

MARK SCHEME for the May/June 2014 series

8004 GENERAL PAPER

8004/11

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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1 ‘Criticising your own country is important for its well-being.’ How far do you agree?

- Democratic debate; it is important that the government agenda is openly discussed and strong views expressed. This is a sign of a healthy, resilient democracy.
- Apart from individuals, the media, the performing arts, all contribute to a critical engagement with government policy.
- Institutions, directly or indirectly connected to the running of a country, for example hospitals, schools, the armed forces, need to be scrutinised.
- The possibility of criticism can deter wrongdoing and make governments aware of their shortcomings.
- Criticism, even in the form of satire, has to have a moral purpose and not be motivated by prejudice, undue bias, or be tainted by sour cynicism.
- The purpose of criticism is to repair, to encourage change, and should not be unpleasantly negative.
- Critics should be informed; they should be able to defend their opinions.
- A critical, thoughtful understanding of your country’s history would enrich what you write.
- An answer may examine the meaning of patriotism.

2 ‘High quality goods and services are only available to the privileged few.’ Is this true in your opinion?

- This can be true, especially where there is a wide gulf between the rich and the poor.
- Access to good health provision could be considered.
- Educational opportunities may be restricted.
- The statement may not be true if there is a fair distribution of wealth in a prosperous country.
- The definition of ‘high quality goods and services’ may vary from country to country.
- A global as well as local perspective is desirable.
- Apart from education and health, the following contexts could be relevant: transport, energy, food.
- Reference could be made to political action and the struggle for equality.
- Organisations designed to offer ‘quality’ to the majority, for example, unions, cooperative movements, credit unions, housing projects, may also be mentioned.

3 ‘Those who don’t work contribute nothing to society.’ Discuss.

- Cost to society in benefit and welfare payments.
- There are various genuine reasons why some cannot work: long-term ill health, chronic depression, serious injury.
- Can create a negative impression of the country leading to lack of investment.
- Unemployment can become a way of life, a culture passed from generation to generation.
- Many of the elderly don’t work but contribute enormously to society in various ways.
- Volunteering is increasingly common and is encouraged by politicians. Therefore those that govern see the value of their contribution to society.
- Many people by circumstance and necessity have to act as unpaid carers.
- Many cannot work because if they do they may not be able to feed and clothe their families. What they are genuinely entitled to in benefits may be more than they can reasonably expect to earn.
- It can be argued that it is society’s responsibility to provide work; current economic realities preclude full and meaningful employment.

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4 To what extent will the world benefit from the rise of China?

- An economic engine powering the global economy, though some may argue this has stalled.
- Brings money, trade, investment, infrastructure, to less economically developed areas such as Africa.
- May open up China to new ideas – democracy and a free press, for example. Some may mention the Chinese government’s interference with Google.
- Loss of freedom – for example, Tibet, and other areas of the world in danger of becoming client states.
- Alleged lack of concern for health and safety, for example in the mining sector, may have a ripple effect.
- The same may be true as regards human rights.
- Dangers of militarisation and the rise of a new Empire.
- Dominance in sport – a challenge or a threat?
- Increased awareness of the richness of Chinese culture will bring about beneficial internal and external effects.

5 ‘Modern technology imprisons the human spirit.’ How much truth is there in this view?

- Some may argue that written composition on paper is more creative than work produced on a machine.
- Technology can create communication barriers – face to face communication is genuine and productive.
- Working from home may have its benefits but it can isolate and have harmful social consequences.
- Dangers to family life – the young have less contact with others – the image of the teenager permanently hooked up to various IT gadgets.
- People may feel they are being controlled by technology.
- IT offers many opportunities for creativity in (for example) photography, art, music, design.
- Modern means of communication can dramatically open up the world, especially in areas where injustice and violence are endemic.
- The benefits of modern technology in the classroom – too many to mention!
- The information available empowers and liberates.

6 Some people would argue that those who smoke, drink alcohol or are obese should not have priority medical treatment. What is your view?

- People should be expected to have more control over their health.
- Consequent waste of resources.
- Addiction is ‘a disease’ and therefore should be treated as we would any other illness.
- Obesity is a major problem – what should be our attitude to children who are afflicted by this condition?
- ‘Vices’ like smoking and drinking are heavily taxed, therefore the sufferers do contribute.
- There are ethical considerations – for example, the Hippocratic Oath.
- Where do we draw the line? Are those who engage in dangerous sports less deserving of priority treatment?
- Longevity is putting an added strain on health provision – this is the real challenge to health services.
- Legal problems may arise in the human rights context.

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7 'Travel broadens the mind.' How far is this true?

- Experiencing new cultures leads to understanding of others.
- Exciting and adventurous for young people (gap year).
- Increases confidence, for example in languages.
- Could stay at home as there are diverse cultures in many nations.
- Books/the internet can be just as mind-broadening.
- Travel and tourism are not synonymous.
- Visiting other countries could reinforce prejudices.
- Many individuals never leave their own locality but enrich or have enriched the lives of others.
- Those who worry about the environmental impact of travel may choose not to.

8 Assess the usefulness of statistics in people's lives.

- Health statistics.
- Age profile of a population.
- Distribution of population. Demographics.
- Ethnicity profiles.
- Housing needs can be discerned.
- Air quality and weather.
- Statistics can be manipulated.
- Data may be flawed; based on too small a sample.
- Statistics can be used/exploited by interest groups.

9 Language is constantly changing. Should we be concerned about this?

- New terminology is always being absorbed, driven by several factors: technological, medical, cultural.
- Language, like anything else, evolves.
- Common referencing of things around us is needed.
- Words and phrases from other languages (borrowings) can communicate more than any alternative in the original – for example 'schadenfreude'.
- Specialist vocabulary contributes to change – for example 'the drop zone' from skydiving.
- However, there is a danger that clichés become embedded, thus devaluing language – for example 'a level playing field'.
- Acquisition of new language is neither wholly good nor bad.
- 'Management speak' is turgid.
- Fashionable expressions can soon become anachronisms – for example 'blue sky thinking', 'come and go'.
- Opinions on text speak vary.
- For every word you gain you must guard against losing one ... language is enriched by the past – for example hymns, the King James Bible, Shakespeare.
- The ability to switch from one mode of expression to another is worth cultivating.
- Words and expressions are a joy in themselves.
- Global language is perhaps inevitable but regrettable culturally – the loss of minority languages.
- This is not just a modern trend.

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10 ‘There is no beauty in modern art.’ Discuss with reference to specific examples.

- Candidates will need to define beauty.
- Responses must contain examples.
- Lively essays are expected – candidates may wholeheartedly agree with the statement.
- Examples may be drawn from any artistic medium.

11 Many people are dedicated followers of fashion. How far are health and happiness dependent on image?

- Candidates may comment upon what it means to be dedicated.
- ‘Fashion’ requires definition and to cope successfully with the question it needs to be a broad definition, for example, embracing clothing, diet, attitudes, gadgetry, technology, locations.
- Extreme diets are harmful to health.
- Financial cost; conspicuous spending and consumption.
- Anxieties over peer pressure.
- However being in the mode, in the swing of things, can help build confidence.
- May actually encourage exercise and a healthy diet.
- May be fun.
- Nevertheless preoccupation with image can hinder personal growth and relationships.

12 To what extent is the phenomenon of celebrity modern?

- Candidates should define what might be meant by the phenomenon of modern celebrity.
- Positive as well as negative aspects of ‘celebrity’ could be explored.
- A keyword is ‘modern’ – candidates must indicate why ‘celebrity’ is perhaps not so modern a phenomenon.
- There are several historical examples they may wish to cite – from a British perspective Florence Nightingale, Wat Tyler? From another perspective, Toussaint L’Ouverture?
- Clearly this question requires a discussion in which past and present feature.