Cambridge International AS Level

ENGLISH GENERAL PAPER **8021/11**

Paper 1 Essay **October/November 2023**

MARK SCHEME

Maximum Mark: 30

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **15** 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.

Generic levels of response descriptions

These level definitions address Assessment Objectives (AOs) 1, 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme. Information about AOs can be found in the Cambridge International AS Level English General Paper syllabus (8021) for examination in 2019, 2020 and 2021.

Introduction
The level definitions which follow reflect, and should be interpreted within the context of, the following general statement:

(a) Examiners will give their highest marks to candidates who demonstrate a disciplined management of the discussion the question provokes and use clear and accurate communication. Examiners will be guided more by careful selection and application of information, effective analysis and evaluation, and supported judgement, than by weight of facts.

(b) Examiners will use these level definitions in combination with the question-specific mark schemes.

(c) Explanation or judgement is strengthened if informed by the use of relevant examples.

(d) The level in which an essay is placed depends on the range of criteria detailed in AO1, AO2 and AO3. As a result, not all essays fall obviously into one particular level. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.

In marking an essay, examiners will first place it in a level and then fine-tune the mark in terms of how strongly/weakly the demands of the level have been demonstrated. The criteria in each level are written to exemplify the middle of that level.

Information about annotations

Annotations used in the marking of responses.
TV should be used to indicate vague points and ideas.

 The caret is used to indicate generalised and descriptive points.
A tick indicates an understanding of the question, including:
- For a focused introduction.
- For each NEW VALID point made in relation to the key words of the question.

 The downward arrow should be used for further development of a valid point in the question or development of evaluation.
EG this should be used when a relevant example is used.
SEEN should be stamped on all blank pages and, if there is one, the planning page.
AE Assertion. Opinions stated without any credible evidence.
REP should be used for repeated points.
EVAL should be used when evaluation is attempted.
NAQ should be used when the candidate has not answered the question, or a section of the response is not answering the question.

Use the horizontal wavy underlining tool to indicate serious errors that impede communication in grammar and very basic errors in spelling and punctuation.

Use the **Green L** for examples of ambitious, sophisticated accurate expression, punctuation and grammatical structures.

	Levels of response descriptions			
Level	**AO1** **Selection and application of information**	**AO2** **Analysis and evaluation**	**AO3** **Communication using written English**	**Marks**
5	• Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question. • Applies a range of examples appropriately to support the main ideas and opinions in the response.	• Analyses possible meanings of the question and defines the scope of the response. • Develops, analyses and evaluates a range of arguments to reach a supported conclusion. • Develops a strong argument with clear use of supportive evidence.	• Communicates clearly with consistently appropriate use of register. • Uses a wide range of vocabulary and a variety of language features. • Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures. • Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised.	**25–30**
4	• Selects relevant information that exemplifies the main aspects of the response to the question. • Applies examples appropriately to support the main ideas and opinions in the response.	• Analyses the meaning of the question to inform the scope of the response. • Develops, analyses and begins to evaluate different arguments to reach a supported conclusion. • Develops a well-reasoned argument with use of supportive evidence.	• Communicates clearly with appropriate use of register. • Uses a range of vocabulary and language features. • Uses language with control and some accuracy. Errors relate to the use of less common words and structures. • Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised.	**19–24**

	Levels of response descriptions			
Level	**AO1 Selection and application of information**	**AO2 Analysis and evaluation**	**AO3 Communication using written English**	**Marks**
3	• Selects information that exemplifies some of the main aspects of the response to the question. • Applies examples to support the main ideas and opinions in the response.	• Demonstrates understanding of the meaning of the question in the response. • Develops and brings together some arguments to form a conclusion. • Constructs an argument which is logical and usually supported by evidence.	• Communicates clearly overall but with inconsistent use of appropriate register. • Uses everyday vocabulary and some varied language features. • Uses language with some control. Errors are noticeable but do not impede communication. • Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained.	**13–18**
2	• Selects limited information that exemplifies aspects of the response to the question. • Applies examples that are linked to some of the ideas and opinions in the response.	• Demonstrates partial understanding of the meaning of the question in the response. • Refers to arguments to form a conclusion. • Constructs an argument partially supported by evidence.	• Communicates clearly in places, with inconsistent use of register. • Uses basic vocabulary with limited language features. • Uses language with limited control. Errors are frequent and sometimes impede communication. • Constructs a fragmented response which links some ideas and/or arguments.	**7–12**

	Levels of response descriptions			
Level	**AO1** **Selection and application of information**	**AO2** **Analysis and evaluation**	**AO3** **Communication using written English**	**Marks**
1	• Selects limited information that is relevant to the question. • Makes examples which may not link to the ideas and opinions in the response.	• Makes a limited response to the question. • Makes some form of basic conclusion. • Constructs a weak argument.	• Communicates with lack of clarity and/or register is inappropriate. • Uses basic vocabulary. • Uses language with control rarely. Errors are frequent and communication is often lost. • Constructs a response but the response is not organised and ideas are not linked.	**1–6**
0	• A mark of zero should be awarded for no creditable content.			**0**

Question	Answer	Marks
1	**When preparing for a career, work experience is more important than academic study. Discuss.** Answers are likely to: • consider the variety of work experience • examine the importance of academic study in pursuing a career • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • having first-hand experience of what employers expect by being part of the workforce • experiencing different aspects of a job, gaining specialist skills through personal interaction • helping to develop self-understanding, maturity and awareness through working with others • developing motivation by seeing how others have progressed to high levels in their career • academic study offering a wider choice of employment options but not guaranteeing success and progression • academically qualified candidates attracting a higher salary and position within an organisation • academic study promoting higher level skills such as critical thinking and complex problem solving • saving employers time and expense in training though skills do need regularly updating.	30

Question	Answer	Marks
2	**Assess the challenges facing societies where there are many faiths.**	30
	Answers are likely to:	
	• examine a range of faiths and forms of worship that exist in society	
	• consider the influence on society of dominant and less dominant faiths and their traditions	
	• make a judgment based on the consideration of the evidence and argument put forward.	
	Answers might include examples and discussion such as:	
	• becoming more tolerant towards other religions without feeling threatened or segregated	
	• benefitting from cultural enrichment through witnessing and taking part in different religious festivals	
	• experiencing other religions and seeing different viewpoints about everyday life	
	• gaining insight and knowledge of the world through appreciating other cultures	
	• the mixing of faiths or the denial of faith in families and its implications	
	• younger generations drifting away from their faith due to the influence of others	
	• prejudice against some religious groups leading to crime and disorder	
	• the consequences of one faith wanting to dominate the others.	

Question	Answer	Marks
3	**To what extent would the even distribution of wealth bring social harmony to <u>your</u> country?** Answers will be focused on one country with which the candidate identifies or to which they direct their answers. Answers are likely to: • discuss how wealth is distributed within the chosen country • consider the impact that wealth distribution may have on social harmony • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • a more equal distribution of wealth supporting social cohesion and stability • lower income earners having access to better opportunities in life • a proportionally low number of people being disadvantaged by more even distribution • greater equality being achieved through the implementation of a range of measures • greed and corruption being reduced by a more equal distribution of wealth • sustained economic equality being difficult to achieve because there are issues out of a country's control • the wealthy being unlikely to support even wealth distribution leading to conflict • issues other than even distribution of wealth bringing social harmony to a country.	30

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Question	Answer	Marks
4	**Computer technology has made everyday life safer for everyone. To what extent do you agree?** Answers are likely to: • explain the role that computer technology plays in daily life • explore the extent to which computer technology has made life safer • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • encryption and scrambling allowing the transmission of material without fear of loss • the use of passwords, pins, and facial recognition leading to safer conduct of business • the ability to access security systems from mobile devices anywhere in the world giving people more confidence • conducting tasks remotely rather than in person impacting personal safety • computer technology being a source of distraction which can lead to accidents • the failure of equipment such as an alarm causing injury and even death • personal health and safety being affected by the overuse of technology • the sophistication of computer technology being a threat to world stability and peace.	30

Question	Answer	Marks
5	**Humans should do everything possible to save all endangered species. Discuss.** Answers are likely to: ● consider the threats facing endangered species and what humans can do to help ● discuss reasons why humans may not be willing or able to save all endangered species ● make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: ● the threat to food chains and ecosystems if some species are allowed to die out ● the economic gains from tourism in countries where fascinating rare animals still exist ● some species, which could benefit humans, becoming extinct before much is known about them ● humans having a responsibility to look after the planet's resources for future generations ● without addressing the issue of human population growth and development, animal species being increasingly at risk ● climate change and pollution being factors and human demands tending to outweigh longer-term solutions ● the economic cost to poorer countries of banning trophy hunting, or of allowing rare animals to consume their livestock ● given a choice between saving animal lives and furthering the interests of humans, people will almost always choose themselves.	30

Question	Answer	Marks
6	**Electric cars will be the most common form of road transport in the future. To what extent do you agree?** Answers are likely to: • outline the features of electric cars compared with conventional vehicles • explore the potential of electric cars in the future • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • being able to charge cars at home or plug-in points without the need for visiting a garage • the low cost of running an electric car being attractive to both business and families • on the road they are eco-friendly, producing no harmful emissions • electric vehicles being quiet with the consequent reduction in noise pollution • the shortness of battery life and the small number of remote charging points • the cost of electric cars and infrastructure being very high • dangers to pedestrians due to not being able to hear vehicles coming • the current motor industry being reluctant to change to new forms of technology.	30

Question	Answer	Marks
7	**To what extent have streaming services benefited the film industry?** Answers are likely to: • consider the range of streaming services available • explore the extent to which these have impacted upon the film industry • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • making films more accessible to a wide range of people • increasing the number of film titles available due to streaming services • recent competition between streaming service providers bringing about greater choice • becoming possible to watch high quality films and recent releases in your own home • the potential negative impact of streaming services on cinema attendance • there being a visual impact when watching a film on a big screen and streaming services are no substitute • there being many new titles but without any impact on the quality of films made • streaming of films at home lacking the sense of an occasion that a cinema experience brings.	30

Question	Answer	Marks
8	**Television dramas about historical events are a good way to learn about the past. Discuss.** Answers are likely to: • assess the key features of television dramas about historical events • discuss their potential value as a tool for learning about the past • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • care being taken to ensure as historically accurate a portrayal of the times as possible • experts and eyewitnesses being consulted to ensure realism and accuracy • television drama offering opportunities to visualise the past while still being entertaining • negative attitudes to historical dramas, especially among the young, being difficult to overcome • the historical setting being merely a background for story or character development • there being difficulties in achieving a realistic portrayal of the past • historical dramas mostly focusing on important characters, rather than an overview of an era • consulting other sources being a more reliable way of learning about the past.	30

Question	Answer	Marks
9	**News should only be published or broadcast with the consent of those it is about. Discuss.** Answers are likely to: • discuss types of news and the ways they appear in words and pictures • consider the need for honesty but also the preservation of reputations and integrity • make a judgement based on consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • the importance of people's privacy and personal lives remaining untouched • publishing unfounded and fabricated stories that can affect families and careers • the illegal and illegitimate ways in which news stories are obtained sometimes by bogus reporters • the influence of finance and personal gain for the publishers and some participants • making stories that are in the public interest accessible to all • exploring the lives and activities of those that are deceased • the newspaper circulation and viewing figures needing to be maintained for commercial reasons • political and legal pressures that may distort the news and prevent its dissemination.	30

Question	Answer	Marks
10	**To what extent does literature reveal what it is to be human?** Answers are likely to: • consider the various qualities we have that make us human • discuss the ways in which literature can reveal all aspects of our humanity • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • writers showing us truths about humanity through the eyes of a character • literature reminding us what we have in common, which develops an understanding of society • literature taking us into fantasy worlds that do not reflect reality and what it is to be human • literature increasing understanding of the whole range of human traits • it can be comforting to know you are not the only person feeling a particular way • stories being part of our history and literature can capture this • everything happening within our society can be learned from a piece of literature • literature being the embodiment of words based on human tragedies, desires and feelings.	**30**