



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/12

Paper 1 Essay

October/November 2022

MARK SCHEME

Maximum Mark: 30

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **17** printed pages.

PUBLISHED**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.

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

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
5	<ul style="list-style-type: none"> Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question. Applies a range of examples appropriately to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Analyses possible meanings of the question and defines the scope of the response. Develops, analyses and evaluates a range of arguments to reach a supported conclusion. Develops a strong argument with clear use of supportive evidence. 	<ul style="list-style-type: none"> Communicates clearly with consistently appropriate use of register. Uses a wide range of vocabulary and a variety of language features. Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures. Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised. 	25–30
4	<ul style="list-style-type: none"> Selects relevant information that exemplifies the main aspects of the response to the question. Applies examples appropriately to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Analyses the meaning of the question to inform the scope of the response. Develops, analyses and begins to evaluate different arguments to reach a supported conclusion. Develops a well-reasoned argument with use of supportive evidence. 	<ul style="list-style-type: none"> Communicates clearly with appropriate use of register. Uses a range of vocabulary and language features. Uses language with control and some accuracy. Errors relate to the use of less common words and structures. Constructs a clear response which links ideas, arguments and paragraphs. Text is generally well organised. 	19–24

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
3	<ul style="list-style-type: none"> Selects information that exemplifies some of the main aspects of the response to the question. Applies examples to support the main ideas and opinions in the response. 	<ul style="list-style-type: none"> Demonstrates understanding of the meaning of the question in the response. Develops and brings together some arguments to form a conclusion. Constructs an argument which is logical and usually supported by evidence. 	<ul style="list-style-type: none"> Communicates clearly overall but with inconsistent use of appropriate register. Uses everyday vocabulary and some varied language features. Uses language with some control. Errors are noticeable but do not impede communication. Constructs a mostly coherent response which links ideas, arguments and paragraphs. Text has some organisation but may not be sustained. 	13–18
2	<ul style="list-style-type: none"> Selects limited information that exemplifies aspects of the response to the question. Applies examples that are linked to some of the ideas and opinions in the response. 	<ul style="list-style-type: none"> Demonstrates partial understanding of the meaning of the question in the response. Refers to arguments to form a conclusion. Constructs an argument partially supported by evidence. 	<ul style="list-style-type: none"> Communicates clearly in places, with inconsistent use of register. Uses basic vocabulary with limited language features. Uses language with limited control. Errors are frequent and sometimes impede communication. Constructs a fragmented response which links some ideas and/or arguments. 	7–12

Levels of response descriptions				
Level	AO1 Selection and application of information	AO2 Analysis and evaluation	AO3 Communication using written English	Marks
1	<ul style="list-style-type: none"> Selects limited information that is relevant to the question. Makes examples which may not link to the ideas and opinions in the response. 	<ul style="list-style-type: none"> Makes a limited response to the question. Makes some form of basic conclusion. Constructs a weak argument. 	<ul style="list-style-type: none"> Communicates with lack of clarity and/or register is inappropriate. Uses basic vocabulary. Uses language with control rarely. Errors are frequent and communication is often lost. Constructs a response but the response is not organised and ideas are not linked. 	1–6
0	<ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. 			0

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Question	Answer	Marks
1	<p>Circumstances produce great leaders when they are needed. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • identify the qualities that make a great leader • consider the role that circumstances play in creating great leaders • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • some consideration of the qualities of ‘greatness’ • the alternative view that an accident of birth puts people into positions of power, which does not necessarily make them ‘great’ • some people are ‘accidental’ leaders, by virtue of political or commercial circumstance • some so-called leaders are put into their positions by much more powerful people operating ‘behind the scenes’ • ‘context’ is crucial in providing opportunity (e.g. revolutionary political or commercial situations) • circumstances also allow powerful and unscrupulous leaders to emerge • leadership training and preparation produce great leaders rather than circumstances • candidate’s own experiences of leaders within their lives, such as parents, school leaders and sports people. 	30

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Question	Answer	Marks
2	<p>Evaluate the importance of architecture in understanding the history of your country.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the importance of architecture in understanding the history of the country in question • show an understanding of the significance - or otherwise - of key architectural styles or examples • make a judgement, based on a consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • much will depend on the country in question; architecture's importance, style(s), longevity, quantity, range and access. • political, economic and social importance of buildings and links to understanding history • architectural styles that may be taken from other cultures or countries • colonial and imposed styles of architecture, incongruity of buildings alongside modern, local and regional designs • how architecture may be deemed unimportant if there are few existing historical structures • possible destruction of important buildings in war or replacement of historic sites for political or ideological reasons • functional office buildings, administrative and shopping complexes, hospitals, schools and housing may say little about a country's history • the greater importance of historical documents or artefacts in understanding national history. 	30

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Question	Answer	Marks
3	<p data-bbox="338 217 1529 248">Giving people complete freedom of speech can cause more harm than good. Discuss.</p> <p data-bbox="338 288 618 316">Answers are likely to:</p> <ul data-bbox="338 323 1559 424" style="list-style-type: none"> <li data-bbox="338 323 1196 351">• explain the importance of freedom of speech as a human right <li data-bbox="338 359 1361 386">• consider whether complete freedom of speech should always be exercised <li data-bbox="338 394 1559 421">• make a judgement, based on the consideration of the evidence and argument put forward. <p data-bbox="338 464 1088 491">Answers might include discussion and examples such as:</p> <ul data-bbox="338 499 1906 778" style="list-style-type: none"> <li data-bbox="338 499 1666 526">• freedom of speech being one of the most important ways that change can be achieved in the world <li data-bbox="338 534 1906 561">• being able to listen to a range of different views in order to make an informed decision rather than one single directive <li data-bbox="338 569 1599 596">• offering the opportunity to challenge views and pursue alternative ways of living and behaving <li data-bbox="338 604 1711 632">• throughout history, freedom of speech has caused offence and upset, most notably to religious groups <li data-bbox="338 639 1794 667">• some countries recognising it as a human right but restricting it by controlling the media and public speeches <li data-bbox="338 675 1720 702">• the limitations imposed are to keep people safe and restrict the influence of fake news and social media <li data-bbox="338 710 1279 737">• freedom of speech as part of artistic expression and artistic freedom <li data-bbox="338 745 1346 772">• matters concerning obscenity, lies, violence, dissent are restricted by law. 	30

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Question	Answer	Marks
4	<p>To what extent have computer games had a positive impact on people?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss the impact of computer games and illustrate by offering examples • consider the extent to which this impact has been positive • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussion and examples such as:</p> <ul style="list-style-type: none"> • the massive popularity of computer games – they bring pleasure to many people • they have become a major leisure industry with economic benefits • technological improvements as a result of developments in the gaming industry • the educational benefits of gaming, encouraging concentration and problem solving • commercial spin-offs in the form of films and television series • accusations that they can be ‘addictive’ and encourage a sedentary lifestyle • allegations that they have a negative impact on memory, vision and attitudes • competitive e-sports and the social elements of multi-player games. 	30

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Question	Answer	Marks
5	<p>Assess the issues which some countries have in achieving and maintaining an adequate food supply.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • examine the need for improvements in the constant availability of food • consider the responsibilities of nations in the achieving and maintaining of food supplies • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussion and examples such as:</p> <ul style="list-style-type: none"> • how land available for farming varies across the world • adjusting how and when crops are sown to increase yields and supplies • planting crops that use less water or according to market values rather than global needs • changing the crops that farmers grow to provide the maximum nutrition • reducing the amount of food waste and redirecting supplies • the impact of man-made and natural circumstances • disease prevention and management to guarantee supply • there being linked problems such as lack of foreign investment and poor infrastructure. 	30

Question	Answer	Marks
6	<p>Careful dieting is the most important part of a healthy life. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• consider what is understood by dieting• discuss the part played by dieting in a healthy life• make a judgement based on a consideration of the argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• why it is important to control diet; the dangers of over-eating and impact on health• how avoidance of the ‘wrong’ foods may be considered as well as the importance of a balanced diet• liquid intake may also be considered, such as alcohol or sugary drinks• the benefits or otherwise of a vegetarian or vegan diet• certain health conditions requiring a controlled diet• the dangers of over-dieting, such as eating disorders• factors such as disease, exercise and medical treatment• other elements of a healthy life such as mental health or emotional well-being.	30

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Question	Answer	Marks
7	<p data-bbox="338 217 1458 248">The digital book is never likely to replace the printed one. How far do you agree?</p> <p data-bbox="338 288 618 316">Answers are likely to:</p> <ul data-bbox="338 323 1559 424" style="list-style-type: none"><li data-bbox="338 323 909 351">● identify what is meant by a 'digital' book<li data-bbox="338 359 842 386">● consider its efficacy and popularity<li data-bbox="338 394 1559 424">● make a judgement, based on the consideration of the evidence and argument put forward. <p data-bbox="338 464 1099 491">Answers might include discussions and examples such as:</p> <ul data-bbox="338 499 1666 778" style="list-style-type: none"><li data-bbox="338 499 1666 526">● the recent explosion of all things digital, which means increased familiarity with reading on screens<li data-bbox="338 534 831 561">● digital books being more portable<li data-bbox="338 569 1272 596">● the persistence of print media despite the availability of digital options<li data-bbox="338 604 1420 632">● the virtues of a conventional book – less eye strain and suitability for young children<li data-bbox="338 639 1025 667">● bookstores and libraries continuing to be popular<li data-bbox="338 675 1469 702">● the art of publishing – illustrations, photographs etc. which may be lost in an e-book<li data-bbox="338 710 1184 737">● the cost of an electronic device may be out of reach for some<li data-bbox="338 745 1155 778">● it being dependent on the type/genre of book or document.	30

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Question	Answer	Marks
8	<p>Censorship of the arts can never be justified. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the need for censorship • identify dangers of censorship or excess of 'freedom' • make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> • protection of the public from allegedly tasteless works of art • government concern about political messages that are perceived to undermine society • concern by religious organisations about blasphemous or immoral messages • the arts being expressions of the human spirit and should not be censored by authorities • the arts being justified and having a role in challenging society • who should be in charge of censorship and who are they accountable to • the need to protect minorities or promote their voices • changing social and moral attitudes. 	30

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Question	Answer	Marks
9	<p>English is the world’s most common language. To what extent is this desirable?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none">• identify areas where English is spoken or utilised• consider the advantages and drawbacks of its status• make a judgement, based on the consideration of the evidence and argument put forward. <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none">• providing a convenient basis for commerce within and between nations• English being a historically established language in many countries• most media being available in English and easily accessible internationally• the ease of learning the English language and availability of learning opportunities• recognising that English exists alongside local languages without threatening to displace them• English threatening the survival of lesser spoken languages in unique areas of the world• its links to post imperialism and cultural homogeneity• requiring those who would not otherwise need it to learn a second language.	30

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Question	Answer	Marks
10	<p>Cartoons and animations have no serious purpose. To what extent do you agree?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider why cartoons and animations may be considered as trivial • show an understanding of examples of cartoons and animations that may be judged to be trivial and others that may have a serious purpose • make a judgement, based on consideration of the evidence and argument put forward. <p>Answers might include discussions and examples based on:</p> <ul style="list-style-type: none"> • animations and cartoons often being made for children and are therefore often trivial in terms of content. • historically, animations and cartoons being shorter than live action films/written content and this means less depth of content. • how a great deal of work goes into animated works; that this work is time-consuming and requires great dedication • how cartoon and animations can be created digitally now making them seem almost realistic • that animation can be sophisticated and have artistic merit • use of cartoons/animations for educational purposes • animated films/series/cartoons commenting on serious or topical issues • cartoons/animation having a long history and can be regarded as high art. 	30