

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
GCE Advanced Subsidiary Level

## **MARK SCHEME for the May/June 2008 question paper**

### **8004 GENERAL PAPER**

**8004/01, 02, 03**

Papers 1–3, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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## Introduction

On syllabus 8004 Candidates are instructed to answer two essay questions from different sections of the paper. The maximum mark for this paper is **one hundred marks** (100).

Each question is marked out of:

- twenty marks (20) for Use of English
- thirty marks (30) for Content.

The total mark (out of 100) must be written and circled on the front of the script.

## Rubric Infringements

If a candidate has answered three or more questions, mark each question, and take the two highest scoring answers. NB: in so doing, you need to ensure that these two questions are from different sections.

(Example: a candidate answers Section 1 – Q1 (5 marks); Section 1 – Q2 (10 marks); and Section 3 Question 12 (2 marks). Overall score will be 12, because questions must be taken from two different sections.)

If the candidate has answered two (or more) questions from one section, mark both/all answers but record the higher/highest scoring answer only. (Example: a candidate scores 20 marks on Q1 and 30 marks on Q2; no other questions have been attempted. The total mark recorded should be 30.)

### USE OF ENGLISH (maximum 20 marks)

**Refer to the Use of English criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).**

Examiners should match the overall quality of the English with one of the general descriptors (ranging from 'weak-very weak' to 'excellent') as the first stage of the Use of English assessment. The quality statements which are typically found within each band should help in placing the mark for English at the appropriate place within the identified range. The criteria should be used with some flexibility; Examiners should look for a best fit.

### CONTENT (maximum 30 marks)

**Refer to the Content criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).**

Examiners should make an initial general quality judgement using one of the descriptors, (bearing in mind photocopies of scripts discussed at the Co-ordination meeting). This overall judgement should then be refined within the identified band to arrive at the mark the essay merits. Again, a flexible approach is necessary: although the characteristics of each band are typical of work within that range, they are neither inclusive nor exclusive.

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### USE OF ENGLISH CRITERIA TABLE

	Marks	
<p>Band 1</p> <p>'excellent': fully operational command</p>	18–20	<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>
<p>Band 2</p> <p>'good-very good': effective command</p>	14–17	<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>
<p>Band 3</p> <p>'average': reasonable command</p>	10–13	<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</li> <li>• acceptable grammar</li> <li>• simple/unambitious sentence structure</li> <li>• reasonable spelling/punctuation</li> </ul>
<p>Band 4</p> <p>'flawed but not weak': inconsistent command</p>	6–9	<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>
<p>Band 5</p> <p>'weak-very weak': little/(no) effective communication</p>	0–5	<ul style="list-style-type: none"> <li>• almost every line contains (many) 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</li> <li>• (very) poor spelling and vocabulary</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks</p>

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### CONTENT CRITERIA TABLE

<p>Band 1</p> <p>'excellent': very good and comprehensive knowledge/ understanding of topic</p>	26–30	<ul style="list-style-type: none"> <li>comprehensive coverage, totally relevant material, interesting, 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>Band 2</p> <p>'good-very good': good knowledge/ understanding of topic</p>	20–25	<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>Band 3 UPPER</p> <p>'average': sound knowledge/ understanding of topic</p>	16–19	<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>Band 3 LOWER</p> <p>fair knowledge/ understanding of topic</p>	13–15	<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>Band 4</p> <p>'flawed but not weak: limited knowledge/ understanding of topic'</p>	7–12	<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>
<p>Band 5</p> <p>'weak-very weak': poor/very poor knowledge/ understanding of topic</p>	0–6	<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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### NOTES ON SPECIFIC QUESTIONS

#### 1 To what extent has drug-taking damaged the reputation of sport?

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

##### Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the extent to which sport's reputation has or has not been damaged because of drug-taking may receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:
  - what is meant by 'drug-taking' in the context of sport? Types of drugs being misused
  - scale of drug-taking in sport today compared with in the past – is it increasing?
  - whether particular sports are more prone than others to drug abuse
  - improvements in medical testing meaning that more is known about extent of abuse than in the past
  - reasons why sportsmen and women use performance-enhancing drugs (celebrity status/ pressures etc)
  - reporting of particular cases of drug misuse in press / TV
  - whether attitudes to the problem differ across different generations / cultures

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

#### 2 How effectively does your society deal with young offenders?

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

##### Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree of effectiveness with which crime is dealt with may receive Content marks.
- For marks in the top bands candidate must keep a focus on 'How effectively..'
- Allow a broad interpretation of 'your society' to mean 'your country', or 'your part of the world', 'your culture' etc. (Most candidates are likely to use the first.) Allow a broad interpretation of 'young offenders' - some candidates may interpret this as meaning, e.g., under 10 rather than, say, under 18, and this is perfectly acceptable.
- Examples of areas for discussion and exploration with reference to the question include:
  - extent to which crime committed by young people is a problem in the candidate's society
  - suitability and appropriateness of particular punishments or sanctions
  - rates of re-offending
  - whether anything can be learned by looking treatment of - crime in other countries / societies / cultures
  - criteria by which one might evaluate effectiveness

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This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**3 ‘ Violence is the only effective weapon available to people who are oppressed.’ How far do you agree or disagree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any extent of agreement/disagreement with the quotation may receive full Content marks.
- Examples of areas for discussion and exploration with reference to the question include:
  - who the oppressed might be : particular countries / particular people in a society
  - examples of violent uprisings and counter-measures – and their effectiveness
  - pacifist arguments
  - examples of politicians who have used / avoided violence in political struggles
  - how we define ‘violence’
  - civil disobedience, peaceful demonstrations etc and their effectiveness

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**4 To what extent is it a government’s responsibility to reduce the gap between rich and poor?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the extent to which this area is or is not the government’s responsibility may receive Content marks.
- Allow for a broad interpretation of ‘a government’ – candidates might write about one particular government or about governments in general.
- Examples of areas for discussion and exploration with reference to the question include:
  - whether a government’s role is to create a fair and just society
  - whether such a gap actually needs to be reduced, or whether it is essential / inevitable within society
  - why it might be in a government’s interests to lessen the gap (threats to stability)
  - taxation; business initiatives; training and education
  - extent to which such a gap has widened/narrowed in recent years, and whether the situation is likely to change

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ways in which the rich-poor division in the candidate's own country might differ from elsewhere in the world  
 efforts required by individuals or non-state bodies to lessen the gap

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**5 'National boundaries have far less meaning now than they did in the past.' To what extent do you agree or disagree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any extent of disagreement/agreement with the quoted view may receive Content marks.
- Allow a broad interpretation of 'national boundaries' to include regional /geographical / ethnic / religious / political / cultural / language boundaries and barriers. Allow a broad interpretation of 'past' – the candidate might interpret this as being just a few years ago, and this is acceptable. Other candidates may use a longer historical range. But an element of evaluation of the situation now compared with a past situation is required for a mark in the higher bands.
- Examples of areas for discussion and exploration with reference to the question include:
  - what we mean by 'national boundaries' (can be interpreted in different ways)
  - world as a 'global village' : communications, travel, - how this has changed in past 5/20/500 years.
  - political and economic blocs – e.g. EC removal of internal borders to free up travel - positive / negative consequences
  - multicultural societies
  - power of international agreements to unite across national frontiers
  - territory disputes

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**6 To what extent does the knowledge gained from space research justify the considerable cost?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the extent to which such knowledge does or does not justify the cost may receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:

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advancing human knowledge and understanding of solar system for its own sake –  
 whether this is a justification  
 benefits for research in medicine / new materials communications / robotics  
 military /political implications  
 extent to which gains outweigh the costs  
 short / medium / long term gains

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**7 ‘Private sponsorship of scientific research should be discouraged because its primary interest is profit, not human progress.’ How far do you agree or disagree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any degree of agreement/disagreement with the view quoted may receive Content marks.
- Allow a broad interpretation of ‘scientific’ to include medical and technical areas as well as /instead of other fields.
- Examples of areas for discussion and exploration with reference to the question include:
  - malpractice (e.g. companies suppressing information such as side effects of new drugs)
  - how the level of state funding for scientific research may effect views of private sponsorship
  - examples of successful/unsuccessful private sponsorship of science research
  - motives of corporate sponsors other than profit
  - sponsors’ requirements for returns on their money

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**8 ‘For the sake of our planet, tourism should be discouraged.’ How far do you agree or disagree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any degree of agreement/disagreement with the view quoted may receive Content marks.
- This is a Section 2 question, and it is expected that the candidate’s focus will be on environmental areas. But a candidate who ventures into looking at cultural and/or economic



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issues and makes them relevant to the question (without making them the sole focus of the answer) may still receive a content mark in Band 1.

- Examples of areas for discussion and exploration with reference to the question include:
  - pollution caused on land and sea by activities related to tourism (carbon emissions of aviation vs. road transport)
  - foreign exchange from tourism a necessity for many developing countries
  - whether 'discouragement' is strong enough to address environmental concerns
  - environmental effects of tourism within and between countries

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

## **9 How effectively are scientists solving the problem of world hunger?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

### **Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to how effectively this is happening may receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:
  - extent and location of problem
  - desirability/undesirability of GM foods
  - development of strains of disease-resistant plants and growth hormones
  - land being taken out of food production (e.g. through desire for biofuels)
  - extent to which problem of world hunger is fundamentally political rather than scientific /
  - extent to which it is scientists' role to do this

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

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**10 Scientists have proved that smoking seriously damages our health. How far would you agree that a total ban on smoking is the only solution?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to whether a ban is the only solution may receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:
  - Whether smoking is a matter of personal choice and whether banning it would be an infringement of civil liberty
  - whether banning smoking in public places (e.g. recently by UK) is effective and goes far enough
  - what form a ban might or should take - and how feasible it would be to enforce
  - whether other substances (alcohol, fatty foods etc) might be more of a priority in health policy
  - other viable solutions to eliminating smoking

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**11 In your opinion, what was the most important form of art or music to emerge in the twentieth century and why was it important?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to which was the most important art form may receive Content marks.
- Allow a broad interpretation of 'form' – candidates might choose to write about a broad genre or movement, a much more specifically defined one, and/or a particular formal aspect. Allow a broad interpretation of 'art' to include visual / graphic / video / performance / conceptual art etc. Allow 'art' and 'music' to embrace popular and 'high' forms.
- Examples of areas for discussion and exploration with reference to the question include:
  - definition of an area such as Modernism / Jazz / Hip hop / Cubism / Conceptual art / Soul / Surrealism / Serialism etc.
  - influence of new technology (e.g. electronic music)
  - how a new form represented a reaction / change from what had come before
  - practitioners of the particular new form of art / music and examples of their work
  - ways in which importance might be revealed by influence on later artists / composers
  - appropriation of 'non-western' art forms by 'western' traditions

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

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## 12 Why does graffiti appeal to so many people, and why does it offend so many others?

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

### Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to reasons for its appeal/causing offence may receive Content marks.
- The candidate is not required to express a personal view about graffiti on one side (or to reach some sort of personal conclusion) or the other for a mark in Content Band 1.
- Examples of areas for discussion and exploration with reference to the question include:

costs and inconvenience of removal of graffiti  
offence caused by racism/obscenity  
disrespect for personal or public property  
graffiti's links with gang culture, and with hip hop fashion and music etc  
different types of graffiti (e.g. propaganda slogans, 'tags', 'burns')  
aesthetic impact and skill in graffiti style – graffiti as street art

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

## 13 Why should we bother studying writing from the past or from other countries if it does not seem to be relevant to us?

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

### Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to reasons why or why not we should bother may receive Content marks.
- Allow a broad interpretation of 'writing'. The question does not require candidates to base their answer on literary texts.
- Examples of areas for discussion and exploration with reference to the question include:

the value of experiencing very different cultural contexts  
the value of gaining insight into the past  
extent to which 'relevance' is a valid or important criterion in approaching writing  
how literature can encourage empathy  
how writing that might not seem initially to be relevant may still enlighten present day problems or situations, and/or contain similar human values  
benefits of reading books in a different language

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

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**14 ‘Good books rarely get turned into good films.’ How far do you agree or disagree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any degree of agreement/disagreement with the view quoted may receive Content marks.
- 
- Allow a broad interpretation of ‘films’ to include TV programmes or series
- 
- Examples of areas for discussion and exploration with reference to the question include:

the elements of a book that films cannot convey/reproduce/ engage with  
elements of books that films can explore / convey in new ways  
examples of books that have had successful film adaptations  
extent to which reading a book and watching a film are very different experiences  
different aesthetic criteria that might be used for evaluating books compared with films

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**15 To what extent do museums and art galleries play a significant role in your society?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the extent to which the role is or is not significant may receive Content marks.
- Allow a broad interpretation of ‘your society’ to mean ‘your country’, or ‘your part of the world’, ‘your culture’ etc. (Most candidates are likely to use the first.)
- Examples of areas for discussion and exploration with reference to the question include:

extent to which museums/galleries offer educational / cultural / intellectual / emotional experiences for those attending them  
evidence (visitor numbers) of public attendance at museums/galleries  
role of museums/galleries in promoting /celebrating / preserving national/regional culture  
whether museums/galleries perceived differently by different generations  
how the role and nature of museums/galleries may be changing (e.g. with growth in digital technologies)

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.