

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level

MARK SCHEME for the October/November 2007 question paper

8001 GENERAL PAPER

8001/02

Paper 2, maximum raw mark 50

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 October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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MARKING PROCEDURES

The **maximum mark** for each answer will be 50, made up of a mark for use of English, which examiners will assess out of 15, and the remaining 35 for content, which will be variously assessed in accordance with the schemes set out below for individual questions.

At the end of each script, please set out the marks in the form: C21 + E6: and record the **total mark** at the top right-hand corner of the first sheet of the script.

For further general advice see *Instructions to Examiners* handbook.

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13 Any suggested answers in the mark scheme are, as always, illustrative rather than comprehensive. Be ready at all times to give credit for valid points, whether quoted in the mark-scheme or not. Almost any alternative response, if well argued and reinforced by cogent reasoning, can score some marks.

(a) In each answer, credit any three of the following or any other valid points.

- (i)** The loss of the railway link is important because many of those commuting to Werthero presumably would have gone by train, (1)
which would have been much quicker, (2)
rather than add to the congestion on the Xantippian Way and elsewhere in the town. (3)
Was this the last straw that precipitated the crisis behind the Referendum? (4)
- (ii)** The closing of the main tourist attractions on Wednesdays is important since it was an attempt, one supposes, to mitigate the traffic chaos arising when all the markets are open. (1)
Tourists, then, would have little choice but to visit the markets (2)
as both Mount Zebo and Twipple's house would also be closed. (3)
However, the effect may be to increase tourist traffic on other days. (4)
- (iii)** It is important to have a system in place for coach passengers. However, whereas it is common sense to build a coach park out of town (1)
and to have a one-way system either way, (2)
it does mean that coaches have to traverse the entire Xantippian Way in both directions, (3)
thus slowing other traffic down, especially when they drop off or take on board passengers. (4)
- (iv)** The ban on visitors parking in the residential area is important in that the streets are narrow and steep and would not be able to accommodate any cars from elsewhere. (1)
Alternatively, since so many of the residents have been forced to commute by car, following the closure of the rail link, (2)
there might, in fact, be room for visitors while they were away. (3)
The parking ban may persuade tourists in the know to travel by coach. (4)
Each coach, therefore, might replace several cars. (5)
Such a prohibition might reduce the number of vehicles in the whole of Vutet. (6)
On the other hand, it may add to the problems elsewhere in the town (7)
or discourage tourists from visiting Vutet at all. (8)
- (v)** The offering of special discounts is important because Tuesdays and Thursdays are when all the tourist facilities (Old Town, Mount Zebo, Twipple's house) are open to the public. (1)
Since more tourists would want to visit Vutet on those days, economies of scale operate. (2)
Alternatively, tempting discounts could have swollen the numbers of tourists on Tuesdays and Thursdays (and influenced the times of opening). (3)
Special discounts encourage more people to travel by coach than would otherwise have been the case. (4)
A coach can carry many more people than a car. (5)
The number of vehicles, therefore, on the Xantippian Way could have been greater without such discounts. (6)
Overall, there may be fewer tourists in Vutet on other days because of these discounts. (7)

5 x 3 [15]

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(b) Credit five of the following or any other valid points.

- Between them, the town authorities, the market traders and the tourist industry should come up with more than the status quo. (1)
- Some of those in favour of the status quo (market traders and shop owners) clearly have a vested interest and, therefore, should be disregarded. (2)
- There is virtual gridlock on the Xantippian Way during the morning and evening rush hours. (3)
- At such times, traffic on Vutet's minor roads would also be paralysed. (4)
- The problem is particularly acute on Tuesdays and Thursdays (coaches) (5)
- and on Wednesdays (market traffic). (6)
- Problems have been aggravated by the closure of the Ugoh-Werthero railway, which has forced many more commuters on the road. (7)
- At the best of times, it is difficult to park anywhere in town. (8)
- Not only visitors but also residents are inconvenienced. (9)
- The health of all has been affected by breathing in polluted air. (10) 5 x 2 [10]

(c) Credit any five of the following or any other valid points. *Candidates do not have to cover both options or produce counter arguments.*

- Both bans: Unfair discrimination. Why should the coach companies get away with it? (1)
- Ban A: If fresh produce is normally delivered before the ban operates, there can hardly be objections from those selling it to the general public who can take it away on foot. (2)
- However, what about wholesalers who may wish to transport food from the markets by HGV after 09.00? (3)
- What about any market traders who have sold all they can well before 1800? Can they not pack up and drive away? (4)
- If all the traders tried to leave all at once at 18.00, severe congestion would be caused. (5)
- Ban B: The market traders cannot deny that an all-day ban would certainly improve life in many ways for tourists and residents on Tuesdays and Thursdays. (6)
- However, normal market conditions, including grave congestion, would obtain on any weekday except Tuesday and Thursday. (7)
- Market traders would be unable to profit from tourism when tourists flocked to Vutet on Tuesdays and Thursdays. (8)
- Moreover, what about traders who deal with fresh produce which arrives on a daily basis except on Sundays? (9)
- For them and for other traders who work in Vutet most days, this ban could represent a substantial loss of livelihood or force them to trade elsewhere. (10)
- The all-day ban seems too extreme and lacking in commonsense. (11) 5 x 2 [10]

Questions 13(b) and 13(c): Award two marks for each cut-and-dried point.
Award one mark for anything less that is relevant.

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14 Any suggested answers in the mark scheme are, as always, illustrative rather than comprehensive. Be ready at all times to give credit for valid points, whether quoted in the mark-scheme or not. Almost any alternative response, if well argued and reinforced by cogent reasoning, can score some marks.

(a) Credit five of the following points or any other valid points.

- Mercury, though not a regular user of the library, is still known by name, as he would be in a closed community such as a school. (1)
- Mercury is referred to as ‘not one of our more dedicated students’. (2)
- His natural habitat is said to be the sports field. (3)
- Reference is made to a class project set by Mrs Hera. (4)
- Reference is made to ‘the usual tee-shirt and jeans that we allow them to wear over the weekend’. (5)
- The librarian mentions a time when ‘most students go off campus’. (6)
- The main library is in ‘the Arts Wing’. (7)
- ‘Principal’ could be the title of a headmaster or headmistress. (8)

5 x 1 [5]

(b) Credit six of the following points or any other valid points.

- Although Mercury was not seen handling the book, he was in the Natural History Section shortly before the librarian tidied up. (1)
- The librarian, on escorting Mercury from the counter to the Natural History Section, would have spotted the book lying on the reading desk, had it been already there, since he seems meticulous over tidiness and the library was not busy at the time. (2)
- Mercury would have had every reason to take the book off the shelves since it contained relevant subject matter for his project. (3)
- Originally, he might have wanted to borrow it but, when that proved impossible, he could have cut out the pages in question. (4)
- This might be because the non-academic Mercury could not bother to make notes at the reading desk at a time when most of his peers were off campus enjoying themselves. (5)
- The regular users do not seem to have engaged in such vandalism whereas Mercury might not have a proper respect for books since his experience of them was so limited. (6)
- As he normally never used the library, he would have been casual about returning books to shelves. (7)
- Mercury was not in the library long enough either to read or make notes. (8)
- His sudden departure looked highly suspicious. (9)

6 x 2 [12]

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(c) Credit six of the following points or any other valid points. *This is very much an open-ended question.*

- Surely, the cut-out pages would have been visible stuffed up Mercury's tee-shirt or carried over to the counter when he retrieved his rucksack? (1)
 - Another student wearing more (formal) clothing could have concealed the cut-out pages more easily even if he or she had to leave a bag or suchlike at the counter. (2)
 - Mercury's sudden departure might not have been because he wanted to make off with the pages but for some unrelated reason or because he had discovered that the book had been damaged by someone else and panicked. (3)
 - If Mercury had wanted to conceal what he had done, he would have returned the mutilated book to the shelves instead of leaving it on the reading desk. (4)
 - If Mrs Hera had set a class project, a student more familiar than Mercury was with the library could have gone to the shelves and removed the pages when the place was too busy for personal supervision. (5)
 - Since the regulars knew their way about the library, such a student would not have to consult the librarian before 'plundering' the Natural History Section and making off with some valuable illustrations. (6)
 - The damage could have been done after the last shelf-check and before Mercury's visit. (7)
 - When all is said and done, Mercury was not seen with the book at any stage. (8)
 - The Librarian could have some personal motive for attaching the blame to Mercury. (9)
 - It is just possible that Mercury had decided to turn over a new leaf and become a scholar. (10)
 - In any case, would Mercury have had the time to find and remove the relevant material? (11)
- 6 x 2 [12]

Questions **14(b)** and **14(c)**: Award two marks for each cut-and-dried point.
Award one mark for anything less that is relevant.

(d) Credit the six following specific points or any other valid points.

- 'Need there be only one suspect?' (1)
 - 'But you didn't in the case of our Mercury who, as we all know, is not one of our more dedicated students.' (2)
 - 'It sounds as if you could have steered Mercury clear of that particular book' (3)
 - 'But you didn't stay with him?' (4)
 - 'In the back office?' (5)
 - 'And you didn't actually see him handle the book?' (6)
- 6 x 1

Any candidate who adopts a more sophisticated/general approach by wondering, for example,

- why the Principal makes no attempt to engage the Librarian on personal terms
- why the Principal never endorses any comment made by the Librarian
- why the Principal asks so many questions about what the Librarian did or did not do should also receive credit.

Award two marks for each cut-and-dried point.
Award one mark for anything less that is relevant.

3 x 2 [6]

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(a) Credit the three points below or any other valid points.

- She describes her companion as Rwandan.
- She cannot understand the 'Serial News' even though she appreciates its import.
- "As an outsider I was witnessing..."

[3]

(b) Credit any two points below or any other valid points.

- The 'sharing-of-good-experiences' exercise was in danger of backfiring or could have caused conflict.
- They were finding it difficult to provide convincing answers at this juncture.
- They had a schedule to keep up with and could not allow any feedback to last too long.

[2]

(c) Credit any eight points below or any other valid points.

The use of Adjective Names

- freed the judges from the pressures of day-to-day existence, (1)
- encouraged them to overcome racial or tribal divisions (2)
- and to think laterally. (3)

The sharing of good experiences

- got them to bond and listen to each other on a one-to-one basis (4)
- and to overcome their mutual suspicion. (5)

The 'Serial News' exercise

- provided some entertainment on a lengthy/demanding course (6)
- and illustrated how facts are distorted (7)
- so that one should always double check them. (8)

The final testimonies

- demonstrated how people could regret what they had done and make a fresh start (9)
- and enabled the course members to prove how much they had benefited from the workshop. (10)

[8]

(d) Credit any two points below or any other valid points.

- They never had to use such names before/the names were utterly strange.
- The names went against their own customs.
- The names were English rather than chosen from their own language.
- They felt that such nicknames insulted people of their status.

[2]

(e) Credit any four points below or any other valid points.

Award two marks for each general point.

Award one mark for relevant material that is too specific.

The AVP workshop

- was training Rwandan Gacaca judges (1)
- to distinguish truth from falsehood, (2)
- serious from less serious charges (3)
- while, at the same time, bringing the previously hostile groups together. (4)
- The Gacaca judges were being involved to promote the regeneration and reconstruction of the country (5)
- and being trained to apply any lessons learnt to the home as well (6)
- and to work together regardless of gender. (7)

4 x 2 [8]

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- (f) (i) arbitration: settling a dispute, deciding the rights and the wrongs of a case
looted: stole from wrecked buildings/properties, pillaged, plundered
ethnic: racial, tribal
hearsay: (evidence at second hand based on) gossip or rumour, what people say
blindly without proof
reconciliation: making people who have quarrelled become friends again
domestic: in the home, household, family
transformation: complete change (in character/attitude)
volunteered: offered (of their own accord). [6]
- (ii) Examples of sentences that would score:
Arbitration will never resolve their differences, but only war.
The thieves looted the bomb site and took away everything of value.
An ethnic minority in one country may be the predominant group in another.
If you took hearsay seriously, you would believe every scrap of gossip.
Reconciliation will only be possible if you say you are sorry and your father forgives you.
The point of a domestic appliance is to enable us to do the housework more quickly.
After plastic surgery, the transformation was so complete that nobody could recognise him.
Nobody told me to do so but I volunteered to help out, all the same. [6]

USE OF ENGLISH: GENERAL GUIDANCE

If candidates copy slavishly from the question paper or write with muddled or unintelligible 'own words', with frequent SPGE errors, give up to 4 marks.

If they attempt to use their own words but are only partially successful, with some copying and less-frequent SPGE errors, give 5 to 7 marks.

If candidates show ability to compose their own sentences with a minimum of direct copying, have a clear understanding of the text and are fairly sound on SPGE, give 8 to 10 marks.

For a wide vocabulary correctly used, clarity, mature self-expression and evidence of full comprehension, give 11 to 15 marks.

Before awarding a mark for English, consider carefully into which band (a to d) a candidate's work should be placed or whether it is at the boundary between two bands.

Underline each error in English in at least the first 30 lines (about 200 words) and put in the margin opposite the error, the letters S, P, G or E to denote the kind of error.