

## MARK SCHEME for the May/June 2007 question paper

### **8004 GENERAL PAPER**

**8004/01, 02, 03**      Papers 1, 2 and 3, maximum raw mark 100

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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 May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

|               |                                     |                 |             |
|---------------|-------------------------------------|-----------------|-------------|
| <b>Page 2</b> | <b>Mark Scheme</b>                  | <b>Syllabus</b> | <b>8004</b> |
|               | <b>GCE AS LEVEL – May/June 2007</b> |                 |             |

### Introduction

On syllabus 8004 candidates are instructed to answer two essay questions from different sections of the paper. The maximum mark for this paper is **one hundred marks** (100).

Each question is marked out of:

- 1 twenty marks (20) for Use of English
- 2 thirty marks (30) for Content.

The total mark (out of 100) must be written and circled on the front of the script.

### **USE OF ENGLISH (maximum 20 marks)**

Refer to the Use of English criteria table.

Examiners should match the overall quality of the English with one of the six general descriptors (ranging from 'weak – very weak' to 'excellent') as the first stage of the Use of English assessment. The quality statements which are typically found within each band should help in placing the mark for English at the appropriate place within the identified range. The criteria should be used with some flexibility; Examiners should look for a best fit.

### **CONTENT (maximum 30 MARKS)**

Refer to the Content criteria table (and bear in mind the agreed marks of the samples discussed at the coordination meeting).

Examiners should make an initial general quality judgement using one of the descriptors. This overall judgement should then be refined within the identified band to arrive at the mark the essay merits. Again a flexible approach is necessary: although the characteristics of each band are typical of work within that range, they are neither inclusive nor exclusive.

### USE OF ENGLISH CRITERIA TABLE

|                                                                         | Marks   |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Band 1<br>'excellent':<br>fully operational<br>command                  | 18 – 20 | <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>                                                                                                             |
| Band 2<br>'good – very good':<br>effective command                      | 14 – 17 | <ul style="list-style-type: none"> <li>• few slips/errors</li> <li>• fluent</li> <li>• effective use of idioms and expressions</li> <li>• good use of vocabulary: sound grammar</li> <li>• good sentence structure/well organised paragraphs</li> <li>• good spelling/punctuation</li> </ul>                                                                                                                                                             |
| Band 3<br>'average':<br>reasonable command                              | 10 – 13 | <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 idioms and expressions</li> <li>• acceptable grammar</li> <li>• fair range and apt use of vocabulary</li> <li>• simple/unambitious sentence structure</li> <li>• reasonable spelling/punctuation</li> </ul>                                                  |
| Band 4<br>'flawed but not weak':<br>Inconsistent command                | 6 – 9   | <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 idioms and expressions</li> <li>• limited range of vocabulary; faulty grammar</li> <li>• some flawed sentence structure/paragraphing</li> <li>• limited vocabulary</li> <li>• regular spelling/punctuation errors</li> </ul>                                                            |
| Band 5<br>'weak – very weak':<br>Little/(no) effective<br>communication | 0 – 5   | <ul style="list-style-type: none"> <li>• almost every line contains (many) 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</li> <li>• (very) poor spelling and vocabulary</li> </ul> <p><b>bracketed descriptors</b> denote 0 – 2 range of marks</p> |

**CONTENT CRITERIA TABLE**

|                                                                                                  | Marks   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Band 1<br>'excellent':<br>very good and<br>comprehensive<br>knowledge/<br>understanding of topic | 26 – 30 | <ul style="list-style-type: none"> <li>comprehensive coverage, totally relevant material, interesting, perceptive, analytical</li> <li>thoughtful, enlightening illustration, using local/national/international examples where applicable</li> <li>coherent and engaging discussion, displaying sensitivity, awareness and maturity</li> <li>(very) well structured</li> </ul>                                                                                                                                 |
| Band 2<br>'good – very good':<br>good knowledge/<br>understanding of topic                       | 20 – 25 | <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>                                                                                                                                                                                               |
| Band 3 UPPER<br>'average':<br>sound knowledge/<br>understanding of topic                         | 16 – 19 | <ul style="list-style-type: none"> <li>competent; major points adequately developed</li> <li>largely relevant and remains focused on question</li> <li>reasonable range of examples/illustration to support key points</li> <li>reasonably structured</li> </ul>                                                                                                                                                                                                                                                |
| Band 3 LOWER<br>fair knowledge/<br>understanding of topic                                        | 13 – 15 | <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>                                                                                                                                                           |
| Band 4<br>'flawed but not weak':<br>Limited understanding/<br>knowledge of topic                 | 7 – 12  | <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 topic with inadequate reference to the key words in the question</li> </ul> |
| Band 5<br>'weak – very weak':<br>poor/very poor<br>knowledge/<br>understanding of topic          | 0 – 6   | <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 range 0 – 2</p>                                                                                                                                             |

|        |                              |          |
|--------|------------------------------|----------|
| Page 5 | Mark Scheme                  | Syllabus |
|        | GCE AS LEVEL – May/June 2007 | 8004     |

### PROVISIONAL NOTES ON INTERPRETING QUESTION REQUIREMENTS

#### 1 Can politicians have any real influence in improving people's lives?

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

##### Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree to which politicians can exert influence, and the nature of it, can receive Content marks.
- Allow for a broad interpretation of ways in which politicians can exert influence (if at all). (Also note that 'influence' might imply that politicians need only be a 'factor', not necessarily the driving force.) 'Politicians' might refer to national/international/local figures.
- Responses which focus only/mainly on one aspect of influence should not receive a content mark higher than Band 3.
- Examples of areas for discussion and exploration with reference to the question include:
  - ensuring national/international security
  - safeguarding human rights
  - formation and promotion of health, education and social policies and legislation
  - representing views of electors
  - power of individuals to improve their own lives
  - other people/organisations who can improve people's lives – and extent to which they may or may not be more powerful/effective than politicians

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

#### 2 Is longer life expectancy always desirable?

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

##### Notes on interpreting question requirements:

- The question is not seeking a 'right' answer. Any view as to the degree of 'desirability' can receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:
  - health; illness; suffering
  - financial factors – pensions; care costs
  - over/under-population
  - circumstances of particular individuals: living conditions/access to support networks/family carers/ability to enjoy life
  - how the stance taken might depend on one's country/circumstances – e.g. likely contrasting differences of outlook in countries with a very low life expectancy compared with those with high life expectancy

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

|        |                              |          |
|--------|------------------------------|----------|
| Page 6 | Mark Scheme                  | Syllabus |
|        | GCE AS LEVEL – May/June 2007 | 8004     |

**3 'There is no place for the uneducated in today's workforce'. Discuss.**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any views about the statement in the question can receive Content marks.
- NB Allow a broad interpretation of 'education', e.g. to include skills training before and during employment, basic literacy/numeracy, post-16 education.
- Examples of areas for discussion and exploration with reference to the question include:
  - how the label 'uneducated' might be defined
  - exploitation of workers with poor literacy/numeracy
  - how a poorly educated workforce might not understand its rights/safety issues etc.
  - role of different types of education in achieving a productive workforce
  - dangers of 'over-qualification'
  - reliance on uneducated workforce in areas such as subsistence farming, labour intensive factory work, menial and manual jobs

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**4 Does the traditional family have a future?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the extent to which the 'traditional family' does or does not have a future may receive Content marks.
- Allow for broad and differing interpretations of what constitutes a 'traditional family'.
- Examples of areas for discussion and exploration with reference to the question include:
  - how the term 'traditional family' might be interpreted (e.g. some cultures might think of it as an 'extended', others as a 'nuclear' family)
  - growth in divorce rates and changes in attitudes to divorce
  - patterns of cohabitation (in particular cultures) and alternatives to 'traditional' family structures
  - changing attitudes to and legal recognition for non-traditional family structures – and what their effect might be
  - forces, tensions and circumstances in the future which may change situation of the 'family'

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

|        |                              |          |
|--------|------------------------------|----------|
| Page 7 | Mark Scheme                  | Syllabus |
|        | GCE AS LEVEL – May/June 2007 | 8004     |

**5 ‘Success is due to luck – not ability or talent.’ Do you agree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any degree of agreement/disagreement with the quotation may receive Content marks.
- Allow a broad range of ideas about what constitutes ‘success’ (as always, bearing in mind the age group of the candidature).
- Candidates do not need to separate ‘ability’ and ‘talent’ in their answer, or to see these as different things to be covered to gain full content marks.
- Examples of areas for discussion and exploration with reference to the question include:

what we mean by ‘success’ and different types of it – material/non-material examples of success, and instances of famous figures, past and present  
extent to which people might actually ‘make’ their own luck  
examples of being in the right place at the right time  
examples of where talent/ability has made someone successful  
extent to which ability/talent is innate (lucky?) or worked for  
examples of ‘chance’ discoveries in scientific/medical fields (are they through pure luck?)

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**6 How far can international agreements be effective in solving international concerns?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the extent to which they can be effective may receive Content marks.
- An answer which does not engage with ‘How far’ (to what extent) (either overall or for specific agreements, or both) should not receive a Content Band mark higher than band 3.
- Examples of areas for discussion and exploration with reference to the question include:

effectiveness of trade agreements; WTO  
role of international agreements in solving environmental problems (e.g. CO2 emissions)  
views about the G8 summit ; Kyoto  
the extent of the effectiveness of international organisations – e.g. UN, NATO, WHO  
the role of international charities  
who/what else might have a role to play in moving towards solutions? – e.g. the role of the individual/particular countries (subordination to a community of interest)

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

|        |                              |          |
|--------|------------------------------|----------|
| Page 8 | Mark Scheme                  | Syllabus |
|        | GCE AS LEVEL – May/June 2007 | 8004     |

**7 Is your country losing its identity because of globalization?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the degree to which this is or is not happening may receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:

- what we mean by ‘globalization’
- how the ‘identity’ of a country might be defined
- effects of globalisation on traditional cultures
- changes in language use/leisure pursuits/food/behaviour/social attitudes/media
- multinational conglomerates vs local industries
- the extent to which the situation may or may not change in the near/long term future
- views about whether a change in identity is good / bad/ inevitable/resistable

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**8 ‘Technology does more to increase crime than to solve it.’ Is this true?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the degree of truth in the quotation may receive Content marks.
- Allow for a broad interpretation of ‘technology’ (e.g. to include air travel)
- Examples of areas for discussion and exploration with reference to the question include:
  - growth in internet-related crime (e.g. phishing, hacking accounts and company sites, identity theft)
  - how the criminal world has been able to use advances in air travel and telecommunications to its own ends
  - solving crimes through DNA testing and forensics
  - security; iris recognition
  - views as to the effectiveness of the internet in raising awareness of crime and sharing knowledge and resources to fight it
  - growth in specialist units to combat technological crime

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.



|        |                              |          |
|--------|------------------------------|----------|
| Page 9 | Mark Scheme                  | Syllabus |
|        | GCE AS LEVEL – May/June 2007 | 8004     |

**9 Should science be used to choose the characteristics of an unborn child?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the extent to which science might be 'used' may receive Content marks.
- Examples of areas for discussion and exploration with reference to the question include:

- what we mean by 'characteristics' (i.e. not just 'gender')
  - responses to eugenics
  - implications for genetic diversity
  - who is making such choices?
  - what the benefits/disadvantages might be to society
  - ways in which this is already being done with animals and crops – and extent to which this may be a logical progression/inevitability

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**10 Discuss the view that most 'natural' disasters are caused by human activity.**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a 'right' answer. Any view as to the extent to which this is true or not may receive Content marks.
- Allow a broad interpretation of 'cause' to embrace both the senses of 'originate' and 'effect'.
- Examples of areas for discussion and exploration with reference to the question include:

- volcanoes, earthquakes, tsunamis
  - global warming
  - deforestation
  - drought
  - famine

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

|         |                              |          |
|---------|------------------------------|----------|
| Page 10 | Mark Scheme                  | Syllabus |
|         | GCE AS LEVEL – May/June 2007 | 8004     |

**11 ‘All publicity is good publicity.’ Do you agree?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any degree of agreement/disagreement may receive Content marks.
- Allow for simple, literal interpretations of the question’s phrase along the lines of ‘Is publicity a good thing?’ or ‘There are no examples of bad publicity’. Allow broadness in interpretation of ‘good’ (e.g. ‘positive’, ‘morally good’, ‘creatively effective’, ‘effective practically’ etc.)
- Examples of areas for discussion and exploration with reference to the question include:
  - what constitutes ‘publicity’
  - examples of bad publicity and its effects – and who gains from it
  - examples of good publicity and its effects – and who gains from it
  - different modes of publicity – TV, radio, newspapers etc.
  - whether the situation is changing
  - publicity on the internet and its impact

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**12 Can art forms, such as painting and sculpture, survive as computer technology becomes more widespread?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the extent to which art forms will or will not survive may receive Content marks.
- There is no requirement to deal with painting/sculpture in the answer.
- Allow for a broad interpretation of ‘art forms’
- Examples of areas for discussion and exploration with reference to the question include:
  - what we mean by an ‘art form’
  - computer graphics, digital art etc.
  - art forms which have embraced the new technologies – or stemmed from it
  - examples of (e.g.) contemporary artists, and extent of their popularity
  - training of artists and art education
  - how the internet can give people greater exposure to and knowledge of the arts

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

|         |                              |          |
|---------|------------------------------|----------|
| Page 11 | Mark Scheme                  | Syllabus |
|         | GCE AS LEVEL – May/June 2007 | 8004     |

**13 ‘Films should entertain – not cause controversy.’ What is your view?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view in relation to the quoted view may receive Content marks.
- Allow for a broad interpretation of ‘films’ to include cinema films, DVDs, videos, internet clips, advertising etc. There is no requirement to consider different types, though, and most candidates answering the question will probably deal with cinema/DVD.
- Examples of areas for discussion and exploration with reference to the question include:
  - examples of films which are or might be considered controversial (and reasons why they are considered so)
  - what we mean by ‘entertainment’ – examples of entertaining films
  - how ‘controversy’ might very much depend on cultural background/age/era of viewers
  - different kinds of controversial matter in films (e.g. political, violence, religion)
  - ensorship and breaking of taboos
  - extent to which there might a false opposition between ‘entertainment’ and ‘controversy’
  - examples of films which are both entertaining and controversial
  - reasons why studios/directors make films

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

**14 Is a knowledge of music essential for a well-rounded education?**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the extent to which music is or is not essential here may receive Content marks.
- Allow a broad interpretation of ‘knowledge of music’. Some candidates might see this as ‘ability to play an instrument’, others as ‘the subject Music (in school curriculum)’ others as ‘appreciating music’, others as ‘listening to music’. All such approaches are acceptable. Also allow a broad interpretation of ‘music’. There is no requirement to consider a variety of particular music types.
- Examples of areas for discussion and exploration with reference to the question include:
  - how a ‘well-rounded education’ might be defined – and who is defining it?
  - the role of music in school education
  - advantages to be gained by studying/listening to/performing music
  - areas/subjects that might be more/less important or have a greater ‘priority’ in creating the ‘educated’ individual
  - what people who don’t have musical knowledge might lack in other areas of their lives

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.

|         |                              |          |
|---------|------------------------------|----------|
| Page 12 | Mark Scheme                  | Syllabus |
|         | GCE AS LEVEL – May/June 2007 | 8004     |

**15 ‘Young people’s magazines do not deal with things that matter.’ Discuss.**

*Refer to the Use of English & Content Tables in the mark scheme in arriving at your mark.*

**Notes on interpreting question requirements:**

- The question is not seeking a ‘right’ answer. Any view as to the extent to which they deal with things that do or do not matter may receive Content marks.
- Allow broad interpretations of ‘young people’ and ‘magazines’ to include, e.g., comics for very young children; style/celebrity/gossip media aimed at 20s/30s; school magazines; magazine format TV/radio shows etc. (which might appear on internet). There is no requirement to consider a range of different sorts.
- Examples of areas for discussion and exploration with reference to the question include:
  - what are ‘things that matter’? – and who decides what they are?
  - how the ‘things that matter’ to younger people may not be the same as things that matter to older people
  - educational role/function of young people’s magazines – provision of information helping to prepare teenagers for adult life
  - popular media emphasis on values of ‘celebrity culture’
  - presentation of pop music/health issues/dieting/fashion etc. in young people’s magazines

This is NOT an exhaustive list, and it is not expected that a candidate will try and cover all of these areas for a mark in Band 1.

- Give credit to use of appropriate local/national/international examples.