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**GENERAL PAPER**

**8001/11**

Paper 1

**October/November 2017**

MARK SCHEME

Maximum Mark: 50

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**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.

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This document consists of **7** printed pages.

**USE OF ENGLISH CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b> <b>‘excellent’: fully operational command</b>	<b>18–20</b>	very few slips/errors highly fluent very effective use of expressions and idioms excellent use of vocabulary; (near) faultless grammar excellent sentence structure and organisation of paragraphs excellent spelling/punctuation
<b>Band 2</b> <b>‘good-very good’: effective command</b>	<b>14–17</b>	few slips/errors fluent effective use of expressions/idioms good use of vocabulary; sound grammar good sentence structure/well-organised paragraphs good spelling/punctuation
<b>Band 3</b> <b>‘average’: reasonable command</b>	<b>10–13</b>	some slips/basic errors but acceptable standard overall reasonably fluent/not difficult to read generally appropriate use of expressions/idioms fair range and apt use of basic vocabulary; acceptable grammar simple/unambitious sentence structure/ paragraphing reasonable spelling/punctuation
<b>Band 4</b> <b>‘flawed but not weak’: inconsistent command</b>	<b>6–9</b>	regular and frequent slips/errors hesitant fluency/not easy to follow at times some inappropriate expressions/idioms limited range of vocabulary; faulty grammar some flawed sentence structure/paragraphing regular spelling/punctuation errors
<b>Band 5</b> <b>‘weak-very weak’: little/(no) effective communication</b>	<b>0–5</b>	almost every line contains (many) slips/errors of all kinds little/(no) fluency/difficult (almost impossible) to follow (very) poor use of expression/idiom (very) poor range of vocabulary: (very) poor grammar (very) poor sentence structure/paragraphing(very) poor spelling/punctuation  <b>bracketed descriptors</b> denote 0–2 range of marks.

**CONTENT CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b>  <b>‘excellent’: very good and comprehensive knowledge/ understanding of topic</b>	<b>26–30</b>	comprehensive coverage, totally relevant material, perceptive, analytical thoughtful, enlightening illustration using local, national and international examples where applicable coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity (very) well structured
<b>Band 2</b>  <b>‘good-very good’: good knowledge/ understanding of topic</b>	<b>20–25</b>	totally (near totally) relevant, well focused but less analytical and perceptive than Band 1 major points well developed (very) good range of examples/illustration logical and systematic discussion effectively structured
<b>Band 3 UPPER</b> <b>‘average’:</b>  <b>sound knowledge/ understanding of topic</b>	<b>16–19</b>	competent: major points adequately developed largely relevant and remains focused on the question reasonable range of examples/illustration to support key points reasonably structured
<b>Band 3 LOWER</b>  <b>fair knowledge/ understanding of topic</b>	<b>13–15</b>	more obvious points mentioned rather than adequately developed some digression, but generally sticks to the question does not always support major points with apt illustration tendency to assert/generalise rather than argue/discuss in detail may lack focus
<b>Band 4</b>  <b>‘flawed but not weak: limited knowledge/ understanding of topic’</b>	<b>7–12</b>	restricted material/scope: rather pedestrian some relevance but may be implicit/tangential at times prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic limited illustration and/or factual inaccuracy insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question
<b>Band 5</b>  <b>‘weak–very weak’ poor/very poor knowledge/ understanding of topic</b>	<b>0–6</b>	(totally) inadequate content with little/no substance: (very) vague and confused ideas question largely (completely) misinterpreted/ misunderstood very limited (total) irrelevance very limited/(no) appropriate illustration.  <b>bracketed descriptors denote 0–2 range</b>

Question	Answer	Marks
1	<p><b>'People's views matter as little in a democracy as in a one-party state.'</b> <b>How far do you agree?</b></p> <p>Consensus politics reduces the scope for change Public apathy The electoral system ensures that a truly popular government is unlikely Community involvement is often negligible Powerful interest groups are unchallenged The interests and needs of minorities are unrepresented Lack of diversity – women and minority ethnic groups General feeling of powerlessness If we deserve better, how do we go about achieving it? Corruption in public office Other views often do not count in one-party states</p>	50

Question	Answer	Marks
2	<p><b>'When considering a future career, the most important factor is money.'</b> <b>How far do you agree?</b></p> <p>What constitutes a worthwhile career? Vocational occupations Self-satisfaction Self-realisation (Maslow) Economic realities Relation of money to happiness Cost of education The qualifications you want What you are capable of achieving Career choices and the market Several other factors may be suggested – availability of courses Domestic circumstances</p>	50

Question	Answer	Marks
3	<p><b>'Slavery, in its many forms, is as common today as it ever was.' How justifiable is this statement?</b></p> <p>Officially abolished but still prevalent throughout the world            Various examples of modern slavery            Virtual imprisonment of migrant workers            People trafficking            Prostitution            Child labour            Marriage enslavement            Collusion by big business            Child soldiers            Domestic service</p>	50

Question	Answer	Marks
4	<p><b>Some people are seriously considering visiting the planet Mars. Explain whether or not this would be worthwhile.</b></p> <p>It may be something you always wanted to do            Excitement and adventure            Will see things no one else has seen            There is no turning back            Health risks            Separation from family and friends            Dangerous mission            Exploration is in human DNA            Danger of international rivalry            Possible benefits for our planet but haven't we enough to do here?</p>	50

Question	Answer	Marks
5	<p><b>'Believing in evolution demands that one rejects the existence of a creator.' Discuss.</b></p> <p>The two can be compatible            Scientists have been proven wrong            Much depends on our perception of the created and the creator            Monotheistic teaching and the book            Logic versus faith            Science and evolution            GM and cloning            Artificial intelligence            Many prominent physicists believe in a creator God            Revelation is endless – our exploration of the cosmos</p>	50

Question	Answer	Marks
6	<p><b>'I wish I were outdoors and not stuck in a classroom!' Explain the possible benefits of learning in the open air.</b></p> <p>The importance of play in early education  A break from the traditional curriculum  Demands of a curriculum may be seen to conflict with freedom  Various opportunities for inner city children  Theatre and drama  Creative writing  Health and safety concerns  Improvement in cognitive ability  Less exposure to traffic and pollutants  Restorative and good for mental health  In some countries, teaching traditionally takes place outside because of climate or lack of buildings</p>	50

Question	Answer	Marks
7	<p><b>To what extent does participation in sport promote character development?</b></p> <p>Calls for leadership  Calls for teamwork  Requires stamina and endurance  Participation may be as a supporter  Can take on aggressive characteristics  Other activities can also be character building  Sport has a community function  Can give hope to youth  Give confidence to the disabled</p>	50

Question	Answer	Marks
8	<p><b>With reference to <u>two</u> novels you know well, explain how fiction can reveal the truth.</b></p> <p>Two clear examples must be selected  Fiction can be based on a real story  Many authors derive their material from personal experience  The truth can be manipulated to promote an agenda, may be biased  Fiction can reflect social conditions  Vivid characterisation can be rounded or not so rounded  The historical novel  War, love, family, culture can be found in novels, for example, Tolstoy's 'War and Peace'  Novels can portray what life could be like in the future  Novels have memorable characters and situations that are timeless</p>	50

Question	Answer	Marks
9	<p><b>Discuss the view that there are times and places in which music should never be played.</b></p> <p>Personal devices            Inappropriate contexts            Some people may find music, or certain music, appropriate in certain situations whereas others do not            Time and disturbance            While eating            The view may be challenged            Enforcement            Sacred places            Music can be essential            Musical genres may be discussed, compared, contrasted</p>	50

Question	Answer	Marks
10	<p><b>How valuable is photography in exposing reality and promoting change?</b></p> <p>War photography, for example Capa, McCullin            Images of poverty            Animal survival            A photograph can say more than words            However the photograph can lie or distort            Intrusiveness, for example, the paparazzi            Historical record            Vanishing cultures            Threatened environments            People can become inured to the images – could be counter-productive</p>	50