

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**8001 GENERAL PAPER**

**8001/21**

Paper 2, maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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- 1 (a) Accept the following reactions to Inwo or Jubka, **or** any other valid response.
- (i) It shows that Jubka is a sceptic (has a highly critical mind) and does not accept anything at face value. Alternatively, it shows how pedantic Jubka must be if he worries at shades of meaning.
  - (ii) If he is not joking in bad taste, Inwo must be an extreme hardliner. Alternatively, it shows how quick Inwo is to condemn other people for mistakes rather than wanton wrongdoing.
  - (iii) Inwo is gullible in that he uncritically believes anything he is told by the media. Alternatively, he is simply intellectually lazy and can't be bothered to challenge something on the news.
  - (iv) Jubka shies away from flatly contradicting people, and risking a row, but will not meekly agree with them if he thinks they are wrong. He is tactful but quietly persistent.
  - (v) Inwo is incapable of understanding other people's point of view which he dismisses all too readily. He shuts his mind to anything that does not add up immediately. [10]

One mark for a simple statement.

Two marks for one simple statement plus development **or** two simple statements.

- (b) Accept **any** of the material below **or** any other valid response.

- The evacuation of families/staff apparently without loss of life.
- Readiness to sanction the wholesale deployment of civilian (fire-engines) and military (helicopters) fire-fighting equipment to cope with the dire emergency.
- The effective use of armed force (National Guard) to deter/contain theft.
- Prompt compensation of the displaced victims of the bush fire.
- Commissioning an Official Independent Enquiry in the aftermath.

In assessing the answer, award:

- 9–10 for a consistent and relevant response which explores the implications of at least three issues and reaches a convincing conclusion in about 100 words
- 7–8 when **one** of the criteria above has **not** been satisfied
- 5–6 when **two** of the criteria above have **not** been satisfied
- 3–4 when the answer is badly flawed, but contains **some** worthwhile material
- 1–2 when there is little merit in the answer
- 0 when there is no merit in the answer. [10]

One would expect candidates to work out the full implications of any material that has been introduced. Extensive 'lifting' from the dialogue without development is not what is required. What one is after is a convincing and well-structured argument that makes effective and selective use of some of the raw material. Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

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(c) Accept **any** of the material below **or** any other valid response.

- Failure to monitor/eradicate counter-productive farming techniques.
- Failure to have effective fire-prevention measures (notices, wardens) in place.
- Failure to maintain law and order in unaffected areas.
- Excessive/needless expenditure on fire-engines, helicopters & the National Guard.
- Incurring debt to pay for the compensation of the victims of the bush fire.
- Covering up any fatalities.

In assessing the answer, award:

- 9–10 for a consistent and relevant response which explores the implications of at least three issues and reaches a convincing conclusion in about 100 words
- 7–8 when one of the criteria above has not been satisfied
- 5–6 when two of the criteria above have not been satisfied
- 3–4 when the answer is badly flawed, but contains some worthwhile material
- 1–2 when there is little merit in the answer
- 0 when there is no merit in the answer. [10]

One would expect candidates to work out the full implications of any material that has been introduced. Extensive 'lifting' from the dialogue without development is not what is required. What one is after is a convincing and well-structured argument that makes effective and selective use of some of the raw material. Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

(d) Relevant objections may be either general or specific. Accept any of the material below or any other valid response.

- are orders and must be obeyed to the letter.
- Orders The 'Kurebo Holocaust' was a case of the greatest good for the greatest number.
- The practicalities of diverting a fire-engine up a dirt track.
- Hermes' motives in going to the assistance of the 'cooking pan' lady.

In assessing the answer, award:

- 5 for a perceptive, relevant and coherent response that goes for the jugular in about 50 words
- 4 when one of the criteria above has not been satisfied
- 3 when two of the criteria above have not been satisfied
- 2 when the answer is badly flawed, but contains some worthwhile material
- 1 when there is little merit in the answer
- 0 when there is no merit in the answer. [5]

Any relevant content well above 50 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

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2 (a) & (b)

One would expect candidates to work out the full implications of any material that has been introduced. Extensive 'lifting' or unassimilated grocers' lists of relevant considerations in the order in which they feature in the examination paper are not what is required. What one is after is a convincing and well-structured argument that makes effective and selective use of some of the raw material.

Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control. Too short an answer means that content will be inadequate.

- (a) Some points (e.g. A9 or B10) about the Senior Management Team can be interpreted in contrasting ways by different candidates. Others (e.g. A3, B3 or C7) may seem to be totally irrelevant. The points below indicate **some** possible responses, but credit **any other** valid response.

Negative points per colleague:

- A (Felix Momsenta) 1, 6, 8 & 9
- B (Grace Nautienne) 2, 6, 7 & 9
- C (Henry Ordoma) 1, 4, 5 & 9.

In assessing the answer, award:

- 9–10 for a consistent and relevant response which explores the implications of at least three observations and reaches a convincing conclusion in about 100 words
- 7–8 when one of the criteria above has not been satisfied
- 5–6 when two of the criteria above have not been satisfied
- 3–4 when the answer is badly flawed, but contains some worthwhile material
- 1–2 when there is little merit in the answer
- 0 when there is no merit in the answer. [10]

- (b) Some points (e.g. A9 or B10) can be interpreted in contrasting ways by different candidates. Others (e.g. A3, B3 or C7) may seem to be totally irrelevant. Below, though, is a tentative attempt to anticipate the more common reactions of candidates, when tackling 2 (b), but any other valid response must receive credit.

Positive points per colleague:

- A (Felix Momsenta) 2, 4, 5, 7 & 10
- B (Grace Nautienne) 1, 4, 5, 8 & 10
- C (Henry Ordoma) 2, 3, 6, 8 & 10.

In assessing the answer, award:

- 9–10 for a consistent and relevant response which explores the implications of at least three observations and reaches a convincing conclusion in about 100 words
- 7–8 when one of the criteria above has not been satisfied
- 5–6 when two of the criteria above have not been satisfied
- 3–4 when the answer is badly flawed, but contains some worthwhile material
- 1–2 when there is little merit in the answer
- 0 when there is no merit in the answer [10]

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(c) Candidates may select any of the thirty points but must justify their choice. Possible points include:

- A3 (children in the Armed Forces)
- B3 (biscuits)
- C7 (deserving charities).

Assess the quality of each response, bearing the following in mind:

- perspective (the decision to be taken by the Managing Director)
- insight (why the selected point has no bearing on the decision)
- forcefulness of argument
- length
- fluency.

[5]

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(d) Candidates have considerable scope here with any information provided. Nevertheless, whereas the effects of world recession can be indirect as well as direct, one is not looking for a prepared mini-essay in the most general terms on the global economy. Whatever the choice of example, it must be a specific local business or enterprise.

In assessing the answer, award:

- 9–10 for a relevant response that makes a series of apposite comments based on solid evidence in an orderly fashion and in about 100 words
- 7–8 when one of the criteria above has not been satisfied
- 5–6 when two of the criteria above have not been satisfied
- 3–4 when the answer is badly flawed, but contains some worthwhile material
- 1–2 when there is little merit in the answer
- 0 when there is no merit in the answer.

[10]

Any relevant content well above 100 words should be totally disregarded. Examiners should draw a double horizontal line in the margin where the response goes out of control.

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- 3 (a) (i) 'our Neanderthal cousins'  
(ii) 'the Big Bang'  
(iii) 'this August'  
(v) 'Google database ... interpreting it for meaning'. [4 × 1 = ...]
- (b) Accept any **three** of the following. The textual references in brackets are for the convenience of Examiners. Candidates might write in terms of factors rather than specific instances.
- laws that inhibit the application of scientific discoveries/inventions (Genetic Information Nondiscrimination Act)
  - ethical issues which clash with purely scientific ones (Genetic Information Nondiscrimination Act)
  - the effect of the world recession on financing projects (budgetary constraints ... credit crunch permitting)
  - arguably, the prostitution of scientific research in the interests of big business (Virgin Galactic Spaceship Two)
  - faulty technology (Large Hadron Collider). [3 × 1 = 3]
- (c) • Some research in the near future unmistakably reflects Darwin's concern with evolution.  
• (Relevant examples quoted, e.g. creation of artificial life ... genetic codes)  
• Other research can be linked with Galileo's preoccupation with the sky.  
• (Relevant examples quoted, e.g. Hubble & Herschel telescope ... Planck probe ... Phoenix ... Virgin Galactic)  
• Some scientific developments, however, simply aim to avert disaster  
• (Relevant examples quoted, e.g. renewable energy)  
• or explore avenues that neither genius ever contemplated.  
• (Relevant examples quoted; e.g. materials science ... artificial intelligence ... subatomic world)  
• The first half of the article may bear Darwin and Galileo in mind but the second half does not. [10]
- (d) An open question, up to a point. Candidates, though, should either evince an academic interest in a specific scientific discipline or see the everyday implications of developments in such areas as genetics, renewable energy or information technology.

In assessing the answer, award:

- 6 for a convincing and relevant response which explores one area of scientific research and reaches a logical conclusion in about 60 words
- 5 when one of the criteria above has not been satisfied
- 3–4 when two of the criteria above have not been satisfied
- 2 when the answer is badly flawed, but contains some worthwhile material
- 1 when there is little merit in the answer
- 0 when there is no merit in the answer. [6]

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- (e) (i)
- coherent: making sense as a whole, clear and reasonable, rational
  - alleviate: make something less severe, mitigate, ameliorate, relieve, reduce
  - controversies: (long) arguments, (sustained) disagreements
  - prestige: good reputation, high status, honour, fame, recognition, esteem
  - verge: brink, (very) edge, threshold
  - fusion: the process of uniting, blending, joining together
  - devices: things made for a particular purpose, appliances, instruments, gadgets
  - wealth: a large quantity, a vast amount, a lot of, an abundance [6]
- (ii)
- The witness's account was so coherent that everyone agreed with his version of the accident.
  - The ointment will alleviate the pain and, at least, make it bearable.
  - Controversies resulting in violence raged over racial issues.
  - The prestige of the school was enhanced when its gratifying examination results were announced.
  - He was on the verge of despair when his sister came to his rescue at the very last moment.
  - Political unity sometimes comes from the fusion of many different vested interests.
  - Most devices for crushing tin cans break after a short while.
  - There was a wealth of illustration in the book, which delighted the eye again and again. [6]