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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:
Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptors for the question   • the specific skills defined in the mark scheme or in the generic level descriptors for the question   • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2:
Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3:
Marks must be awarded **positively**:   • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate   • marks are awarded when candidates clearly demonstrate what they know and can do   • marks are not deducted for errors   • marks are not deducted for omissions   • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4:
Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Generic levels of response descriptions

These level definitions address Assessment Objectives (AOs) 1, 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme. Information about AOs can be found in the Cambridge International AS Level English General Paper syllabus (8021) for examination in 2019, 2020 and 2021.

Introduction

The level definitions which follow reflect, and should be interpreted within the context of, the following general statement:

(a) Examiners will give their highest marks to candidates who demonstrate a disciplined management of the discussion the question provokes and use clear and accurate communication. Examiners will be guided more by careful selection and application of information, effective analysis and evaluation, and supported judgement, than by weight of facts.

(b) Examiners will use these level definitions in combination with the question-specific mark schemes.

(c) Explanation or judgement is strengthened if informed by the use of relevant examples.

(d) The level in which an essay is placed depends on the range of criteria detailed in AO1, AO2 and AO3. As a result, not all essays fall obviously into one particular level. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.

In marking an essay, examiners will first place it in a level and then fine-tune the mark in terms of how strongly/weakly the demands of the level have been demonstrated. The criteria in each level are written to exemplify the middle of that level.

	Levels of response descriptions			
Level	**AO1** **Selection and application of information**	**AO2** **Analysis and evaluation**	**AO3** **Communication using written English**	**Marks**
5	• 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.	• 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.	• Communicates clearly with consistently appropriate use of register. • Uses a wide range of vocabulary and a variety of language features. • Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures. • Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised.	**25–30**
4	• 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.	• 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.	• Communicates clearly with appropriate use of register. • Uses a range of vocabulary and language features. • Uses language with control and some accuracy. Errors relate to the use of less common words and structures. • Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised.	**19–24**

		Levels of response descriptions		
Level	**AO1** **Selection and application of information**	**AO2** **Analysis and evaluation**	**AO3** **Communication using written English**	**Marks**
3	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• Selects limited information that is relevant to the question. • Makes examples which may not link to the ideas and opinions in the response.	• Makes a limited response to the question. • Makes some form of basic conclusion. • Constructs a weak argument.	• 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	• A mark of zero should be awarded for no creditable content.			**0**

Question	Answer	Marks
1	**An effective leader needs to be a good listener. Evaluate this statement.** Answers are likely to: • discuss what makes an effective leader • consider the extent to which listening to others is an important quality in leadership • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • leaders being successful if they understand the mood of the country or organisation • the need for negotiation and discussion in leadership roles meaning careful listening is often required • effective leaders often picking up on details that others miss • poor leaders who refuse to heed or acknowledge important voices of dissent • giving undue weight to the opinions of lackeys or cronies can be damaging • an over-emphasis on listening leading to delay or inaction • leaders sometimes having to make unpopular and immediate decisions and listening is often not helpful in such situations • the dangers of relying on consultants and advisers and the negative impact this can have on management decisions.	30

Question	Answer	Marks
2	**Strong religious belief can be both beneficial and damaging. Discuss.** Answers are likely to: • assess the benefits of religious beliefs to people and societies • consider to what extent religious beliefs are damaging • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • religious belief strengthening positive values condemning those which are harmful • the unifying qualities of religion creating a sense of community • religious belief giving many people a sense of order, meaning and purpose to life • belief and faith explaining mysteries and giving people an outlet to stress and anger • the emergence of extreme cults and belief systems having a harmful impact on vulnerable people • religious belief taking up time that would be better spent on other things • religious belief resulting in war, death and harm to many groups of people • the view that having a strong religious belief is ridiculous and unscientific.	30

Question	Answer	Marks
3	**Assess the view that unpaid voluntary work benefits the participants more than it benefits the people the participants are trying to help.** Answers are likely to: ● assess the role of voluntary workers, their aims and contribution to society ● explore the benefits of voluntary work to both the participants and wider society ● make a judgement, based on consideration of the evidence and argument put forward Answers might include discussions and examples such as: ● voluntary work being for a charity, cause or pressure group ● young volunteers gaining experience and making contacts in sectors of interest to them, improving their future employment prospects ● retired people gaining a renewed sense of purpose from their voluntary activities and from contact with younger people ● participants acquiring a broad range of valuable personal and interpersonal skills ● the chosen group gaining a great deal from the services provided ● charities, in particular, relying on voluntary workers to reduce costs to maximise their potential efficiency and effectiveness ● volunteers not being properly vetted or supervised, possibly resulting in inappropriate behaviour ● volunteers being motivated by religious or other ideological interests, compromising the independence of those they are helping.	30

Question	Answer	Marks
4	**Evaluate the view that education does not encourage creativity.** Answers are likely to: • discuss what education should be about or concerned with • explore whether or not creativity is encouraged by education • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • traditional education curricula emphasising basic skills of literacy and numeracy • most countries expecting education to produce 'useful' citizens who will contribute to the economy • creativity in schools contributing to an appearance of apparent disorder • academic education usually being considered as the prime target of schooling • most children demonstrating innate creativity that ought to be nurtured and channelled • the modern world requiring more creative 'solutions' rather than just a production line • creativity often involving collaborative effort that lies at the heart of the modern workplace • nurturing creativity helping to develop the originality and dynamism that drives all human endeavour.	30

Question	Answer	Marks
5	**To what extent has space exploration benefitted humankind?** Answers are likely to: • examine how exploring space has benefitted humankind • consider whether space exploration has had any negative impacts on humankind • make a judgment, based on the consideration of the evidence and argument put forward Answers might include discussions and examples such as: • the benefits of ongoing programmes to explore the moon for water and life • the development of the international space station and the implications for global cooperation • new inventions and technological advancements enhancing various aspects of life on Earth • the learning achieved from studying various planets and phenomena in the Solar System • the search for alien life and the benefits to humankind of what we have discovered so far • there being no need to look into space, as humans have their religions and philosophy to aid understanding • money used for space exploration could be better spent improving humankind in other ways • space exploration being of no benefit to life on the planet as it is merely to fulfill intellectual curiosity.	30

Question	Answer	Marks
6	**The movement of people from the countryside to cities cannot be sustained. Discuss.** Answers are likely to: - assess the scale of the move to urban environments - consider the extent to which moving from the countryside to cities can be sustained - make a judgement, based on the consideration of the evidence and argument put forward Answers might include discussions and examples such as: - the need for people to live in the countryside for resources and work - the negative impact of excessive numbers of people moving from the countryside into the town - the danger of overcrowding in urban environments and the negative impacts of this on people - how urban life quickly adapts to the increasing number of people - the provision of a wide range of facilities for large groups of people - urban infrastructure may develop to meet the needs of a growing population - the benefits to work/life balance of living in largely populated urban environments - how it may be necessary and whether it is possible to reverse this process.	30

Question	Answer	Marks
7	**To what extent has modern technology allowed people to spend their money more effectively?** Answers are likely to: • examine how modern technology has enabled people to spend their money • assess whether it has helped people to spend their money more effectively • make a judgement , based on the consideration of the evidence and argument put forward. Answers might include discussions and examples such as: • modern technology allowing for more secure, varied and fast transactions • money being saved on a variety of items and processes that used to be more costly • the lack of pressure from salespeople allowing consumers to take their time over spending decisions • the convenience of spending money from home saving time and money • a wider range of products are available at a greater range of prices • the dangers of fraud and security breaches impacting on a person's privacy and finances • the lack of a personal interaction as many prefer to visit stores and go into banks • there can be delays in delivery and other problems with online only services.	30

Question	Answer	Marks
8	**To what extent can children's literature be enjoyed by adults?** Answers are likely to: • examine examples of children's literature • consider the contexts in which so-called children's literature can be enjoyed by adults • make a judgement, based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • the nostalgic value of adults encountering literature from their childhood • children's books often being very 'adult' in realism, emotional and psychological depth • genres having crossover appeal in both children's and adult literature • many popular works of literature among adults were originally written for children • whether adults can enjoy them may depend on the recommended age of the children's books • some popular works of literature have versions for children often lacking the depth of adult versions • stories for children evoking only children's experiences and their own autonomous world • definitions of what constitutes literature for adults and literature for children often being blurred.	30

Question	Answer	Marks
9	**Evaluate the need for censorship in films and television.** Answers are likely to: • examine who might censor films and television and why • consider the necessity for censorship on society and its potential impacts • make a judgement based on the consideration of the evidence and argument put forward. Answers might include discussion and examples such as: • the prevention of hate speech and subversion before it is aired • parents limiting access to some television channels to protect their children • the effectiveness of the ratings system used in films and music • the exclusion of offensive and explicit scenes which may offend • how regimes can control what the entertainment that is available to the people • the avoidance of creating narratives that are untrue as a form of entertainment • the management of censorship is fallible with many ways of breaching the laws • any form of censorship being seen as the stifling of creativity and freedom.	30

Question	Answer	Marks
10	**Assess how successfully recycled materials are used for arts and crafts in <u>your</u> country.** Answers will be focused on one country with which the candidate identifies or to which they direct their answer. Answers are likely to: ● discuss what recycled materials are used for arts and crafts in the candidates own country ● evaluate how successfully materials are used for arts and crafts ● make a judgement, based on a consideration of the evidence and argument put forward. Answers might include discussions and examples such as: ● creative recycling being good for the environment forming the basis of money making projects ● the transformation of trash into various forms of art and design ● entrepreneurs starting their business ventures by collecting and repurposing unwanted items ● mosaics and other art forms being made from recycled material ● countries using recycled materials for arts and crafts that represent their local culture ● plastic waste which is a major problem being transformed for decorative purposes ● not all waste materials can be successfully recycled or lending themselves to producing arts and crafts ● recycling negatively impacting manufacturing companies and having a detrimental effect on the local economies.	30