GENERAL PAPER 8004/13

Paper 1 **May/June 2017**

MARK SCHEME

Maximum Mark: 100

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 **9** printed pages.

USE OF ENGLISH CRITERIA TABLE

	Marks	
Band 1 'excellent': fully operational command	**18–20**	• 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**	• 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**	• 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**	• 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**	• 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. **bracketed descriptors** denote 0–2 range of marks.

CONTENT CRITERIA TABLE

Band 1 'excellent': very good and comprehensive knowledge/ understanding of topic	**26–30**	• 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
Band 2 'good–very good': good knowledge/ understanding of topic	**20–25**	• 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
Band 3 UPPER 'average': sound knowledge/ understanding of topic	**16–19**	• competent: major points adequately developed • largely relevant and remains focused on the question • reasonable range of examples/illustration to support key points • reasonably structured.
Band 3 LOWER fair knowledge/ understanding of topic	**13–15**	• 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
Band 4 'flawed but not weak: limited knowledge/ understanding of topic'	**7–12**	• 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
Band 5 **'weak–very weak'** **poor/very poor knowledge/ understanding of topic**	**0–6**	• (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. **bracketed descriptors** denote 0–2 range

Question	Answer	Marks
1	**'Foreigners must integrate rather than keep to themselves when settling in another country.' How far do you agree with this view?** • Learn the language • Accept the country's values and policies • Multi-cultural education • Live with the indigenous population rather than separate into specific areas (children play in mixed groups) • Obey the local laws and regulations • Reduce the chances of radicalisation • Share cultural differences (cultural exhibitions) but as a two-way process • Reduces tensions and discrimination (stability and tolerance within multi-racial communities) • Important to keep cultural identity and traditions • Separation might be necessary to protect against negative influences • Separate schools might be more appropriate	50

Question	Answer	Marks
2	**'The breakdown of the family unit, such as divorce or other forms of separation, always has negative consequences.' To what extent is this true?** • Divorce can be final • Sense of loss/security • Legal consequences • Effect on children/battle for custody • Financial consequences • Emotional consequences • Feelings of abandonment • Laws to protect children • Feelings can be re-kindled (a matter of two-way communication) • Effect on children (a factor which might reverse the breakdown) • A new beginning (possibly with a new partner) • Ends tension/abuse • Could be more settling for children • Widens scope for communication with others	50

Question	Answer	Marks
3	**Assess the view that, in democracies, controversial issues should always be decided by a referendum (popular vote).** • Degree of effect on the public/strong popular opinion • Voting is an essential feature of a democracy • Joining or leaving organisations (UN, EU) • Stimulates interest/debate/a sense of 'power to the people' • Removes responsibility from politicians/governments • Elected representatives are there to make such decisions • People are not fully informed (vote on a whim) • What happens if the vote is close (outcome may not be in the best interest of the country) • Ultimately governments have to abide by a referendum • Could still cause conflict	50

Question	Answer	Marks
4	**Political instability has destroyed tourism in several countries. Examine whether it will ever be possible for such countries to recover.** • Austerity measures • Terrorism • Protests against regime • Confidence in a country's security system • Negative media coverage • Political system (democracy, dictatorship, religious influences) • Negative travel advice from government • Degree of dependency on tourism • Could be an aid to 'austerity' • Damaged reputation will take a long time to change • Tourists value safety above everything else • Many years to repair infrastructure • Tourists will find alternative destinations and may never return • Internet allows tourists to be better informed of political situations	50

Question	Answer	Marks
5	**Scientists are now searching for habitable Earth-like planets in the universe. To what extent is this wasteful of resources?** • A growing awareness that the earth could become uninhabitable (asteroid collision, global warming, nuclear war etc.) • Identification of earth-like planets • Authoritative voice of eminent scientists • Space technology becoming more advanced (space probes landing on a comet, travelling to outer reaches of the solar system, talk of a moon base by 2030) • A need to save humanity • Evidence still not convincing (conditions are never completely right) • Space travel too slow. Will need considerable resources/funding/time to increase speed • Resources could be used to preserve the Earth (deflect threatening asteroids/reduce mankind's destructive forces, reduce carbon emissions)	50

Question	Answer	Marks
6	**How important is it for other countries to respond and provide aid when natural disasters strike poorer countries?** • Poorer countries have limited resources/funding • Technology and manpower need to be available immediately to save lives • External agencies (e.g. UN)/charity organisations/governments can organise and co-ordinate aid. Appeals can be made locally and internationally • Experts/specialised equipment are often in different countries • International media can provide immediate awareness and encourage donations • Destruction can be on a vast scale rendering the country helpless. Temporary shelter/food/restoration of utilities are required immediately • Provide security • Important that aid assists local populations rather than dominates • Co-ordination with local authorities • Depends on the severity • Depends on the proximity and situation of neighbouring countries	50

Question	Answer	Marks
7	**The need for donor organs is greater than the number available. Consider the implication of this for society.** • Priorities are made so that organs go to those with best survival chances • Ethically challenging • Long waiting lists which will get longer in the future and force people to look elsewhere • Shortages in some communities • Shortages for those with rare blood groups • Could encourage a black market in body parts – organised crime • A healthy matching donor could become a victim • Some transplants are in their infancy (limb, face) • Reduces expectations of recovery so could increase assisted suicides • Danger would lessen if synthetic organs were created	50

Question	Answer	Marks
8	**To what extent is Mathematics both a science and an art?** • Definition of Mathematics as the study of number patterns and logic which can prove scientific theorems • Repetitive patterns and precise shapes (tessellation, geometric constructs, precise lines and measurement) could be a Mathematical approach to art • It satisfies both science and art • Mathematics can be purely abstract, exploring relationships between patterns and numbers, which may not apply to either science or art • Some could argue that equations or formulae are aesthetically pleasing • Symmetry and perspective are important concepts in both mathematics and art • Mathematics can be used to construct 3D objects such as buildings which could be considered art. • Einstein/Stephen Hawking have used Mathematics to try to explain the universe	50

Question	Answer	Marks
9	**Consider whether 'blogs' (regular postings on the internet of experiences and ideas) have any literary value.** • An up-dated website written by an individual or group (often as a diary) • Can be informal and conversational • Popular as a form of social media • Professional bloggers (a more formal, journalistic style as newspaper articles or book reviews) • Can be personal and emotive so language could be crafted for effect • Writers build blog platforms as an outlet for creative writing (Hugh McLeod, Amanda Palmer). • Main aim of some is commercial • Serious blog can be lengthy and detailed but it depends on the literary skill of the author • Often too transient to have literary value • Anyone can blog to promote literary talent • Could be considered more a tool of self-promotion	50

Question	Answer	Marks
10	**'Slang or colloquialisms are often used in speech but not in writing.' To what extent is this acceptable?** • Informal/conversational • Speech depends on speed, quick fire exchanges with interruptions and hesitation • Not governed by punctuation or a formal register • Can suggest an idiomatic grasp of the language • Depends on audience (friend, parent, work boss, teacher) • Self-image (slang for peer group acceptance) • Part of a living, vibrant and changing language • Audience becomes targeted in writing (examination essay, letter of application, newspaper article) • Speech and writing are blurred on social media with abbreviations, code and a 'chatty' style	50

Question	Answer	Marks
11	**How far is it true that successful performers require formal training, not just natural talent?** • Define 'successful' (as a professional, prestigious venues, without errors) • Dancer, musician, actor, singer (accept any performance type) • Requires talent (agility, timing to the music, seamless moves, artistic expression, convincing acting) • Performers need training to perfect their art/learn the technical side • Audiences able to identify talented performances and respond appropriately • Without talent can only achieve so much • Dedication is essential • What about cultural/tribal dancing/rituals/drama (possibly trained since childhood) • The need to practise • Some people are recognised as 'gifted' from an early age (something you are born with)	50

Question	Answer	Marks
12	**How realistic an experience of the past should we expect museums to provide?** • A simplified view of history • Often a lack of social context • Any context (open air museums/recreation of an ancient village) is simplistic and romantic emphasising the positives rather than the negatives • Exhibits are viewed in isolation, in a sanitised environment (glass cabinets/large room). A sense of the remoteness of history • The authenticity of the artefact is sometimes separated from the authenticity of the historic period • Yet a valuable preservation of our past • Cheap access for everyone • Often the exhibits are interesting in themselves and can encourage further research by the visitor (via libraries/internet) to add to the realism of the experience • Exhibits often reflect the reality of a country's heritage (poorer classes, clothing, technology, weaponry, economy, justice system etc.) and can be put into context (a mock-up of the interior of a medieval kitchen)	50