

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/22**

Paper 2 Comprehension

February/March 2026**MARK SCHEME**Maximum Mark: 50

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 February/March 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **11** printed pages.

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.

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

Annotation	Meaning
	One mark
	Two marks
	Used to indicate a creditable point in levels-based marking
	The point is incorrect, perhaps factually, or the wrong word or point has been offered
	Used to indicate development
	Used where the response does not answer the question
	'Narration', usually used in levels-based responses; information is included but no point is made
	Used where there is repetition of the same/an earlier point
	'Too vague', used when the response does not make the required point precisely enough
	'Benefit of the doubt', used to indicate marginal decisions where the point is not totally convincing but where credit is given
	The point is either unclear, illogical, or unconvincing in some way
nfp	No further penalty

Question	Answer	Marks
1(a)(i)	With reference to the Additional Information <u>only</u>, identify the <u>one</u> piece of information which is the <u>least</u> relevant when the Kushwala Cricket Club Committee chooses the new sponsor. Point 9. / The cricket club's previous sponsor, a local supermarket chain, recently had to withdraw its funding. (1)	1
1(a)(ii)	With reference to the Additional Information <u>only</u>, identify the <u>one</u> reason why Transport-You might insist on installing its digital advertising sign at the cricket club's entrance. Justify your response. Point 2. / The cricket club entrance is situated next to a busy road in a built-up area. (1) In addition, credit any one of the following explanations, or any other valid point. The sign is likely to be visible to/will attract attention from a large number of drivers/residents/passers-by. (1) Maximum reach is likely to be beneficial to their business. (1) The transport company may take more bookings if more people see their sign. (1) 1 + 1	2
1(a)(iii)	With reference to the Additional Information <u>only</u>, identify the <u>one</u> reason why Mr Karanio should <u>not</u> be involved in making the final decision. Justify your response. Point 7. / Mr Karanio is taking legal action against Dining De-lite, after his daughter and her best friend contracted food poisoning from a meal they ate at the restaurant. (1) In addition, credit any one of the following explanations, or any other valid point. He may therefore be antagonistic towards the company/is likely to be biased against them. (1) He may feel that the company is unsuitable to sponsor the junior cricket players. (1) The legal case is ongoing, so his involvement in the sponsorship decision may represent a conflict of interests. (1) 1 + 1	2

Question	Answer	Marks
1(b)	Considering <u>only</u> the advantages, explain why the Kushwala Cricket Club Committee might be <u>more</u> likely to choose Dining De-lite as their new sponsor. Do <u>not</u> refer to Transport-You. Answer in continuous prose. Dining De-lite is a local/family business, which fits well with the cricket club's ethos, where parents conduct much of the coaching, (being mostly current or former players themselves). Dining De-lite specialises in low-calorie meals and desserts, which fits committee member Miss Wood's (successful) campaign for a healthy-eating policy for school lunches (at the primary school where she teaches). Mr Hanks'/The owner's two daughters and father are all members of club teams, and next year/for the next two years, both his daughters will be eligible for the club's most successful team (15-18 girls). Given his strong connection with the cricket club already, Mr Hanks may have a long-term interest in offering his financial support, as evidenced by his offer to sponsor the club for the next five years, which will please Mr Karanio, who is keen to see the club secure a <u>long-term</u> sponsorship deal. Dining De-lite offers <u>more</u> money / \$5000 overall, meaning that all the cricket club's priorities for spending (\$4750) can be met during the sponsorship period and may help the club with forward planning by guaranteeing some revenue each year. Dining De-lite prioritises families by offering a discount / affordable meals, which aligns with the high number of current young players (about half) unable to afford cricket bats and boots.	10

Question	Answer	Marks																		
1(b)	In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations, including balance, that make use of analytical skills. <table> <tr> <th>Levels</th><th>Mark(s)</th><th>Descriptors</th></tr> <tr> <td>4</td><td>9–10</td><td> - Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification maintaining a strong focus on the main issues in the question. - Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. - Shows the ability to communicate clearly and accurately in a fluent and organised manner. </td></tr> <tr> <td>3</td><td>6–8</td><td> - Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. - Demonstrating some grasp of the nature of key issues but with a restricted range or a loss of focus leading to the inclusion of some irrelevant material. - Shows the ability to communicate clearly and accurately in a fluent and organised manner. </td></tr> <tr> <td>2</td><td>3–5</td><td> - Limited analysis shown in a response consisting of mainly undeveloped material. - A modest range of selected points, perhaps some of which are irrelevant or incorrect. - Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication. </td></tr> <tr> <td>1</td><td>1–2</td><td> - Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification. - Limited range, dubious choice showing restricted appreciation of key issues. - Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication. </td></tr> <tr> <td>0</td><td>0</td><td> - A mark of zero should be awarded for no creditable content. </td></tr> </table>	Levels	Mark(s)	Descriptors	4	9–10	- Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification maintaining a strong focus on the main issues in the question. - Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. - Shows the ability to communicate clearly and accurately in a fluent and organised manner.	3	6–8	- Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. - Demonstrating some grasp of the nature of key issues but with a restricted range or a loss of focus leading to the inclusion of some irrelevant material. - Shows the ability to communicate clearly and accurately in a fluent and organised manner.	2	3–5	- Limited analysis shown in a response consisting of mainly undeveloped material. - A modest range of selected points, perhaps some of which are irrelevant or incorrect. - Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication.	1	1–2	- Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification. - Limited range, dubious choice showing restricted appreciation of key issues. - Ability to convey meaning but with limited powers of expression with some errors in spelling, punctuation or grammar which impede the flow and hinder communication.	0	0	A mark of zero should be awarded for no creditable content.	
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1(c)	Explain why the funding model proposed by Dining De-lite might <u>not</u> appeal to the Kushwala Cricket Club Committee. Do <u>not</u> refer to Transport-You. Credit any two of the following or any other valid point. (At a rate of \$1000 per year) it will take <u>two years</u> to get the clothing for <u>all / eight teams</u> / <u>only four teams</u> can receive new clothing in the first year (1) meaning some teams will need to be prioritised in the first year / it may be off-putting to those not given the new clothing immediately (1), so it will take two years to achieve the club's first funding priority (1). It will take until the <u>fourth year</u> to achieve the second priority (1), the provision of four new sets of protective clothing (as well as the new clothing, plus the trophy display) (1). Five years is a long time to wait for the proposed trip to see an international game (1) and by then, the costs may have increased further / it may be unaffordable (given the small leeway in funding) (1). 2 × 1 or 1 × 2	2
1(d)	Explain <u>two</u> reasons why the Kushwala Cricket Club Committee might prefer to choose Transport-You as the new sponsor. Do <u>not</u> refer to Dining De-lite. Transport-You is very aware of its carbon footprint / has started introducing electric taxis (due to be complete within the next two years) / participates in a carbon-offsetting programme (1) which aligns closely with Mr Acosta's voluntary work in support of / interest in environmental causes (1). The additional provision of free transport to their / away games (1) would take pressure off those parents currently involved in giving lifts to the young players (1). It is possible that Transport-You might facilitate the proposed trip to the international match by providing transport for free (1), reducing the overall cost to just the ticket price (1) which would be affordable (alongside clothing provision for all eight junior teams) from the proposed sponsorship sum (1). – max. 2 2 × 2	4
1(e)	Explain why Mrs Schmidt might only have a short-term interest in Kushwala Cricket Club. She hopes to be asked to umpire <u>internationally</u> before too long. (1) If successful, she would need to travel abroad/would no longer have time/may think herself too important for local cricket/is likely to leave the club. (1)	2

Question	Answer	Marks
1(f)	In your opinion, suggest <u>two</u> different advantages for young people of participating regularly in team sports such as cricket. Do <u>not</u> repeat material in Section A. Credit any two of the following, or any other valid point. Young people will improve their physical fitness and general health. (1) Team sports encourage cooperation and communication between team members. (1) Team sports nurture individual skill specialisms. (1) Sports such as cricket might involve strategic thinking. (1) Working as part of a team is essential in many jobs young people might take up in later life. (1) Successful players may be able to apply for scholarships to help them afford higher education. (1)	2

Question	Answer	Marks
2(a)(i)	From the material, identify the <u>exact</u> word or phrase which means the following: introduced (lines 1–8) rolled out	1
2(a)(ii)	From the material, identify the <u>exact</u> word or phrase which means the following: worry about (lines 1–8) fret <u>over</u>	1
2(a)(iii)	From the material, identify the <u>exact</u> word or phrase which means the following: contempt (lines 51–58) scorn	1
2(b)(i)	State the meaning of the following phrases as used in the material. Answer <u>using your own words</u> as far as possible. trialing (line 18) testing (out), trying (out), experimenting with (1)	1

Question	Answer	Marks
2(b)(ii)	State the meaning of the following phrases as used in the material. Answer <u>using your own words</u> as far as possible. ineffective (line 29) useless, inefficient (1)	1
2(b)(iii)	State the meaning of the following phrases as used in the material. Answer <u>using your own words</u> as far as possible. samples (line 63) specimens (1)	1
2(b)(iv)	State the meaning of the following phrases as used in the material. Answer <u>using your own words</u> as far as possible. creative (line 68) innovative, imaginative, inventive, original (1)	1
2(b)(v)	State the meaning of the following phrases as used in the material. Answer <u>using your own words</u> as far as possible. (to) cut labour costs (line 68) (to) reduce expenditure on (their) workers	1
2(c)	Identify the <u>two</u> ways self-checkouts have failed to live up to their promises, according to one Chief Executive Officer. <u>Thefts</u> are <u>higher</u> than they've historically / ever been (1) The machines have made things <u>hard(er)</u> <u>for the workers</u> (they were supposed to replace). (1)	2

Question	Answer	Marks
2(d)	Summarise the disadvantages of self-checkouts for staff, according to head cashier James (lines 9–16). Answer <u>in about 40 words</u> using continuous prose. Credit any four of the following. Running self-checkouts is among the <u>most</u> tiring of his activities. (1) Customers frequently respond angrily <u>to him</u> / tell <u>him</u> he should be doing the work. (1) He <u>oversees endless lines</u> of customers. / He <u>monitors up to four customers at once</u>. (1) struggling with the machines' screens <u>and</u> (even) attempting to steal. (1) <u>Standing / being motionless</u> for (as many as) <u>eight hours</u>, his <u>feet hurt</u>. (1) Dealing with so many people <u>drains him mentally</u>. (1) Examiners should draw a vertical red line after 40 words but consider the remainder of any incomplete point which concludes within 47 words.	4
2(e)(i)	Explain why self-checkouts are not really any faster than a regular checkout line, according to Christopher Andrews. (They only feel quicker because) you are <u>busy with tasks / occupied instead of feeling each second tick away</u>. (1)	1
2(e)(ii)	Explain why self-checkouts have not reduced the need for workers, according to Christopher Andrews. Any reduction in low-wage workers / cashiers has been <u>offset</u> by the need to pay <u>technicians</u>. / They need (to pay) <u>technicians to maintain the kiosks</u>. (1)	1
2(f)	Explain why the number of self-checkouts is increasing, even when the majority of people do not actually want them (lines 42–45). Answer <u>in about 20 words</u> using continuous prose. Stores deploy self-checkouts because <u>their competitors do</u> / they <u>feel compelled</u> to do so. (1) Convincing more <u>people to use</u> them might <u>reduce their expenditure</u>. (1) Examiners should draw a vertical red line after 20 words but consider the remainder of any incomplete point which concludes within 23 words.	2

Question	Answer	Marks
2(g)(i)	Identify the <u>two</u> tactics used at self-checkouts by fraudsters (lines 46-50). Answer <u>in about 20 words</u> using continuous prose. They <u>exchange expensive and cheap items</u> when using <u>weight</u> sensors. (1) They <u>conceal expensive items inside cheap ones</u> (1) and <u>switch barcodes</u>. (1) Examiners should draw a vertical red line after 20 words but consider the remainder of any incomplete point which concludes within 23 words.	2
2(g)(ii)	Identify how the retailers' response to fraudsters has made the shopping experience less enjoyable, according to Andrews. Retailers are using increasingly <u>strong measures</u> / <u>installing AI-powered cameras</u> near self-checkout areas. (1) The <u>leisurely activity</u> of shopping now <u>resembles</u> an <u>airport-style security</u> check. (1)	2
2(h)(i)	Identify the problem posed by self-checkouts for people with limited vision or wheelchair users. The computerised checkouts are <u>inaccessible</u>, /meaning those people (complain that they) <u>have to get the attention of a staff member / cashier</u> in order to use them. (1)	1
2(h)(ii)	Explain the threat to human health posed by self-checkouts, as outlined by Dr Adam Roberts of the Infection Innovation Consortium. Self-checkout samples tested had very <u>high bacterial loads</u>,/ with <u>five different types</u> of potential disease-causing <u>bacteria</u> surviving on them. (1)	1
2(i)	Identify <u>one</u> way Andrews recently demonstrated how customers can oppose self-checkouts. Credit either of the following points. (With a full cart of shopping in his local supermarket), <u>he walked away</u> when told to use the self-checkout. (1) He was <u>not prepared /refused</u> to spend his time <u>scanning 60 items</u>. (1)	1