

# Cambridge International AS Level

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**ENGLISH GENERAL PAPER (MAURITIUS)**

**8019/01**

Paper 1 Essay

**October/November 2025**

MARK SCHEME

Maximum Mark: 30

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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.

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

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **19** 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.

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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.

**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Demonstrates an understanding of the question and is used to indicate: <ul style="list-style-type: none"> <li>• a focused introduction.</li> <li>• each new valid point made in relation to the key words of the question.</li> </ul>
	Further development of a valid point in the question or development of evaluation. [This may precede or follow a tick, according to the candidate's argumentative method.]
	Use of relevant example.
	Generalised and descriptive points.
	Assertion. Opinions stated without any credible evidence.
	Repetition of point.
	When the candidate has not answered the question, or a section of the response is not answering the question.
	Vague points and ideas.
	Evaluation is attempted.

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<b>Annotation</b>	<b>Meaning</b>
	Examples of ambitious, sophisticated accurate expression, punctuation and grammatical structures.
	Serious errors that impede communication and for where register becomes informal or inappropriate.

**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.

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

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

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

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Question	Answer	Marks
1	<p><b>The management of personal finance should be a compulsory part of the school curriculum in <u>your</u> country. Discuss.</b></p> <p>Answers will be focused on one country with which the candidate identifies or to which they direct their answers.</p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• discuss the importance of financial literacy</li> <li>• consider if personal finance should be a compulsory element of the curriculum</li> <li>• make a judgement, based on the consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the financial landscape is dynamic and ever changing so personal finance needs to be taught and understood</li> <li>• young people need to understand basic financial concepts early in life</li> <li>• a lack of financial knowledge can cause high levels of stress and anxiety</li> <li>• the earlier a person is financially literate, the better off they may be in later life</li> <li>• if young people are not taught personal finance in school, they may not learn it elsewhere</li> <li>• inclusion in the school curriculum can also benefit the economy of a country</li> <li>• teachers would need to have sufficient knowledge to be able to deliver the classes</li> <li>• it is not the responsibility of the school to support financial literacy, as they have many other priorities.</li> </ul>	30

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Question	Answer	Marks
2	<p><b>Assess the view that print media is no longer needed in today’s world of digital devices.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• explore the role of print media in a range of forms and contexts</li> <li>• discuss the place of print media in a world often dominated by digital media</li> <li>• make a judgement, based on the consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the high speed at which news is delivered to modern digital devices, compared with print media</li> <li>• the appeal of targeted news stories, content and advertisements to media consumers today</li> <li>• the interactive nature of digital media, including social media, compared with printed media</li> <li>• the environmental impact of the paper and delivery requirements of published newspapers, magazines and books</li> <li>• the reduction of an individual’s screen time when accessing print media offline</li> <li>• the accountability and integrity of printed publications compared with the digital format</li> <li>• the relationship built between readers and publications over many years</li> <li>• the changing nature of media as people’s lives increasingly revolve around digital devices.</li> </ul>	30

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3	<p><b>To what extent are traditional attitudes delaying progress in <u>your</u> country?</b></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"> <li>• discuss what traditional attitudes are present in their country</li> <li>• consider to what extent traditional attitudes are holding back progress</li> <li>• make a judgement based on a consideration of the argument and evidence put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• the advances being made in the recognition of minorities and other groups</li> <li>• impact on life expectancy and people’s physical and mental health</li> <li>• the opportunities created for enhancing the recreational and educational activities available</li> <li>• governmental and political reforms enabling people to be more involved</li> <li>• the pace of change leading to anxiety and other negative feelings</li> <li>• contexts where modernity and tradition are posing a threat to one another</li> <li>• where family traditions and religious values are defining roles which limit progress</li> <li>• changes being destructive rather than being in people’s best interests.</li> </ul>	30

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Question	Answer	Marks
4	<p><b>‘Violence used for political reasons has always existed.’ Assess whether or not such violence is justified.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider the notion of legitimate violence</li> <li>• demonstrate both an historical and a contemporary awareness</li> <li>• make a judgement, based on a consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• economic inequality as a trigger for violent revolution historically and in the present day</li> <li>• ancient unresolved enmities in and between countries</li> <li>• repression and discrimination on racial, religious, or ethnic grounds</li> <li>• violence may appear to be the only option to avoid annihilation</li> <li>• difference between struggle for self-determination and desire to impose an ideology upon others</li> <li>• violence leads to loss of life, social unrest, lasting damage to economies and potential external intervention</li> <li>• non-violent alternatives such as negotiations, legislative changes and democratic elections</li> <li>• terrorism, fights for freedom and extremism representing huge threats to peace and freedom.</li> </ul>	30

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
5	<p><b>Evaluate how data and statistics can help people to make important choices in their lives.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider data and statistics in a variety of contexts</li> <li>• examine and evaluate how people are influenced by data and statistics or have doubts about their validity</li> <li>• make a judgement based on the consideration of the evidence and argument put forward using examples.</li> </ul> <p>Answers might include discussion and examples such as:</p> <ul style="list-style-type: none"> <li>• providing an objective, evidence-based foundation for decisions</li> <li>• revealing patterns and trends by analysing historical information, giving a more complete picture of a situation</li> <li>• quantifying and managing risk by estimating the probability of different outcomes</li> <li>• sample sizes and methodology impacting reliability</li> <li>• ensuring data comes from reliable and unbiased sources</li> <li>• combining data with personal experience and qualitative insights to get a complete picture</li> <li>• a level of specialised knowledge required for the interpretation of statistics</li> <li>• omitting the consideration of people’s personal choices in favour of very general conclusions.</li> </ul>	30

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Question	Answer	Marks
6	<p><b>It is better to live in one location for your whole life. Discuss.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• examine arguments for being settled wherever you are</li> <li>• explore some of the contexts in which movement is desirable or fulfilling</li> <li>• make a judgement, based on the consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• displaced people and refugees having no choice in the matter of where to live</li> <li>• the various advantages of having a secure place called home</li> <li>• how settled communities can promote social, economic and technological progress</li> <li>• not being trapped in a culture which controls how you might want to live</li> <li>• how many people today still flourish as nomads in specific regions of the world</li> <li>• references to exploration, journeys and travel in unfamiliar places both near and far</li> <li>• people choosing to move for economic or other circumstances</li> <li>• relocation being important for encouraging creativity, the imagination and mental stimulation.</li> </ul>	30

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Question	Answer	Marks
7	<p><b>People participate in sporting activities mainly to improve their mental health. Discuss.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• discuss how participation in sporting activities can promote mental health</li> <li>• consider how participation in sport can impact other aspects of health</li> <li>• make a judgement, based on the consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• participating in sport can increase endorphin levels to improve a person's mood</li> <li>• actively participating in sport being better for you than just watching it</li> <li>• a healthier and fitter body boosting self-confidence and self-esteem</li> <li>• giving people positive time away from other more work-based activities</li> <li>• the benefits of the social aspects of both team and individual competitive sport</li> <li>• participating in sport can sometimes be damaging to mental health</li> <li>• many people participating in sport for exclusively physical health benefits</li> <li>• sports participation alone being unlikely to alleviate all mental health issues.</li> </ul>	30

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Question	Answer	Marks
8	<p><b>Advertising is unnecessary if the product is good enough. Evaluate this claim.</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• consider the importance of advertising in promoting sales of products</li> <li>• discuss the extent to which good products might not need to rely on extensive promotion</li> <li>• make a judgement, based on the consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• effective and attractive products standing out, even in a crowded marketplace</li> <li>• social status conferred by the acquisition of desirable, high-end products</li> <li>• word of mouth and the prevalence of online reviews, informing customer purchasing</li> <li>• products being deemed popular for reasons other than their quality or usefulness</li> <li>• advertising campaigns being sophisticated enough to sell most products, regardless of quality</li> <li>• the immense reach of advertising across all media, especially when targeted</li> <li>• huge competition meaning even high-quality products may be lost or ignored by consumers</li> <li>• good products potentially being more expensive, necessitating consumer persuasion.</li> </ul>	30

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Question	Answer	Marks
9	<p><b>To what extent is it the responsibility of young people to protect the Earth’s environment?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"> <li>• explore why the Earth’s environment needs protection</li> <li>• examine who should take responsibility for addressing this issue</li> <li>• make a judgement, based on the consideration of the evidence and argument put forward.</li> </ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"> <li>• young people being concerned about ecological degradation and species’ loss</li> <li>• the various ways in which over-exploitation affects the Earth’s equilibrium for future generations</li> <li>• how the lives of young people are adversely affected by pollution around the world</li> <li>• young people’s capacity for innovation, change and investment in the future</li> <li>• only governments or organisations being able to implement effective decisions and measures</li> <li>• young people across the world taking the responsibility to influence the institutions damaging the environment</li> <li>• it being the duty of parents and educators to set an example and inspire the young</li> <li>• the other problems and challenges that occupy the attention of the young.</li> </ul>	30

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
10	<p><b>To what extent is censorship of films/movies necessary?</b></p> <p>Answers are likely to:</p> <ul style="list-style-type: none"><li>• discuss the role and purpose of censorship in films/movies</li><li>• explore the reasons why censorship may, or may not, be necessary</li><li>• make a judgement, based on the consideration of the evidence and argument put forward.</li></ul> <p>Answers might include discussions and examples such as:</p> <ul style="list-style-type: none"><li>• the risk of depicting distasteful or obscene contents literally and in graphic detail</li><li>• the imposition of age-appropriate certificates to protect younger audiences</li><li>• parental warnings and guidance regarding adult content or bad language</li><li>• limits imposed on content which might provoke social discord or protests</li><li>• directors' intentions to raise awareness and provoke discussion about difficult themes</li><li>• censorship imposing creative limits on films/movies as an art form</li><li>• setting a precedent for restrictions on other art forms, or other media</li><li>• difficulties in regulating online content and viewers' responsibility to choose.</li></ul>	<b>30</b>