

Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/13

Paper 1 Essay

October/November 2024

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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **10** 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 descriptions 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.

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

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
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
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

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.

Question	Answer	Marks
1	<p>To what extent are disadvantaged people prevented from participating in sport?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore instances and contexts related to the disadvantaged • examine how participation is denied or encouraged in sport • 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"> • wealth inequality restricting both individual and community participation in sport • the needs of those with disabilities being neglected or ignored • the effect of bans or boycotts on those who want to participate in sport • gender issues and traits excluding certain groups of people from participating in sport • at-risk youth being diverted from becoming involved in anti-social activities • participation raising the profile and acceptance of different ethnic groups • the ways in which celebrated sportspersons draw attention to social problems • the lack of infrastructure being no barrier to the enjoyment of sport. 	30

Question	Answer	Marks
2	<p>Evaluate the usefulness of science fiction in solving current problems.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • examine a range of science fiction material • explore how science fiction has relevance to contemporary issues • 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"> • space exploration being inspired by past and current fictional works and characters • the various ways in which the harnessing of energy has been envisaged • how land and habitats are being transformed in ways that fiction once foretold • the helpful deployment of robotic technology in the human environment • social and cultural implications not being fully considered or acted upon • the transformation of places beyond Earth becoming the only priority • those military aspects of future technologies that endanger our lives • the danger that corporate interests will take precedence over other considerations. 	30

Question	Answer	Marks
3	<p>No nation can be truly happy unless all its citizens are equal. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the nature of equality and what it means in practice • assess the extent to which equality can bring happiness to a nation • 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"> • the more equality there is in a society leading to more people experiencing happiness • the benefits of increasing equality across gender, geographical locations, and ethnicities • equality bringing about benefits such as social mobility and cultural diversity • the benefits of equality of opportunity versus total equality in everything • equality not necessarily bringing about an increase in happiness for the whole society • complete equality being difficult to achieve in a variety of social contexts • theoretical equality leaving people feeling unhappy if freedom is curtailed • equality of opportunity being achieved but full equality remaining an unattainable ideal. 	30

Question	Answer	Marks
4	<p>Telling the truth is always the right thing to do. To what extent do you agree with this advice?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the nature of truth • consider the extent to which telling the truth is the right thing to do • 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"> • the truth being a moral law or categorical imperative which we must adhere to • telling lies being an act of misleading another person and this can never be justified • when not upholding the truth, all other moral standards are undermined • relativist arguments against the idea that there is a single definition of ‘the truth’ • telling lies being acceptable when it is a matter of sparing another person’s feelings • major lies not being acceptable, but we can accept minor untruths or small deviations from the truth • the danger of telling the whole truth in some situations • the prevalence of ‘fake news’ and other forms of misinformation. 	30

Question	Answer	Marks
5	<p>To what extent do individuals have the power to influence how <u>your</u> country is governed?</p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • examine the ways individuals can influence how their country is governed • explore the constraints individuals encounter in trying to exert influence • 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 remoteness of the centres of power from most people’s perspectives • government exercising control through influence and coercion in a variety of ways • economic forces controlling the destiny of a country and its inhabitants • freedom of choice frequently being inhibited by culture and tradition • those individuals that do have power and influence in the country • technology making access more available to what is going on nationally • the provision of various amenities allowing people to have more of a voice • individuals irrespective of their status making their views known and recognised. 	30

Question	Answer	Marks
6	<p>It is increasingly important that we have access to frozen fruit and vegetables. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • assess the potential advantages of having access to frozen products • consider the possible disadvantages of frozen products • 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 cost of fresh foods continuing to rise throughout the world • frozen products maintaining their nutritious value over a longer period • such foods being key ingredients in healthy and convenient meals • having a longer life can reduce food wastage and save money • giving people the opportunity to only use the quantities which are needed • the negative environmental consequences of freezing, packaging and refrigerated transportation • not everyone having the capacity to store frozen products in a safe environment • some frozen foods being perceived as less palatable than fresh produce. 	30

Question	Answer	Marks
7	<p>To what extent do online appointments with patients improve the way doctors provide care?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore the different reasons for seeking a medical appointment • consider the strengths and drawbacks of on-line appointments compared to face-to-face contact • 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"> • saving time attending a medical appointment which may involve work absence and a journey • the possibility of being able to speak at any time of day and night • the avoidance of embarrassment as there is no physical examination • being able to choose from a wider range of doctors and services • people with complex health needs requiring physical examination and a range of diagnostic equipment • emergency cases being impossible to tackle remotely without human intervention • the lack of a doctor's personal presence and emotional support will not be suitable in all cases • the reliability of any technology-based system being always challenging and flawed. 	30

Question	Answer	Marks
8	<p>To what extent do you agree that individuals should be free to choose their work or school hours?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the impacts on inter-personal relations • examine the productivity issues raised at work or school • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • those individuals and groups requiring different work and rest patterns • the economic arguments for having flexible or rigid work hours • the hours of daylight influencing how and when we work • information technology and AI reducing the necessity for conventional workplaces • individuals requiring leisure opportunities at different times and in locations of their choice • those situations requiring an instant response across a variety of jobs and services • a wider pool of talent and skill being available if freedom of choice is offered • recognition of the challenges facing employers coping with individual preferences. 	30

Question	Answer	Marks
9	<p>The impact of music on people’s lives is always positive. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • assess the different ways music features in everyday life • examine how music has both positive and negative impacts on society • 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"> • music looking back in time and enabling the preservation of different memories and moments • helping to form social bonds with like-minded people who enjoy the same music • providing an indicator of contemporary culture and lifestyle, exploring current ideas and opinions • music and lyrics elevating mood, reducing stress, and acting as motivation • the content and sentiment of some music being distracting and triggering bad memories • contemporary songs projecting a negative view of the world today • obsessive behaviour through strong attachment to one style or genre • increasing aggression due to the way some music is performed. 	30

Question	Answer	Marks
10	<p>To what extent is advertising a form of art?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • examine the key features and purposes of advertising • explore the extent to which advertising can be considered as a form of art • 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 use of visual techniques in advertising and art to convey the creator’s message • the intention to communicate to as wide an audience as possible • the visual appeal of colour, moving images and thematic content • the imagination and creativity required to create memorable and effective advertising • advertising campaigns generally having limited longevity, with products surpassed by newer ones • advertising’s purpose being to sell products or services, rather than convey universal truths • those advertisements that attempt to convince you to lead a better lifestyle do not involve art • the science involved in content creation and targeted advertising campaigns. 	30