

---

**GENERAL PAPER**

**8004/11**

Paper 1

**October/November 2018**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

This document consists of **9** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**USE OF ENGLISH CRITERIA TABLE**

	<b>Marks</b>	
<b>Band 1</b> <b>‘excellent’: fully operational command</b>	<b>18–20</b>	<ul style="list-style-type: none"> <li>• very few slips/errors</li> <li>• highly fluent</li> <li>• very effective use of expressions and idioms</li> <li>• excellent use of vocabulary; (near) faultless grammar</li> <li>• excellent sentence structure and organisation of paragraphs</li> <li>• excellent spelling/punctuation.</li> </ul>
<b>Band 2</b> <b>‘good-very good’: effective command</b>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• few slips/errors</li> <li>• fluent</li> <li>• effective use of expressions/idioms</li> <li>• good use of vocabulary; sound grammar</li> <li>• good sentence structure/well-organised paragraphs</li> <li>• good spelling/punctuation.</li> </ul>
<b>Band 3</b> <b>‘average’: reasonable command</b>	<b>10–13</b>	<ul style="list-style-type: none"> <li>• some slips/basic errors but acceptable standard overall</li> <li>• reasonably fluent/not difficult to read</li> <li>• generally appropriate use of expressions/idioms</li> <li>• fair range and apt use of basic vocabulary; acceptable grammar</li> <li>• simple/unambitious sentence structure/ paragraphing</li> <li>• reasonable spelling/punctuation.</li> </ul>
<b>Band 4</b> <b>‘flawed but not weak’: inconsistent command</b>	<b>6–9</b>	<ul style="list-style-type: none"> <li>• regular and frequent slips/errors</li> <li>• hesitant fluency/not easy to follow at times</li> <li>• some inappropriate expressions/idioms</li> <li>• limited range of vocabulary; faulty grammar</li> <li>• some flawed sentence structure/paragraphing</li> <li>• regular spelling/punctuation errors.</li> </ul>
<b>Band 5</b> <b>‘weak-very weak’: little/(no) effective communication</b>	<b>0–5</b>	<ul style="list-style-type: none"> <li>• almost every line contains (many) slips/errors of all kinds</li> <li>• little/(no) fluency/difficult (almost impossible) to follow</li> <li>• (very) poor use of expression/idiom</li> <li>• (very) poor range of vocabulary: (very) poor grammar</li> <li>• (very) poor sentence structure/paragraphing(very) poor spelling/punctuation.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p>

**CONTENT CRITERIA TABLE**

<p><b>Band 1</b> <b>‘excellent’:</b> <b>very good and comprehensive knowledge/ understanding of topic</b></p>	<p><b>26–30</b></p>	<ul style="list-style-type: none"> <li>• comprehensive coverage, totally relevant material, perceptive, analytical</li> <li>• thoughtful, enlightening illustration using local, national and international examples where applicable</li> <li>• coherent and engaging discussion, displaying sensitivity, sophistication, awareness and maturity</li> <li>• (very) well structured</li> </ul>
<p><b>Band 2</b> <b>‘good-very good’:</b> <b>good knowledge/ understanding of topic</b></p>	<p><b>20–25</b></p>	<ul style="list-style-type: none"> <li>• totally (near totally) relevant, well focused but less analytical and perceptive than Band 1</li> <li>• major points well developed</li> <li>• (very) good range of examples/illustration</li> <li>• logical and systematic discussion</li> <li>• effectively structured</li> </ul>
<p><b>Band 3 UPPER</b> <b>‘average’:</b> <b>sound knowledge/ understanding of topic</b></p>	<p><b>16–19</b></p>	<ul style="list-style-type: none"> <li>• competent: major points adequately developed</li> <li>• largely relevant and remains focused on the question</li> <li>• reasonable range of examples/illustration to support key points</li> <li>• reasonably structured.</li> </ul>
<p><b>Band 3 LOWER</b> <b>fair knowledge/ understanding of topic</b></p>	<p><b>13–15</b></p>	<ul style="list-style-type: none"> <li>• more obvious points mentioned rather than adequately developed</li> <li>• some digression, but generally sticks to the question</li> <li>• does not always support major points with apt illustration</li> <li>• tendency to assert/generalise rather than argue/discuss in detail</li> <li>• may lack focus</li> </ul>
<p><b>Band 4</b> <b>‘flawed but not weak: limited knowledge/ understanding of topic’</b></p>	<p><b>7–12</b></p>	<ul style="list-style-type: none"> <li>• restricted material/scope: rather pedestrian</li> <li>• some relevance but may be implicit/tangential at times</li> <li>• prone to unsubstantiated, sweeping statements: ideas vague and/or lacking sustained development: can be digressive and wander off topic</li> <li>• limited illustration and/or factual inaccuracy</li> <li>• insufficient focus; essay offloads everything known about the particular topic with inadequate reference to the key words in the question</li> </ul>
<p><b>Band 5</b> <b>‘weak–very weak’</b> <b>poor/very poor knowledge/ understanding of topic</b></p>	<p><b>0–6</b></p>	<ul style="list-style-type: none"> <li>• (totally) inadequate content with little/no substance: (very) vague and confused ideas</li> <li>• question largely (completely) misinterpreted/ misunderstood</li> <li>• very limited (total) irrelevance</li> <li>• very limited/(no) appropriate illustration.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range</p>

Question	Answer	Marks
1	<p><b>How far is it possible for an individual to make a stand against the society in which they live?</b></p> <ul style="list-style-type: none"> <li>• Depends on the nature of the society</li> <li>• Likelihood of success</li> <li>• Method of protest</li> <li>• Friends, family, and school pressures to conform</li> <li>• Legal pressures</li> <li>• Coercive power of the state</li> <li>• Economic pressures</li> <li>• Examples of previous success – the Suffragettes, Feminists</li> <li>• Not only the good stand up</li> </ul>	50

Question	Answer	Marks
2	<p><b>'It is important for nations as well as people to remember and celebrate anniversaries.' Discuss.</b></p> <ul style="list-style-type: none"> <li>• Family cohesion and celebration</li> <li>• National cohesion and celebration</li> <li>• Difference between remembering and celebrating</li> <li>• Can serve as a warning for the future</li> <li>• May limit new thinking</li> <li>• Emancipation</li> <li>• Matters of religious significance</li> <li>• Honouring individuals</li> <li>• May be better to forget</li> <li>• May encourage jingoism and division</li> </ul>	50

Question	Answer	Marks
3	<p><b>Examine the measures needed to make <u>your</u> country more equal.</b></p> <ul style="list-style-type: none"> <li>• Income redistribution and its feasibility</li> <li>• Educational opportunity</li> <li>• Health care</li> <li>• Decent housing</li> <li>• Constitutional change</li> <li>• Gender equality</li> <li>• Job opportunities</li> <li>• Access to legal aid</li> <li>• Regular elections and a healthy opposition</li> <li>• A fair and balanced tax system</li> <li>• Independent media</li> <li>• Cultural opportunities</li> </ul>	50

Question	Answer	Marks
4	<p><b>Consider the extent to which women in positions of political power could make a difference.</b></p> <ul style="list-style-type: none"> <li>• Examples of women leaders</li> <li>• May consider the family context more</li> <li>• Understand budget constraints</li> <li>• Less likely to demonstrate aggression and willingness to fight</li> <li>• Not so vulnerable to group think</li> <li>• Understand the problems of women</li> <li>• Role models for other women</li> <li>• Change cultural perceptions</li> <li>• Politics becomes more inclusive</li> <li>• A better reflection of the population</li> <li>• Encourage more flexible working hours</li> <li>• Research shows women are more prone to verbal attack</li> <li>• Could lead to men feeling disempowered</li> </ul>	50

Question	Answer	Marks
5	<p><b>‘Science will never be able to provide solutions to everything.’ Discuss.</b></p> <ul style="list-style-type: none"> <li>• It has never claimed to</li> <li>• The only discipline that avoids conclusions based on assumption and speculation</li> <li>• Without science we would remain ignorant</li> <li>• Science asks the questions that need answering</li> <li>• Mysteries are simply waiting to be unlocked</li> <li>• Scientists can be dogmatic and arrogant</li> <li>• Incurable diseases still exist</li> <li>• Some branches of Science do not get the recognition they might deserve</li> </ul>	50

Question	Answer	Marks
6	<p><b>Given the global catastrophes of the last half-billion years, consider how far humans and other species might survive in the future.</b></p> <ul style="list-style-type: none"> <li>• Dangers of nuclear disaster</li> <li>• Effects of increasing imbalances in nature</li> <li>• Difficulties in getting nations to work together against, for example, pollution</li> <li>• Species can have remarkable survival rates (for example pre-dinosaur life forms)</li> <li>• Where there is water, there is likely to be life</li> <li>• Plagues versus medical remedies</li> <li>• There may be emigration to other worlds</li> <li>• Partial versus total extinction</li> <li>• Human ingenuity</li> <li>• External events for example asteroid strikes</li> </ul>	50

Question	Answer	Marks
7	<p><b>Environmental concerns are widespread today. How effectively are some of these being addressed?</b></p> <ul style="list-style-type: none"> <li>• Evidence that the hole in the ozone layer is diminishing</li> <li>• Recycling is becoming second nature to many</li> <li>• International agreements do not prove to be binding</li> <li>• Not all countries sign up to these</li> <li>• High pollution levels in several parts of the world</li> <li>• Countries not willing to change their energy use</li> <li>• The green movement is becoming more of a presence in national parliaments</li> <li>• Plastic is a huge problem on land and sea</li> <li>• Bleaching of coral reefs and responses to this international issue</li> <li>• The management of risks associated with the transportation of oil</li> </ul>	50

Question	Answer	Marks
8	<p><b>‘Advertising relies too much on stereotyping people.’ To what extent do you agree?</b></p> <ul style="list-style-type: none"> <li>• Product placement, for example to attract children</li> <li>• Use of colours – gender stereotypes</li> <li>• Power of the brand name and logo – appeal to different age groups</li> <li>• Notions of manliness or femininity</li> <li>• National characteristics</li> <li>• Amusing stereotypes</li> <li>• Class stereotypes</li> <li>• Stereotyping can promote belonging/identification</li> <li>• Political correctness</li> <li>• Celebrity endorsement</li> <li>• People enjoy adverts/they can be entertaining and intriguing</li> </ul>	50

Question	Answer	Marks
9	<p><b>How relevant are the performing arts in education today?</b></p> <ul style="list-style-type: none"> <li>• Could be seen as expendable when cuts have to be made</li> <li>• Might have a natural appeal to young children</li> <li>• Could be argued that other subjects are more important</li> <li>• Short-sighted view of the Arts particularly in a post-industrial age</li> <li>• Various career possibilities can be linked at an education in the performing arts</li> <li>• Confidence in so-called core subjects can be increased through the arts</li> <li>• The need to maintain a cultural traditions</li> <li>• Therapeutic aspects of a performing arts education</li> <li>• Encouragement of teamwork</li> <li>• Some feel that they do not have an natural disposition to performing arts</li> </ul>	50

Question	Answer	Marks
10	<p><b>Explain why there is more to fairy tales, myths <u>and/or</u> fables, than merely simple stories.</b></p> <ul style="list-style-type: none"> <li>• The key function of story-telling in pre-literate civilisations</li> <li>• Historical interest, e.g. King Arthur and the Round Table</li> <li>• Can contain secret messages</li> <li>• Morality tales, dire warnings of what could happen</li> <li>• Vikings, tales of power, their gods and exploration</li> <li>• History of oral stories</li> <li>• Can be relevant to modern times and updated to more recent versions</li> <li>• The interface between myth and reality</li> <li>• Psychological power of these</li> <li>• The power of enchantment and appeal to the imagination</li> </ul>	50

Question	Answer	Marks
11	<p><b>War and conflict often produce great literature, music and art. Why should this be so?</b></p> <ul style="list-style-type: none"> <li>• Extreme situations engender deep emotion</li> <li>• More can be conveyed through symbol and representation</li> <li>• The importance of memorialising</li> <li>• A way of communicating with friends and family</li> <li>• Responses to war and conflict by those not directly involved reflected in music for example</li> <li>• Idealism of the articulate young</li> <li>• Terrible human suffering found its expression in the darkest places</li> <li>• Fictional conflict is also relevant</li> </ul>	50

Question	Answer	Marks
12	<p data-bbox="316 248 1238 282"><b>Consider the cultural significance of food to <u>you</u> and <u>your</u> region.</b></p> <ul data-bbox="316 320 1286 667" style="list-style-type: none"><li data-bbox="316 320 1235 353">• Food can provide individuals, families and regions with an Identity</li><li data-bbox="316 353 1023 387">• Religious symbolism and teachings linked to food</li><li data-bbox="316 387 938 421">• Can provide a vital income through tourism</li><li data-bbox="316 421 1198 495">• Good for employment, helping to retain local people who might otherwise seek to migrate to larger towns and cities</li><li data-bbox="316 495 1142 528">• The effect of the food chains on local independent retailers</li><li data-bbox="316 528 1286 602">• The grab a bite, food on the go, mentality might suggest that food has become less important to some</li><li data-bbox="316 602 978 636">• Widening of horizons – meeting other cultures</li><li data-bbox="316 636 1118 667">• Global outlets suggest a more homogenised food culture</li></ul>	<b>50</b>