

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level

MARK SCHEME for the June 2004 question papers

8004 GENERAL PAPER

8004/01, 02, 03

Papers 1-3, maximum raw mark 100

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 8004 (General Paper) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	100	68	57	41

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

June 2004

GCE AS LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 8004/01, 02, 03

GENERAL PAPER



Page 1	Mark Scheme	Syllabus	Paper
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General comments

The maximum mark for this paper is **one hundred marks** (100).
Two essay questions should be answered, from different sections of the paper.

- Twenty marks (20) for Use of English } available to each of the **two**
- Thirty marks (30) for Content } questions answered

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

General administrative advice is to be found in 'Instructions for Examiners'.

Annotation of scripts

- Examiners must conform to the agreed method of annotation, ie:
left hand margin for Content annotation,
right hand margin for Use of English annotation.
- Annotations must make a point, eg 'cogent introduction', 'original conclusion', etc.
- Written annotation for Content must appear on each page of a script.
- Annotation of Use of English can stop at the five hundred (500) word mark, which must be indicated on the script.
- Ticks should not appear on any script.
- No comments are to be written within the body of the text.
- Marks must not be deducted for either poor handwriting or short scripts.
- At the end of each essay, the marks for Use of English and Content must be clearly written and added up. There must also be a summary statement which clearly communicates support for the marks given.
- Your subject knowledge must not penalise a candidate.

Use of English

All mistakes must be underlined and the nature of the error clearly shown in the right hand margin, for example:

S = spelling
P = punctuation
G = grammar
E = clumsy or awkward expression.

When a mistake is repeated, the symbol should be ringed. The criteria suggested should be used with some flexibility; Examiners should look for a best fit.

Content

In the left hand margin, each valid point must be noted. Repetition and irrelevance must also be noted, ie 'rep' and 'irr'.
Marking should be based on scope, choice, relevance of material; maturity of thought; perception; reasoning power – again a flexible approach is advised.

Page 2	Mark Scheme	Syllabus	Paper
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Use of English

- 17 - 20** Paragraphs are used consistently and effectively and generally enhance the understanding of the text;
appropriate tone and fluency throughout;
few errors;
evidence of extensive vocabulary, sound sentence structure and clear linkage.
- 10 - 16** Paragraphs are well-arranged;
appropriate tone and fluency, some lapses possible;
occasionally errors detract from a clear understanding of the text;
vocabulary is wide ranging;
possibly disjointed sentence structure or a lack of smooth linkage.
- 5 - 9** Paragraphs may be disorganised;
fluency may break down and tone could be variable;
expression mainly good enough for meaning to be clear, but mechanical errors present;
limited vocabulary;
sentence construction and linkage may be haphazard.
- 0 - 4** Lack of paragraphs possible;
Extensive mechanical errors and poor vocabulary may make understanding difficult;
breakdown in sentence structure likely;
high frequency of all types of error, some sections may ramble and not make sense.

Content

- 26 - 30** A range of material which is relevant, interesting and thoughtfully presented;
clear evidence of original thought and/or opinion;
coherent arguments demonstrating balance, sensitivity and awareness;
well illustrated, and wide-ranging discussions are well structured.
- 20 – 25** A range of relevant material which shows some perception;
a clear argument is offered which may not be fully developed;
an attempt at balance;
illustrations included;
structure basically sound.
- 13 – 19** A range of material is presented which may include some irrelevance or digression;
solid information offered, perhaps lacking perception;
some illustrations;
an attempt to construct an argument;
the views expressed and the conclusion may be simplistic or lack balance.
- 7 – 12** A range of material that may lack depth or relevance;
no perception and few relevant illustrations;
a lack of coherent understanding;
an attempt to construct an argument and structure the essay may be evident.
- 0 - 6** An inadequate range of material that lacks perception, illustration and relevance;
No obvious understanding, poor structure, digression and evidence of confusion.

