

MARK SCHEME for the October/November 2015 series

8004 GENERAL PAPER

8004/12

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 October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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USE OF ENGLISH CRITERIA TABLE

	Marks	
<p>Band 1</p> <p>‘excellent’: fully operational command</p>	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.
<p>Band 2</p> <p>‘good-very good’: effective command</p>	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.
<p>Band 3</p> <p>‘average’: reasonable command</p>	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.
<p>Band 4</p> <p>‘flawed but not weak’: inconsistent command</p>	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.
<p>Band 5</p> <p>‘weak–very weak’: little/(no) effective communication</p>	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 align="center">Band 1</p> <p align="center">‘excellent’:</p> <p align="center">very good and comprehensive knowledge/ understanding of topic</p>	<p>26–30</p>	<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 align="center">Band 2</p> <p align="center">‘good–very good’:</p> <p align="center">good knowledge/ understanding of topic</p>	<p>20–25</p>	<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 align="center">Band 3 UPPER</p> <p align="center">‘average’:</p> <p align="center">sound knowledge/ understanding of topic</p>	<p>16–19</p>	<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 align="center">Band 3 LOWER</p> <p align="center">fair knowledge/ understanding of topic</p>	<p>13–15</p>	<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 align="center">Band 4</p> <p align="center">‘flawed but not weak’:</p> <p align="center">limited knowledge/ understanding of topic</p>	<p>7–12</p>	<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.

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<p>Band 5</p> <p>‘weak–very weak’:</p> <p>poor/very poor knowledge/ understanding of topic</p>	<p>0–6</p>	<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 To what extent is the safety of foreign tourists the responsibility of the country they are visiting?

Key words: 'To what extent' and 'safety' and 'foreign tourists' and 'responsibility'

- Well trained professionals/guides/ reps
- Safety of infrastructure for tourists (hotels/transport)
- Properly monitored by the authorities
- Protection against terrorism/crime

- Tourists' responsibility to take safety precautions – e.g. relevant vaccinations
- Respect culture and values of host country
- Necessary insurance
- To take note of advice/warnings
- Thorough research of host country

2 Assess the reasons for unemployment in your country.

Key words: 'Assess' and 'reasons' and 'unemployment' and '**your** country'

- Employment situation
- In relation to poverty
- Availability of resources
- In relation to the global situation
- Need for aid
- International corporate involvement
- Local government policies

- Lack of training/educational opportunities
- Poor health/medical situation
- Difficulty with self-employment
- Involvement of charities
- Exploitation of available resources
- Must be an assessment and reasoned conclusion for Band 2 (not just a list)

3 To what extent have political decisions improved the lives of people in your country?

Key words: 'To what extent' and 'political decisions' and 'improved' and '**your** country'

- Family
- Education
- Economy
- Employment situation
- Infrastructure
- Equality
- Justice
- Protection of poor/vulnerable
- Welfare
- 'To what extent' needs to be addressed and linked to 'improved' for Band 2

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4 Examine whether manners and courtesy have any value in today's society.

Key words: 'Examine' and 'manners and courtesy' and 'value' and 'today's society'

- A culture of selfish materialism
- Competition/ambition seen as a strength and courtesy as a weakness
- Attitude – old fashioned – depends on upbringing/education
- Essential within the culture of some countries (Japan/Nepal)
- Level of social skills – produces cohesion/less tension
- Can be used to persuade and manipulate

5 'A country's energy development should be restricted to its own natural resources.' How realistic is this opinion?

Key words: 'energy' and 'restricted' and 'natural resources' and 'realistic'

- Depends on fossil fuel availability
- Depends on climate/geography for renewables (HEP/wind/solar/bagasse)
- Awareness of government policy – willingness to explore/subsidise
- Desire to be self-sufficient
- Expensive developmental costs – may be cheaper to import
- Need to diversify
- New infrastructure (road networks)
- Possibility of nuclear energy
- Few natural resources
- Exploitation of resources by other countries (e.g. China 'plundering' Africa)
- Examples are required
- Better responses require a focus on 'realistic' throughout the response

6 To what extent is the saying 'a healthy body means a healthy mind' as true as it seems?

Key words: 'To what extent' and 'healthy body' and 'means' and 'healthy mind' and 'true'

- Anxiety/stress-filled life can produce inactivity/obesity/blood pressure/depression
- Exercise – de-stresses/encourages wellbeing/enables relaxation and regular sleep patterns
- Health monitoring/preventative medicine (blood pressure/cholesterol)
- Can become obsessive about health
- Health can depend on genetics
- Mind and body are separate entities
- Needs a balanced argument before making an assessment of 'true'

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7 Consider the effectiveness of the land use and farming techniques of your country in meeting its future needs.

Key words: 'effectiveness' and 'land use' and 'farming techniques' and '**your**' and 'future needs'

- Both 'land use' and 'farming techniques' need to be considered for Band 3
- A range of examples of crops/animals/subsistence farming/crops for export, etc., depending on country
- Examples of techniques – technology/crop rotation/irrigation/agricultural education
- An understanding of 'future needs' (employment/financial/self-sufficiency/import and export needs)
- An awareness of restrictions/geography/climate/needs of local people/government policies
- Consequences of other factors – influx of tourists/change of land use/demands on land
- Supply and demand
- Need to improve infrastructure/expand urban development/improve the quality of life
- A reasoned conclusion is expected linking to 'future needs'

8 'The educational potential of the internet is greater than any danger it may pose to younger users.' Discuss.

Key words: 'educational potential' and 'internet' and 'danger' and 'younger users'

- Ease and speed of collaboration with others (teachers/peers/experts)
- Dramatic increase in computer possession (laptop/hand-held mobile devices)
- Opportunity for global communication
- Access to a variety of information and knowledge (databases/video clips/graphics/newspapers)
- Reduces the need for traditional libraries
- On-line classes/qualifications
- Homework potential
- Flexibility in applying for university/college places
- Viruses
- Too much information – can miss main points
- Information could be inaccurate/misleading
- Encounter 'inappropriate' sites
- Addiction
- Distraction
- Cheating (plagiarism)
- A reasoned assessment of 'greater' is required

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9 'Watching television limits the imagination whereas listening to the radio expands it.' Discuss.

Key words: 'television' and 'limits the imagination' and 'listening' and 'radio' and 'expands'

- Television can be a passive activity
- Someone else's visual interpretation
- Manipulates thoughts
- No time to be silent/contemplative

- Can widen horizons/stimulate imagination when TV is off
- Imagination is dependent on the individual anyway
- Listening to the radio creates an imaginative response, similar to reading
- Radio can just be factual (local news/information)
- Radio can be more personal/intimate
- Requires more concentration
- Mostly just used for music

10 To what extent are foreign television programmes destroying the culture of your country?

Key words: 'To what extent' and 'foreign television programmes' and 'destroying' and 'culture' and '**your** country'

- Could offend various religions/traditions
- Seduced by foreign lifestyles
- Encourage migration
- Takes power away from the authorities, including parents
- Influences the young

- Could embrace and absorb positive aspects of foreign countries
- Encourages tolerance and global integration
- Education and awareness
- Share cultures
- Access to behaviour and attitudes around the world
- The internet has more influence anyway
- Definition and examples of 'culture' needed
- Specific reference to television programmes is required. Accept local examples.

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11 Advertising revenue in traditional newspapers and magazines is declining. To what extent is this a regrettable development?

Key words: 'Advertising revenue' and 'traditional' and 'declining' and 'To what extent' and 'regrettable'

- Decline in circulation due to the internet
- Decline in classified advertisements, e.g. job vacancies in local newspapers
- Closure of newsagents
- Technological change is inevitable

- TV/internet – better visual style
- On-line newspapers/magazines
- Expansion of retail websites
- Something tangible/traditional
- Regrettable because it is part of people's routine
- Will always be a demand for certain magazines, e.g. TV listings
- Requires specific examples

12 Assess what distinguishes a successful film from an unsuccessful one.

Key words: 'Assess' and 'distinguishes' and 'successful' and 'unsuccessful'

- Audiences are attracted to good plots, acting, music, visual effects
- Depends on the age of target audience
- Advertising
- Genre
- Films which appeal to all ages (Harry Potter/Avatar)
- Celebrity endorsement
- Can have a limited budget but be successful (The Artist/Paranormal Activity)

- Poor acting
- Confused plot
- Poor special effects
- Overpowering music score
- Self-indulgent
- Special effects can be distracting
- Poor direction
- This requires a range of examples