

MARK SCHEME for the May/June 2014 series

8004 GENERAL PAPER

8004/13

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 May/June 2014 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	
Band 1 ‘excellent’: fully operational command	18 – 20	<ul style="list-style-type: none"> • 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.
Band 2 ‘good – very good’: effective command	14 – 17	<ul style="list-style-type: none"> • few slips/errors • fluent • effective use of expressions/idioms • good use of vocabulary; sound grammar • good sentence structure/well-organised paragraphs • good spelling/punctuation.
Band 3 ‘average’: reasonable command	10 – 13	<ul style="list-style-type: none"> • 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.
Band 4 ‘flawed but not weak’: inconsistent command	6 – 9	<ul style="list-style-type: none"> • 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.
Band 5 ‘weak – very weak’: little/(no) effective communication	0 – 5	<ul style="list-style-type: none"> • 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. <p>bracketed descriptors denote 0–2 range of marks.</p>

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CONTENT CRITERIA TABLE

<p>Band 1</p> <p>‘excellent’:</p> <p>very good and comprehensive knowledge/ understanding of topic</p>	26 – 30	<ul style="list-style-type: none"> 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
<p>Band 2</p> <p>‘good – very good’:</p> <p>good knowledge/ understanding of topic</p>	20 – 25	<ul style="list-style-type: none"> 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.
<p>Band 3 UPPER</p> <p>‘average’:</p> <p>sound knowledge/ understanding of topic</p>	16 – 19	<ul style="list-style-type: none"> competent: major points adequately developed largely relevant and remains focused on the question reasonable range of examples/illustration to support key points reasonably structured.
<p>Band 3 LOWER</p> <p>fair knowledge/ understanding of topic</p>	13 – 15	<ul style="list-style-type: none"> 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.
<p>Band 4</p> <p>‘flawed but not weak: limited knowledge/ understanding of topic’</p>	7 – 12	<ul style="list-style-type: none"> 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.
<p>Band 5</p> <p>‘weak – very weak’:</p> <p>poor/very poor knowledge/ understanding of topic</p>	0 – 6	<ul style="list-style-type: none"> (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. <p>bracketed descriptors denote 0–2 range.</p>

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Section 1

1 ‘Sport can promote social change.’ In what ways is this statement true?

- Sport is a unifying factor for all classes in society and can mobilise people into action nationally, especially during international sporting events.
- Sport is a ‘universal language’ that transcends language and cultural barriers; sports personalities can publicise health (HIV) and social (anti-racism) messages in their own societies as well as throughout the world.
- Through sport, women can achieve recognition and possibly reduce gender inequality.
- Young people can escape the influence of gangs, drugs and crime through involvement in sports and discover new role models.
- Some might argue that sports are more neutral than political or religious groups and therefore are a more effective agent of social change.
- Private sponsors of sports often include a community element within their sponsorship programmes.

2 To what extent has the quality of life improved for people aged over 60 in your country?

- Health and longevity.
- Finance – pensions; jobs after retirement; benefits and concessions.
- Leisure – availability of facilities and recreational pursuits.
- Social – perception of pensioners/senior citizens.
- Technology – its contributions.
- Family – how changes in family structures have affected older people.

Candidates will need to support their answers with varied and specific examples from their country to score well.

3 ‘Governments have a duty to interfere in people’s lives.’ What are the arguments for and against this view?

Arguments For

- Governments that are democratically elected have been given the task of enforcing laws and deciding social policies and in the course of doing so, must intervene in people’s lives, gather data, run awareness campaigns, etc.
- Many people are not fully able to make sound decisions about their lifestyle/behaviour or some prefer the government to decide for them.
- Vulnerable groups need protection, therefore the government imposes censorship.
- Standards need to be set for minimum wages, advertising, consumer products, etc.

Arguments Against

- Government interference is a slippery slope that may lead to dictatorship and totalitarian governments and demonstrates a mistrust of individual decision-making.
- The ‘nanny state’ which constantly interferes in people’s lives, from public campaigns about how much fruit and vegetables to eat to planning permission for extensions and regulating prescription drugs.
- Operating monopolies and nationalised industries which limit people’s choices.

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4 'To raise standards, subjects such as art, music and drama should be removed from primary education so that there is more time for literacy and numeracy.' Discuss.

Yes – remove

- Recent studies in England suggest that 1 in 8 primary schools fail to reach minimum government literacy and numeracy targets. 20% of seven year old pupils fail to attain the basic literacy levels, while one in ten cannot perform simple sums expected of their age. Similar standards might be true of other countries.
- The arts could be offered as optional/after school activities rather than be in the curriculum.
- It is important to lay a strong literacy/numeracy foundation during primary education as these are the basic skills which are essential for jobs and life.
- In primary school, arts education is often poorly taught or offered at such a basic level due to lack of funding, etc. that its benefit is minimal.

No – retain

- Art, music and drama allow children to be expressive and creative. These subjects encourage children to be imaginative and think 'outside of the box'.
- Arts education increases social and emotional development and supports numeracy and literacy in offering varied approaches to teaching core subjects.
- Children from low-income families often do not receive the same exposure as more affluent children and this exposure can help close the gap and offer enrichment experiences.
- Education systems throughout the world recognise the value of the arts as core curriculum subjects.

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Section 2

5 How far is it true to say that the Internet is a musician's best friend and worst enemy?

Best Friend

- Websites such as Myspace and YouTube have given musicians and singers platforms to publicise themselves and distribute music directly to listeners. For instance, teen star Justin Bieber catapulting to fame or Susan Boyle's performance which became an internet viral hit.
- Personal websites/Twitter/Facebook allow musicians to control/release information, videos and to interact with fans.
- iTunes and Amazon music sites allow people to buy individual songs, perhaps encouraging people to be more adventurous with new music.
- Many musicians offer free samples of their music online to try before buying.
- Helps fans to connect and group together.

Worst Enemy

- Illegal downloads of music and videos are a threat to earnings. File-sharing sites make piracy very easy.
- Unknown talents find it more difficult to convince record companies to invest money in releasing new albums.

6 Genetically modified crops have been grown since the early 1990s and now account for 10% of the world's cultivated land. Should GM crops still give us cause for concern?

Causes for concern

- Persistent danger of GM crops that are not approved for human consumption getting mixed with the food supply. This has happened with corn and rice strains.
- Worry of GM crops triggering allergies in humans as some of the genes used are known to be allergenic.
- Other organisms might be harmed by GMO presence and this results in lower bio-diversity or extinction.
- Unexpected consequences from cross-breeding very differing species, for instance, tomatoes have had genes from flounders inserted to prolong shelf life.
- Poor labelling of food products so consumers cannot make informed choices about GMO consumption.
- Control of GM crops by multinationals, for instance, Monsanto.

No cause for concern

- The risk of contamination of other crops is minimal with GM crops that are self-pollinating.
- GM crops have been grown for over a decade and fed millions with no major health issues arising.

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- 7 People often overlook the benefits of exploring their own country when deciding on a holiday destination. Compare the benefits of holidaying in your own country with holidaying abroad.**

Benefits of Own Country

- Short breaks are easier to take and holidays are often cheaper as air/sea travel is less likely in domestic holiday.
- Injecting money into local/national economy is benefit to own country.
- Possibly easier for travelling with children/pets/people with mobility issues.
- Discovering national heritage, especially if country is large.
- Familiarity with food/language/cultural practices.
- Smaller carbon footprint.

Benefits Abroad

- Experiencing foreign cultures and perhaps visiting internationally famous attractions.
- Participating in activities not available at home, for instance, skiing, surfing.
- Better or 'different' weather/climate.
- Status of foreign holiday.
- Volunteering opportunities (helping in less economically developed countries).

- 8 Despite the progress made in science, people are still interested in the supernatural. Why is this so?**

- Candidates may discuss the supernatural (that which exists above and beyond nature) and/or the paranormal (phenomena which are outside science's current ability to explain/measure). It does not matter if the terms overlap.
- Examples might range from religious miracles; aliens; angels; mythical beings; magic; ghosts; telepathy; etc.
- Reasons for interest could include the refusal to accept scientific explanations; religious or spiritual belief; enjoyment of mystery; ignorance, etc.
- Candidates might interpret the supernatural as a debate about the existence of God/gods and credit should be given, though the question is not primarily focused on this but on the reasons for interest in matters that cannot be explained through science.

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Section 3

9 'Being fashionable is more about conformity than individuality.' How far do you agree with this statement?

Conformity

- Fashion satisfies both the desire for novelty and conformity.
- Following specific fashions in dress, taste, speech, lifestyle can confirm links to a particular age group; social class; gender, etc.
- Fashions which seem outrageous initially are often quickly adopted by a group, becoming less original.
- Decisions about what is fashionable are made by peers, the media and social convention.

Individuality

- Fashion is a way to express one's personality, for example, Lady Gaga.
- People can select elements of fashion to signal their individual traits.
- People express their individuality by starting new fashions.

10 'Radio broadcasting has no future.' To what extent do you agree?

Has a future

- There is a huge choice of radio stations, about 44 000 internationally.
- Radio services can be accessed digitally as well as through terrestrial television and on the internet.
- Live programmes can be paused, rewound and further information obtained through text and data services, thus increasing the popularity of radio broadcasts.
- Radio also continues to play an important role in local communities and especially during disasters or severe weather.
- Primary form of exposure for many artists.
- Radios are relatively cheap, portable and can be listened to whilst working/driving.
- Demand continues for programmes where listeners can phone in and interact.

No future

- Radio broadcasters pay millions for content and in royalties and need to keep investing in digital technology and this has to be balanced with the number of listeners and advertising revenue.
- Many people today prefer visual to solely audio programmes.
- Listeners want music on-demand.

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11 Should the Arts play a role in political activism? Discuss with reference to specific examples.

Yes

- The Arts bring creativity and freshness to political and social messages, from feminism to anti-war to environmentalism.
- With such a wide range (performance art; drama; songs; posters, etc.), they appeal to a broad spectrum of people and can serve to challenge, inspire and unite.
- Candidates are expected to refer to specific art works and/or prominent artists/activists to receive higher credit.

No

- ‘Art is for art’s sake’ – true art should not have any didactic, moral or utilitarian function.
- Causes can be set back by works which are preachy or dogmatic.
- Artists who receive public funding should not engage in personal activism and may unwittingly divert public debate away from the cause to outraged discussion of ‘how taxes are wasted’.

12 Recommend an autobiography, personal memoir or diary and explain why you have enjoyed reading it.

- Do not automatically discredit responses where the book(s) cited is/are fictional, for instance, Harry Potter books. What is important is for candidates to explain how the autobiographical or memoir ‘elements’ of the book have been enjoyable to read.
- Answers that are largely narrative are unlikely to be in the top bands.
- Answers which discuss films/TV programmes rather than books can still be broadly relevant.