from a selection of other countries
- these areas may include differences in political ideology, economic progress and a whole range of social issues. Free speech and a free press, human rights, equality in law and freedom of worship may also feature, as may the cost and standard of living, family and community care, good health and educational opportunities for all. The size, topography and variety in natural attractions and beauty may also feature. Other examples relevant to the candidate's country may be made.