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**GENERAL PAPER**

**8001/13**

Paper 1

**October/November 2016**

MARK SCHEME

Maximum Mark: 50

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**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.

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### USE OF ENGLISH CRITERIA TABLE

	Marks	
<p><b>Band 1</b></p> <p><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><b>Band 2</b></p> <p><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><b>Band 3</b></p> <p><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; acceptable grammar</li> <li>• simple/unambitious sentence structure/paragraphing</li> <li>• reasonable spelling/punctuation.</li> </ul>
<p><b>Band 4</b></p> <p><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><b>Band 5</b></p> <p><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) slips/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/paragraphing</li> <li>• (very) poor spelling/punctuation.</li> </ul> <p><b>bracketed descriptors</b> denote 0–2 range of marks.</p>

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### CONTENT CRITERIA TABLE

<b>Band 1</b>  <b>‘excellent’:</b>  <b>very good and comprehensive knowledge/understanding of topic</b>	<b>26–30</b>	<ul style="list-style-type: none"> <li>• comprehensive coverage, totally relevant material, 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>
<b>Band 2</b>  <b>‘good-very good’:</b>  <b>good knowledge/understanding of topic</b>	<b>20–25</b>	<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>
<b>Band 3 UPPER</b>  <b>‘average’:</b>  <b>sound knowledge/understanding of topic</b>	<b>16–19</b>	<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>
<b>Band 3 LOWER</b>  <b>fair knowledge/understanding of topic</b>	<b>13–15</b>	<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>
<b>Band 4</b>  <b>‘flawed but not weak: limited knowledge/understanding of topic’</b>	<b>7–12</b>	<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’: poor/very poor knowledge/understanding of topic</b>	<b>0–6</b>	<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 0–2 range.</p>
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**1 ‘The classroom is the only place for education.’ Discuss.**

- The classroom environment is desirable both economically and socially
- It can encourage co-operative learning
- Specialist knowledge can be made available to many
- Expensive technology can be shared
- Offers an environment that values and encourages education
- Provides a space which promotes respect for diversity
- Home schooling can have positive and negative effects
- Distance learning can benefit the individual learner
- Parents are the key educators
- The classroom limits freedom and exploration
- It can be a diminishing experience for some
- Teaching and learning knows no boundaries

**2 To what extent can sport foster a sense of community beyond the events themselves?**

- The Olympic spirit
- Encouragement of harmless patriotism
- Antidote to racism and other forms of discrimination
- Informal opportunities for world leaders to meet
- Can be a spur to economic development
- Encourages sharing of enthusiasms and interests
- Can produce appalling forms of exploitation
- Can engender xenophobia and hooliganism
- Can provide opportunities for unscrupulous politicians
- May result in feelings of national humiliation
- Adds to the dominance of strong nations
- Is an expensive distraction

**3 ‘How and where we live is as important for our well-being as the genes we were born with.’ Discuss.**

- Various genetic claims
- Gene variants, alleles, affect hair colour and certain disease states
- Height – genetic but also environmental
- The role of birth order
- Grandparents’ experiences can be passed on to later generations – e.g. the experience of hunger
- Genetically innate potential is not always realised ... why?
- The obvious danger of “labelling”
- The treatment of those suffering from mental illness may be improved with more understanding of genes
- Questions surrounding personal responsibility and genetic disposition
- The debate around obesity
- The importance of nurture/environmental influences as well as nature
- What the future might hold ... e.g. gene adjustment and physical traits
- Understanding of the pre-natal environment
- Tackling the various forms of social injustice is at least as important as genetic research

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**4 Today, health warnings are everywhere: on cigarettes, alcohol and even food. How effective are such warnings?**

- The authorities have a statutory duty to inform the public about dangers to health
- It is the responsibility of professionals to alert both the public and government; scientists, researchers and so on
- Irrespective of GDP and profit multinationals have a duty of care
- Dramatic decrease in smoking at least in the developed world
- Growing public concern about sugar intake
- Target groups need to be identified and where addressed effectively things have improved.
- Pregnant women and mothers are more aware
- Why are such warnings not so effective in some places?
- Pricing is more important than anything else
- Danger of people becoming immune to horrific depictions of consequences of addiction
- Resentment of the "nanny state"
- Better to address root causes; stress, poverty etc.
- Confusion as to what is good or bad
- Alternative strategies; use of role models, promotion of sport and exercise, self-help groups, making therapeutic intervention widely available at no cost

**5 'Without science, the beauty and wonder of nature would not be fully appreciated.' Discuss.**

- Scientific explanations of the formation of living organisms reveals their intricacy and beauty
- Technology can reveal through exploration much that was hitherto hidden
- Scientific research of plants and insects, for example, can reveal the inter-dependence of life in our world
- Science is an integral part of nature and its various disciplines continue to provide insight
- The beauty and harmony, the patterns that science can reveal, are mirrored in art and music
- At the same time creative artistry and ordinary observation can open our minds and hearts to the beauty of nature
- Patterns revealed by physics across space and time
- Opportunities for artists to respond to the patterns that science reveals e.g. the zigzag pattern of all the elements making up our solar system
- The phenomenon of resonance when form echoes an idea
- The world's relatively unknown wonders are explored by scientists e.g. Christmas Island – few areas can match its concentrated endemic life forms – other isolated worlds would be relevant
- Physics and music – the "music of the spheres"
- In medieval universities music was one of the core disciplines along with astronomy, geometry, and arithmetic – musical phrasing is mathematical in nature – balance, energy, equation

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**6 Choose an independent scientific research project you would like to pursue and explain how you would make it happen.**

- The danger of allowing preconceptions to influence research
- Research into the advantages/disadvantages of texting
- Animal research related to conservation and welfare
- Robots, websites, and mobile phone applications
- Science outside of the classroom – building your own computer for example
- Data analysis and collection – anyone can be involved e.g. recording of the birds that you see
- Studying the behaviour of bees
- Varieties of social science research
- Gathering evidence of climate change
- Research into nutrition
- Young people and technology
- What do we owe to the primates?

**7 Evaluate the impact of mathematics on modern technology.**

- Science, technology, and engineering all require a foundation in mathematics
- Mathematics develops conceptualising and problem solving activities
- Psychology and statistics
- Extracting patterns from data
- Medical technology
- Computational modelling to test theories and to develop predictions
- Climate research
- Personalised medicine
- Trade and supply chains
- Cryptography – the accurate and private sharing of information
- Quantum computing and code-breaking
- Mathematics could provide a single model for all organisms

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**8 How far has music, art or theatre influenced your outlook on the world?**

- “the world” may be interpreted in several ways; an international, local, intellectual or philosophical perspective
- Gender, generation, political leanings, may be relevant
- The influences may be external; concerts, galleries, visits to the theatre
- The influences may come from home entertainment; CDs, Internet, TV, Radio
- Without examples the higher mark bands cannot be accessed
- Allow various art forms; dance, ballet, film for example
- Candidates may choose to comment on lack of access to a wider culture
- Candidates will be expected to evaluate the effect of their experiences on how they view the world

**9 The way we choose to furnish and decorate our homes reflects who we are.’ How true is this statement?**

- Suggests interests abroad/travel (Italian furniture/traditional carvings/tropical plants)
- Religion/culture
- Wealth/superiority
- Eccentric/quirky
- Artistic/creative
- Reading/learning
- Where we live (climate)
- Conscious of the environment (eco-friendly materials)
- Taste/personality/attitude/materialism etc.
- Could just reflect budget/poverty/lack of interest
- Pragmatism
- Rented, already furnished/decorated room, which cannot be changed
- Environment (house on stilts)
- Energy saving (solar panels)
- Band 2 should address ‘how true’ and provide balance around ‘reflects who we are’.

**10 Assess the value of a musical education in your country.**

- **Your** country must be the focus
- Both formal and informal education may be considered
- The extra-curricular as well as curricular
- Examples of musical experiences in school and elsewhere
- Such an education may be undervalued
- It may be argued that it should not be a priority
- The benefits of a musical education
- Increased concentration, for example Mozart and cognitive flexibility
- Therapeutic benefits
- The ability to play an instrument at whatever level has benefits
- Some may interpret ‘value’ literally