

**MARK SCHEME for the October/November 2008 question paper**

<p><b>8004/01</b></p>	<p><b>8004 GENERAL PAPER</b> Paper 1, maximum raw mark 100</p>
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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 October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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### USE OF ENGLISH (maximum 20 marks)

All mistakes must be underlined and the nature of the error clearly shown in the right hand margin.

- S = spelling
- P = punctuation
- G = grammar
- E = clumsy or awkward expression.

When a mistake is repeated, please underline it in the text.

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

Examiners should match the overall quality of the English with one of the 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).**

In the left hand margin, each valid point must be noted. Repetition ('rep.') and irrelevance ('irr.') must also be noted.

Examiners should make an initial general quality judgement using one of the descriptors, (bearing in mind photocopies of scripts discussed at the Co-ordination meeting). 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	
<p align="center"><b>Band 1</b></p> <p align="center"><b>‘excellent’: fully operational command</b></p>	<b>18–20</b>	<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>
<p align="center"><b>Band 2</b></p> <p align="center"><b>‘good-very good’: effective command</b></p>	<b>14–17</b>	<ul style="list-style-type: none"> <li>• few slips/errors</li> <li>• fluent</li> <li>• effective use of expressions/idioms</li> <li>• good use of vocabulary; sound grammar</li> <li>• good sentence structure/well-organised paragraphs</li> <li>• good spelling/punctuation</li> </ul>
<p align="center"><b>Band 3</b></p> <p align="center"><b>‘average’: reasonable command</b></p>	<b>10–13</b>	<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 expressions/idioms</li> <li>• fair range and apt use of basic vocabulary</li> <li>• acceptable grammar</li> <li>• simple/unambitious sentence structure</li> <li>• reasonable spelling/punctuation</li> </ul>
<p align="center"><b>Band 4</b></p> <p align="center"><b>‘flawed but not weak’: inconsistent command</b></p>	<b>6–9</b>	<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 expressions/idioms</li> <li>• limited range of vocabulary; faulty grammar</li> <li>• some flawed sentence structure/paragraphing</li> <li>• regular spelling/punctuation errors</li> </ul>
<p align="center"><b>Band 5</b></p> <p align="center"><b>‘weak-very weak’: little/(no) effective communication</b></p>	<b>0–5</b>	<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>

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**CONTENT CRITERIA TABLE**

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

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<b>Band 5</b> <b>'weak-very weak':</b> <b>poor/very poor</b> <b>knowledge/understanding</b> <b>of topic</b>	<b>0–6</b>	<ul style="list-style-type: none"><li>• (totally) inadequate content with little 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> <li>• <b>bracketed descriptors</b> denote 0–2 range</li></ul>
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**1 How far are minority groups treated fairly in your society?**

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 whether minority groups are or are not treated fairly in the candidate's society may receive Content marks, as may appropriate supportive exemplification and evidence for the view expressed.
- To gain Content marks in a Band above Band 3, answers should refer to more than one 'minority group', provide clear examples of the social treatment of these groups (even if one group dominates the discussion), and come to an appropriate evaluative conclusion.
- Examples of areas for discussion and exploration with reference to the question include:
  - the existence and definition of 'minority groups' within the candidate's society (ethnic, religious, social, political);
  - the historical or cultural origin and background of such minority groups;
  - the treatment (fair or otherwise) of the chosen minorities, with examples;
  - whether this treatment is simply by a social majority or whether it is or has been sanctioned by government or law;
  - an evaluation of the 'fairness' of the treatment discussed – possibly with a comparative or contrastive dimension relative to other societies/nations/ cultures;
  - general conspectus on the 'tolerance' (or otherwise) of the society.

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 In your opinion, are there any justifiable reasons for some countries to put pressure on other countries to suspend their nuclear programmes?**

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 whether some countries may legitimately pressurise others as described – or not – may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- Examples of areas for discussion and exploration with reference to the question include:
  - instances and/or history of countries being pressurised over their nuclear programmes (e.g. USA/EU vs. Iran; USA vs. North Korea), with possible consideration of the role of the UN (international sanctioning and monitoring);
  - the purposes of national nuclear programmes – peaceful and beneficial (power generation, hi-tech industry) or military (WMD technology and possession of 'the bomb') – and the difficulty of determining/certifying these purposes;
  - reasons for resulting international pressure (perceived threat or global security);
  - argument and conclusion over the justifiability of these reasons, in theory (relative to national sovereignty) and more pragmatically (political and security concerns, distrust and the perception of 'rogue regimes', fears of nuclear terrorism).

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. An answer which excludes either nuclear weapons or nuclear power generation will not score higher than Band 3.

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

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### 3 Is it always best to tell the truth?

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 whether it is better to tell the truth always, or not, may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- To gain Content marks above Band 3, answers should deal with the concept of truth in various contexts, with appropriate exemplification (both pragmatic and principled), and come to a suitably argued evaluative conclusion on the generality posed by the question.
- Examples of areas for discussion and exploration with reference to the question include:
  - exemplification of truth-telling in different contexts (e.g. truth under legal oath, truthfulness as a basis of interpersonal trust, converse concepts of fraud or the idea that 'lying only creates more trouble', personal honesty and ability to 'deal with the truth', etc);
  - specific debatable issues (should one lie to save life or alleviate suffering?, is 'white lying' justifiable?, political lying or lying 'for the greater good', security of standards by which truth may be measured, etc);
  - the basic human or moral/philosophical concept of 'truth' itself, as absolute or relative or circumstantial (including the possibilities of error in telling a particular 'truth');
  - argument which brings areas such as these together and reaches a viable conclusion in answering the general question.

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 Analyse the advantages and disadvantages of globalization for your country and its citizens.

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 whether globalization is or is not advantageous for the candidate's country and its citizens may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- To gain Content marks above Band 3, answers should show appreciation of multiple facets of globalization, should exemplify effects appropriately (relative to the candidate's own country and its population), and should come to a well-based judgement on national 'advantages and disadvantages'.

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- Examples of areas for discussion and exploration with reference to the question include:
  - the meaning and implications of globalization (all forms of global multinational companies, trade and marketing, communication networks such as the internet, global satellite media, travel opportunities, etc) in modern life;
  - exemplification and applications affecting the candidate's country and its citizens;
  - analysis of resulting advantages (economic advances and new industries, new investment, expanded awareness of the world and of cultures/events at global distance, advanced internet communication, new travel opportunities, etc);
  - analysis of resulting disadvantages (loss or failure of traditional industries in the face of globalized competition, decline of native and traditional culture due to invasive 'global' culture and language, erosion of distinctive national environments, customs and identities, 'levelling' and disorienting effects of globalization, etc);
  - a judgement, from the analysis of advantages and disadvantages, on the balance of effects for the candidate's country and fellow-citizens. The advantages /disadvantages can be weighted according to the candidate's views.

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.

**5 'It is not acceptable that multinational companies often exercise more power than national governments.' How far do you agree or disagree?**

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 whether it is acceptable or unacceptable that multinational companies may exercise more power than national governments may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- To gain Content marks above Band 3, answers should show broad appreciation of ways in which multinational companies may become more powerful than national governments (with exemplification), and should arrive at a reasoned agreement or disagreement with the question's assertion.
- Examples of areas for discussion and exploration with reference to the question include:
  - the assertion that multinational companies do often out-muscle national governments is 'given' by the question but may itself be questioned;
  - illustration of ways in which such companies 'exercise more power' in particular national contexts (by making themselves indispensable as inward investors and large-scale employers, by focusing international or 'western' political pressures, by providing essential aid-development to less developed countries i.e. by importing advanced technology and/or skills training, by then effectively 'holding government to ransom', even by simply being larger than government in financial/resource terms, sometimes by means of consequent corruption);
  - discussion and judgement as to whether this exercise of more power than national government is acceptable or not, with reasons.

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.

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**6 What more should be done to discourage people from damaging their own health?**

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 as to what more (if at all) should be done to discourage people from damaging their own health may receive Content marks, as may appropriate supportive exemplification and argument for the views and suggestions expressed.
- To gain Content marks above Band 3, answers should show broad appreciation of ways in which people continue to damage their own health, should provide illustrative examples, and should suggest reasoned ways in which 'more should be done' relating to more than a single particular health problem.
- Examples of areas for discussion and exploration with reference to the question include:
  - ways in which people damage their own health, which may be numerous (e.g. bad diet, dietary disorders and obesity, smoking and other addictions, failure to exercise, suspect medications or therapies, unwillingness or inability to accept medical advice or service, self-endangerment, subjections to the stresses of modern life, etc);
  - suggestions for ways in which particular self-inflicted damages to health may be discouraged, or for the extension of existing health-campaigns or health-oriented legislation, with appropriate exemplification and (probable) emphasis on education.
  - the question's assumption that more should be done may be questioned rather than simply accepted: are governments and health educators entitled to campaign and legislate against health-damaging individual freedoms?, or are health-promotion and countering damage-through-ignorance over-riding arguments?

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.

**7 Can the world sustain our increasing dependence on electricity?**

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 whether or not the world can sustain increasing human dependence on electricity may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- To gain Content marks above Band 3, answers should show broad appreciation of the issue of sustainability relative to the generation of electric power by various methods, should provide illustrative examples, and should come to a reasoned conclusion as to whether the world can sustain ever-expanding dependency on electricity.

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- Examples of areas for discussion and exploration with reference to the question include:
  - the nature of the dependency problem, which is less about electricity itself than sustainable means of generation and supply for ever-increasing demand;
  - ways in which electricity is generated and their sustainability or lack of it (burning of fossil fuels, nuclear, hydro- and tidal power, wind-power, bio-mass, solar/photo-voltaic methods, etc);
  - whether or not existing methods can be sustainably expanded to cope with expanding world demand for electricity, or whether some methods must be relegated or abandoned;
  - whether further measures must also be taken to economise on power-consumption in the interests of sustainability;
  - the impact of all of the above on 'the world' as threatened environment, and argument towards a conclusion in the question's terms.

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 Discuss the view that only rich countries benefit from recent developments in technology.

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 whether or not only rich countries benefit from current technological advance may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- To gain Content marks above Band 3, answers should show broad appreciation of 'recent developments in technology' and benefits/disadvantages (with examples), and should come to a reasoned conclusion as to whether (in the question's terms) only the rich ultimately benefit.
- Examples of areas for discussion and exploration with reference to the question include:
  - the kinds of major recent technological advance from which countries may benefit (GM seeds and agricultural improvement, internet communication and commerce, robotics in industry, advances in computing, pharmaceuticals, nano-technology, etc);
  - benefits of these technologies to poorer countries;
  - benefits to richer and originating countries, which may include additional or indirect benefits (product licensing, locking consumers into supply, profits from created dependencies, restrictive franchises, etc);
  - argument as to whether 'only rich countries benefit' or not in the short or longer term.

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.

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**9 'Technology gives us the ability to control our own lives.' How far do you disagree?**

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 whether or not 'technology gives us the ability to control our own lives' may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- To gain Content marks above Band 3, answers should show broad appreciation of how technology may be thought to give us 'the ability to control our own lives' (with illustrative examples), and (if appropriate) an awareness/deployment of counter-arguments, allowing a reasoned conclusion in answer to the question.
- Examples of areas for discussion and exploration with reference to the question include:
  - kinds of technology or technological advance that may be thought to enhance/increase our 'ability to control our own lives' (numerous possible examples: computing/internet communication, medical and pharmaceutical advances, mass production and global marketing as vehicles of expanded choice, specific inventions, daily life applications, etc);
  - counter-considerations (are we the controllers of new technology affecting our lives or only its consumers?, limits of 'the gift of control' and its possibly illusory nature, the role of wealth or poverty in real 'control', etc);
  - what 'control of our own lives' may mean in practice (daily life, career and life-style choices, mobility, health or longevity issues, etc);
  - argument on the technological empowerment of the individual as real, limited, or ultimately illusory.

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 What do you find the most exciting new development in science or technology or medicine, and why do you find it exciting?**

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 on 'the most exciting new development...' and why it is thought to be so may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.

Allow some latitude to what constitutes 'new'. It is to be hoped that candidates will focus on relatively recent developments, but a candidate who writes about a development of the last 100 years may still receive Content marks in a high band, if it is made sufficiently clear why the development is 'exciting'. **One** development required from **one** of the areas specifies in the question.

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- To gain Content marks above Band 3, answers should show detailed awareness of the 'new development' the candidate has chosen, and clear reasoning as to why it is thought (referred to as 'the most exciting'.
- Examples of areas for discussion and exploration with reference to the question include:
  - candidates may select virtually any 'new development' as 'most exciting' (cosmology, particle physics, genome studies, the internet, nano-technology, renewable or sustainable power developments, pharmaceutical advances or gene therapy, specific discoveries, etc, etc);
  - expansion on the chosen 'new development';
  - more subjective reasons why it is 'the most exciting' development, based on less subjective argument for its value and importance.

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.

### 11 Assess the role that music plays in your own life.

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 reasonable assessment of the role played by music in the candidate's life, however great or limited, may receive Content marks, as may appropriate description or supportive exemplification.
- To gain Content marks in above Band 3, answers should give a detailed account of the role played by music in the candidate's life, and a reasoned and detailed assessment of the significance of that role.
- Examples of areas for discussion and exploration with reference to the question include:
  - the kind or kinds of music that play a part in the candidate's life;
  - the meaning and basis of 'assessment' of the music's role: quantitative (how much is present or listened to or played, any amateur or professional family tradition in music), and/or qualitative ('favourite' music, its social or emotional importance, effects on and significances to the candidate, reasons for listening to it or performing it, 'live' vs. recorded music, background music or 'musak', over-familiar music, etc);
  - possible more general consideration of the general functions and importance of music in life, consolidating a personal assessment.

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.

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**12 How far does a society benefit from using more than one language?**

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 how far a society benefits from using more than one language (or that it does not) may receive Content marks, as may appropriate supportive exemplification and argument for the view expressed.
- There is no requirement to consider more than one 'society'. (Allow some broadness in interpreting 'society' – candidates might write about a country/region/social class/peer group etc.)
- To gain Content marks in the top two Levels, answers should show detailed and exemplified awareness of at least one society in which more than one language is used, and give a reasoned assessment of how far this is beneficial to the society (and/or otherwise), drawing a general conclusion in answer to the question
- Examples of areas for discussion and exploration with reference to the question include:
  - examples of societies in which more than one language is used (equally, by majority/minority, regionally, ethnically, for distinct cultural purposes such as in law, commerce, education, or as an international adjunct, etc);
  - the possible benefits of using more than one language: preservation of internal cultural histories and identities, mutually comprehensible specialist language or vocabularies, 'semantic wealth', furtherance of a multi-cultural identity, wider zones of regional, international or global communication, a generally high level of linguistic skills fostered in interaction, etc;
  - possible drawbacks of using more than one language in a society: preservation of unhelpful social or educational distinctions, coincidence with political or ethnic divides, problematic regionalism or insularity, other failures of comprehension and mutuality, etc;
  - exemplified assessment of 'how far a society benefits', in the question's more general terms.

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.

**13 Should far greater emphasis be placed on arts subjects (e.g. art, drama, literature, music) in the school curriculum?**

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 whether or not a far greater emphasis should be placed on arts subjects in the school curriculum may receive Content marks, as may appropriate supportive argument for the view expressed.
- To gain Content marks above Band 3, answers should show a broad awareness of relevant argument over the values of 'arts' education (whatever position is adopted in this debate), should exemplify with reference to at least two arts subjects, and should come to a reasoned conclusion in answer to the question.

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- Examples of areas for discussion and exploration with reference to the question include:
  - the positive contribution made by arts subjects in the school curriculum to culture in and beyond the school: enhancement of aesthetic skills, self-expression, appreciation and creativity in all arts subject areas;
  - knock-on effect in the culture at large to the benefit of individual and social environments and experience, contributory enhancements of critical awareness, tolerance, harmony, general civilisation (arts as literal or liberal ‘humanities’), etc;
  - counter-argument that there should be no greater emphasis on arts subjects, or that too much emphasis may be placed on them in the curriculum already: utilitarian argument that arts are a luxury, that educational aims should prioritise economic skill and advancement, that arts subjects already receive their due of ‘recreational’ emphasis in the curriculum, etc;
  - specific advocacy or suggestions: that (some) arts subjects might be better emphasised in ‘specialist academy’ contexts, however organised, and the implications of this;
  - a reasoned conclusion in answer to the question (bearing in mind that ‘far greater emphasis’ is the issue under debate).

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 Consider the artistic and social value of cartoons and/or animated films.

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 on the artistic and social value (or absence of it) of cartoons and/or animated films may receive Content marks, as may appropriate supportive argument for the view expressed.
- To gain Content marks above Band 2, answers should refer to relevant examples, and develop a ‘consideration’ of artistic/social values which recognises current debate or controversy.
- Examples of areas for discussion and exploration with reference to the question include:
  - topical categorisation: ‘cartoons’ may signify social or political comic drawings in print media, longer ‘strips’ or print-media stories, Japanese manga, graphic novels, etc; ‘animated films’ may be ‘shorts’ (e.g. *Tom & Jerry*), episodes in accumulating series (e.g. *The Simpsons*) or feature-length or shorter one-off ‘art’ animations; candidates might also refer to CGI animation, computer game simulations, etc;
  - artistic value: inherent quality of cartoon/animation artwork, realisation of fantasy-worlds as extending or adjacent to normal experience, nature of cartoon images as simplifications, quality and engrossing nature of stories, etc;
  - social value: escapism (seen positively or negatively), debate over the nature/effects of cartoon violence, value as satire or social comment, values of heroism or idealism, market (debate over effects on children and the young), moral value (or otherwise), etc;
  - reasonable exemplification and argument, allowing for the variety of cartoon/animation, in consideration of the values questioned.

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.

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**15 To what extent have writers from your country/region had an influence beyond it?**

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 on how far writers from the candidate's country/region have had influence beyond it may receive Content marks, as may appropriate supportive argument for the view expressed.
- To gain Content marks above Band 3, answers should show awareness of at least two relevant writers (beyond 'writers' as a generality) – though one writer may dominate the answer – and the extent of their wider influence, and should come to a reasoned conclusion (positive or otherwise) accordingly.
- Examples of areas for discussion and exploration with reference to the question include:
  - writers in question: novelists, poets, dramatists, non-fiction writers, journalists, etc, and the nature, quantity and/or quality of their work;
  - measurements of influence beyond the candidate's country/region: access to or wider popularity in a larger-regional or international market, 'best-sellers', work translated into other languages, honours/prizes won, etc;
  - nature of 'influence' beyond the country/region of origin: artistic, in social or political causes, academic, in bringing national/regional issues to wider/global attention, etc;
  - negative response: possible argument that the candidate's country/region has not (or not sufficiently) produced more widely influential writers, and perceived reasons for this;
  - argument in estimation of the extent of writers' wider influence (or otherwise); more general argument that 'writers' have or have not been influential in other regions/countries.

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.