

Cambridge International AS Level

ENGLISH GENERAL PAPER (MAURITIUS)

8019/01

Paper 1 Essay

October/November 2024

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.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **16** 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 descriptions 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 (8019) for examination in 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	<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>A good book should challenge the way its readers view the world. Evaluate this claim.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore what is meant by a good book • consider the importance of challenging readers to change how they view the world • 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"> • the ability of authors to imagine characters and situations which cause readers to react • historical, imagined or dystopian settings as a distancing mechanism to challenge aspects of today's world • the subtle use of language, characterisation and plot development in influencing reader response • exploration of alternative definitions of 'a good book', of whatever genre • books having no obligation or purpose other than to entertain readers • good books encouraging empathy and understanding but within a reader's existing worldview • readers admiring or disliking characters and storylines without necessarily being challenged • alternative ways people can be challenged to change how they see the world. 	30

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Question	Answer	Marks
2	<p data-bbox="336 215 1534 247">To what extent has <u>your</u> country done enough to manage its environmental problems?</p> <p data-bbox="336 284 1809 316">Answers should be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p data-bbox="336 352 616 384">Answers are likely to:</p> <ul data-bbox="336 389 1556 491" style="list-style-type: none"> • consider environmental problems affecting the candidate’s own country • examine the effectiveness of responses to these problems • make a judgement, based on the consideration of the evidence and argument put forward. <p data-bbox="336 528 1099 560">Answers might include discussions and examples such as:</p> <ul data-bbox="336 564 1713 842" style="list-style-type: none"> • recycling and waste disposal initiatives and how effectively they have been implemented • responses to problems resulting from climate change and its effects • protection of natural habitats and endangered wildlife • individuals and businesses responding to environmental regulations introduced by their government • participation or non-participation in global treaties designed to limit environmental problems • the competing claims of economic progress and environmentalism challenging a country’s government • promotion of sustainable resource management and alternative energies • pollution being a major challenge due to industrialisation and population expansion. 	30

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Question	Answer	Marks
3	<p>To what extent is achievement in education restricted by a student’s family and social circumstances?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore the relative impact of a range of external influence on a student’s achievement in education • discuss the extent to which these circumstances necessarily impede a student’s achievement • 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"> • children from socially deprived backgrounds lacking material and cultural capital to succeed in school • parental attitudes to education having a profound effect on children from the earliest stages of their schooling • exposure to anti-school attitudes on television and social media being particularly damaging • the impact of cultural and religious beliefs on gender inequality in education • circumstances that impact entire societies such as natural disasters, warfare or economic depression • schools being responsible for supporting every child and should ideally overcome any external influences which may impede achievement • the effect of financial assistance and educational support from the government or through international aid • success in education can be achieved by able, talented or motivated students in spite of their external circumstances. 	30

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Question	Answer	Marks
4	<p>International sporting events bring no benefits to the host countries. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • discuss examples of international sporting events • consider the extent to which there are benefits for the host countries involved • 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 opportunity to see the world’s best sporting performers being well worth the expense • economic benefits and tourism income for the countries that host the events • some sporting events happen less frequently so the benefits are sporadic • money being gained through advertising revenue and commercial sponsorship • the improved infrastructure and sport facilities having long-term benefits for the host country • it being wrong to spend a lot of money on these events when it could be used to address more pressing needs • these events often using up funding that is denied to grass roots sporting activities • even though there are some economic benefits, countries that stage large sporting events rarely break even on what they spend. 	30

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Question	Answer	Marks
5	<p>‘A government always acts in the interests of the wealthy.’ To what extent might this be true in <u>your</u> county?</p> <p>Answers should be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the relationship between government and wealth • identify some examples where the interests of (most) people prevail • 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"> • the relationship and alignment of interests between wealth and power • the role of big business and wealthy individuals in funding and lobbying political parties • responsibility of the government to protect and help the poor and vulnerable • how the growth of democracy has made governments more accountable to the people • measures which have closed the gap between the rich and poor • there is often a (strong) element of the dominance of the wealthy in democracies • governments need to address the concerns of the people to avoid revolt/revolution • the rise of the welfare state has an impact on government policy and priorities 	30

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Question	Answer	Marks
6	<p>Digital learning is the most effective way of educating young people. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explain what digital learning is and evaluate its outcomes • consider other ways that young people can be educated • 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"> • how digital learning can be flexible and occur at any time of the day • how students might be more motivated to learn using digital strategies • how digital learning can be tailored to match the pace and abilities of the student more easily • the material students learn is up-to-date and prepares students for the real world • it enables students to become more independent, efficient and productive • digital devices not affordable to lower income families and less economically developed areas • the real world of school teaches children about socialisation and how to build relationships • over reliance on digital learning may cause a lack of engagement with others. 	30

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Question	Answer	Marks
7	<p>To what extent is public transport an effective way to travel in <u>your</u> country?</p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answer.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • assess the state and extent of public transport provision • consider ways in which the existing infrastructure is effective in meeting the travel needs of people • 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"> • the positive impact on people’s budgets as running a private vehicle is expensive • lowering the number of private vehicles reduces congestion and pollution with the positive effects on the environment • removing the stress from travel by letting someone else be in control • public transport being equitable and improving the health and mobility of all age-groups • modes of transport being of variable quality, reliability, and comfort • travelling at a set time rather than having the flexibility of a personalised schedule • the lack of frequent services in remote areas and locations • the effects of strikes by operators affecting running costs, fares and people’s day-to-day travel plans. 	30

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Question	Answer	Marks
8	<p>Music is better experienced with other people. Discuss.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • consider the ways in which music can be experienced with other people • examine situations where listening to or making music without others is preferable • 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"> • how far musical collaboration is an integral part of the school or classroom experience • the various listening spaces where music is made and enjoyed with others • music being a vital component of the communal culture in many parts of the world • those musical compositions that have universal appeal and emotional resonance • individual taste, governing what we listen to, providing all the stimulation we need • modern technology offering the opportunity for immersive and private musical experience • the time devoted to individual practice of a musical instrument • music as an accompaniment to individual activity such as studying, routine tasks or commuting. 	30

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Question	Answer	Marks
9	<p>Mathematics is fun. To what extent do you agree?</p> <p>Answers are likely to :</p> <ul style="list-style-type: none"> • consider the reasons why mathematics can be fun • assess why mathematics is not fun for some people • 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"> • mathematical puzzles having intrigued people in civilisations in all corners of the world • mathematics is part of enjoyable activities like cooking, music composition and card games • mathematics is about wonder, creativity and fun and can lead to opening up a bigger picture • computer games and physical puzzles can be challenging and exciting, there are always new things to discover • mathematics is enjoyable at all levels, from basic number puzzles to problems that have yet to be solved • a more diverse and enjoyable range of maths activities could be used to encourage learning patterns • some people do not think that maths is fun, including parents and school children • learners finding that the teaching of mathematics is tedious and does not encourage them to pursue the subject • some learners finding it difficult to understand formulae, shapes and numbers and lose confidence in their ability. 	30

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Question	Answer	Marks
10	<p>To what extent is the world a much safer place now than in the past?</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> • explore how the world is safer based on their own and others' experiences • examine contexts where the world was safer in the past • 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"> • negative consequences arising from international tensions and inequalities in the distribution of resources • the harmful effects of social media on how we understand the world • advances in science and technology improving health and safety • environmental degradation impacting the lives of both the privileged and underprivileged • prevalence of border conflicts, wars and terrorism • the level of crime in the local community and an individual's personal safety • attitudes and practices restricting the individual's freedom of expression in times gone by • the relative simplicity of community life in the world before globalisation. 	30