



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/13

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 **12** 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Selects limited information that is relevant to the question. Makes examples which may not link to the ideas and opinions in the response. 	<ul style="list-style-type: none"> Makes a limited response to the question. Makes some form of basic conclusion. Constructs a weak argument. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 			0

Question	Answer	Marks
1	<p>To what extent do you agree that rich corporations are now more powerful than governments?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the nature of power in the modern world • consider the extent to which this belongs to the rich corporations or to governments • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • sources of economic power among large corporations and multinational businesses • the need for the involvement of rich multinational corporations in an economy • power being all about money or whether rich corporations can exert power in other ways • the role of finance in supporting and influencing governments around the world • the location of businesses around the world making it difficult for governments to exert power over them • progressive taxation policies and the potential for implementing these across international boundaries • the potential for corporations to be a force for good in the world • the role of capital controls and other mechanisms by which governments can exert power over rich corporations. 	30

Question	Answer	Marks
2	<p>Assess whether the teaching of speaking and listening skills should be given priority in schools.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of speaking and listening skills in schools • discuss the other important skills schools need to develop • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • there being a significant link between thought and spoken language • these skills fostering a collaborative atmosphere in the classroom which supports learning • speaking and listening skills supporting the development of reading and writing skills • it being vital to be able to communicate verbally for employment • speaking and listening helping with wider issues such as mental health • other skills being fundamental to learning both inside and out of the classroom • examinations being more likely to test reading and writing skills • students who may struggle with speaking and listening needing alternative provision. 	30

Question	Answer	Marks
3	<p>It is never justifiable to use animals for testing. Evaluate this statement.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the importance of testing for both human and animal health • consider the ethical questions raised by testing on animals compared to other forms of testing • make a judgment based on the consideration of the evidence and argument put forward. <p>Answers might include discussion and examples such as:</p> <ul style="list-style-type: none"> • the provision of valuable research for new products of various kinds • the current lack of suitable, reliable, and alternative testing methods • the benefit of products being so much safer after testing • some forms of testing are for animals and species' survival • some research not being effectively regulated and independently monitored • products being tested are not essential for the sustaining of human life • the results of tests are not always reliable or manageable • the growing recognition that our interaction with other species is a co-dependent one. 	30

Question	Answer	Marks
4	<p>To what extent should people fear developments in artificial intelligence (AI)?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the definition of AI and explore how AI is currently used • examine how developments in AI might have negative as well as positive outcomes • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • the effect of AI on employment and its use in everyday work • the fear that AI may not always be controllable and become autonomous • instances where human creativity no longer being needed or encouraged • doubts about machine reliability when asking questions relating to morality and ethics • AI devising solutions to increase our everyday safety and efficiency • the potential for AI to predict events with greater accuracy within shorter time spans • its capacity to complete what artists or composers have left unfinished • how AI might lead us to value those jobs that require meaningful human interactions. 	30

Question	Answer	Marks
5	<p>Evaluate the view that there is no place for creativity in scientific research.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • examine the main aspects of scientific research • consider the extent to which creativity has a role in science • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • the historical role of leaps of imagination and intuition in scientific discovery • science as a search for theories that are elegant and aesthetically pleasing as well as true • the close relationship between ingenuity and creativity and the role of this in scientific discovery • the scientist as a creator of theories to fit the available evidence • science as a process chiefly underpinned by logic and disciplined thinking rather than creativity • the conventional separation of the spheres of arts and sciences into essentially creative and non-creative realms • the problem that an over-emphasis on creativity can lead to gaps in reasoning • standard scientific methods and procedures leading to a limiting of creativity. 	30

Question	Answer	Marks
6	<p>There are no benefits to space tourism. To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the potential benefits of space tourism for scientific advancements and an individual's pleasure • explore the possible reasons why space travel is not beneficial • make a judgement, based on the decision of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • how humanity has an innate curiosity to explore, which should be encouraged • experiencing space flight is limited to the wealthy and can cause divisions within society • the extensive funding for space travel being utilised in a more productive way • it helping to generate other sources of income for the space industry • rocket launches causing significant environmental hazards and risk to life • the unknown impacts on the health and well-being of participants • the development of new ideas and inventions that can benefit humans in other ways • individuals being changed by their experience and seeing the world from a different perspective. 	30

Question	Answer	Marks
7	<p data-bbox="304 248 1305 315">Understanding the target audience is the most important consideration for a journalist when writing for a newspaper or magazine. Discuss.</p> <p data-bbox="304 349 587 383">Answers are likely to:</p> <ul data-bbox="304 389 1246 555" style="list-style-type: none"> • examine the importance of the target audience when writing for a newspaper or magazine • explore other considerations which may be important for the writer • make a judgement, based on the consideration of the evidence and argument put forward. <p data-bbox="304 593 1074 627">Answers might include discussions and examples such as:</p> <ul data-bbox="304 633 1302 1144" style="list-style-type: none"> • newspapers normally having a very specific audience at which their writing is aimed • understanding the expectations of the target audience facilitating decisions regarding subject matter and presentation • linguistic considerations regarding relative sophistication of the readership; choice of vocabulary, sentence and paragraph length • newspapers and magazines being commercial ventures need to appeal consistently to their existing audience to survive in a competitive market • writing to fit the 'brand' also helping to attract new readers • writers, especially freelancers looking to establish themselves or be noticed • writers' principal interest being the subject matter or viewpoint they wish to express • the ability to write convincingly, persuasively and enthusiastically transcending the boundaries of audience expectations. 	30

Question	Answer	Marks
8	<p>Arts and crafts play no role in maintaining the heritage of your country. Evaluate this statement.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss how arts and crafts can epitomise the character and culture of a country • consider how progress can lead to the disappearance of traditional arts and crafts • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • production methods giving an insight into how people lived and survived in the past • revealing the lifestyles and living conditions of past generations through the diverse forms of arts and crafts • carrying forward cultural values, beliefs, and identities of the past which are not as clearly defined and respected today • defining and perpetuating regional cultural groups that have been lost in today's multi-cultural society • the role being limited by location, access, and availability to the wider population • some arts and crafts only representing a small part of a country's population • skills disappearing and the character of a country is being projected by new forms of contemporary arts • failing to preserve heritage impacting the country's ability to attract tourism. 	30

Question	Answer	Marks
9	<p>The main responsibility of museums is to educate people about their history. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss whether it is the responsibility of museums to educate people about the past • assess to what extent museums have any other responsibilities and roles • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • museums providing a significant role in showing how their country, or others, have evolved • the experience of seeing artefacts of all kinds in their historical context • museums being primarily tourist attractions not educational centres or national monuments • it is far more convenient to look at the artefacts and information on line • museums often having too wide a collection of artefacts from all over the globe with varying subject matter • museums being able to provide historical content that covers different epochs and styles • museums being dedicated to the struggles and suffering of different groups of people • museums helping people to look to the future and suggest what might be possible. 	30

Question	Answer	Marks
10	<p>To what extent does a good story need to have believable characters?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss what features make a good story • consider the extent to which characters are believable or unbelievable • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussion and examples such as:</p> <ul style="list-style-type: none"> • character and the relationships between characters being a central element in all fiction • stories requiring believable characters in order to establish and maintain human interest • emotional realism and the need to relate to the experiences of the characters • humans having interest in other people and the problems they encounter • believable characters not being the only things of interest in fictional works • effective characterisation depending on the literary skills of the writer • some stories using animals as characters endowed with human characteristics • some genres often containing life forms with few if any human characteristics. 	30