



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/23

Paper 2 Comprehension

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **8** 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 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.

Question	Answer	Marks
1(a)	Summarise the arguments <u>in favour</u> of wearing school uniform raised by members of the audience. Answer <u>in about 80 words</u> using continuous prose. Maintains authority of the school with strict uniform code/ clear expectations and boundaries set. Simple for parents – no arguing over what to wear in morning. Teaches children that sometimes they just have to fit in Levels the playing field between rich and poor children – promotes equality/ democracy. Reduces bullying – as all children start on a level playing field and no one is different (e.g. amount of money spent on own clothes/ brands etc). Creates a sense of community and belonging/ collective pride. Create a sense of identity which may build a sense of community. Gets you in the right frame of mind for learning/ differentiates between learning and free time (own clothes). Good idea on school trips to identify each other – this can good for safety. If they earn the uniform it creates a sense of pride/achievement. In assessing each answer award marks look for a coherent appraisal, clearly expressed, of three or more relevant considerations that makes use of analytical skills (Level 4 8–7 marks). Minimum number of two members of the audience cited. Any relevant content above 80 words will not be credited.	8

Question	Answer			Marks
1(a)	Level	Mark(s)	Descriptors	
	4	8–7	- 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	6–5	- 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	4–3	- 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	2–1	- 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.	

Question	Answer	Marks
1(b)	Identify and explain <u>four</u> arguments against wearing school uniform raised by members of the audience. Uniform represses individuality and personality/ depersonalises the children, (1) because everyone looks the same. (1) Uniform rules encourage children to break them, (1) because children like to test authority. (1) Uniform rules can be too strict (1) and children may feel oppressed. (1) Using uniform rules to improve behaviour does not always work (1) and more positive behaviour management strategies are lost (1) / and behaviour can become worse. (1) Priority should be given to teaching confident expression in students (1) rather than e.g. enforcing how long a skirt is. (1) Uniform only works if it is something to aspire to (1) – acquire different pieces as go through school. (1) Levelling others does not always work (1) as poorer children can still be recognised by the quality of their shoes, fit of clothes etc. (1) Children customise the uniform anyway to express their individuality (1) so makes it invalid. (1)	8
1(c)	In your opinion, explain <u>two</u> advantages and state <u>one</u> disadvantage of a school providing a uniform for the children to put on at school everyday. <u>Advantages</u> 4 marks Control over quality (1) reduces the variety e.g. of trousers. (1) Control over what wearing (1) makes sure students actually wear a full uniform. (1) Avoids the ‘I have forgotten.’ scenario (1) which can be disruptive. (1) Mindset – changing into uniform, ‘on duty’ etc. (1) may make better learning environment. (1) Uniform becomes something to aspire to (1) and therefore promotes better attitudes. (1) Helps to keep uniforms clean (1) if students play or work after school. (1) If school provides the uniform this would save families money (1) removes an obstacle from attending school. (1) Any other reasonable point. <u>Disadvantages</u> 1 mark Cost Laundry issues Students don’t have to take responsibility for their own uniform. Supply – organising supply etc. Having the right sizes Storage of hundreds of uniforms Any other reasonable point	5

Question	Answer	Marks
1(d)	Of the four audience members, explain whose argument you think is the <u>most</u> credible? Credible argument is one that is most believable – backed up with evidence, avoiding hyperbole etc. The student – he sees both sides and has first-hand experience of wearing it and following rules. His examples are based on experience. The teacher – ‘I have had experience of teaching both uniform and non-uniform schools’ so she can see both sides of the debate; gives a balanced argument. The psychologist – presume will have access to lots of research and observes students. The parent – first-hand experience of the simplicity of it; 4 children so will have seen a lot of different experiences; has seen both the negative and the positive side.	2
1(e)	Of the four audience members, explain whose argument you think is the <u>least</u> credible? Argument that is the least believable – backed up with evidence, avoiding hyperbole etc. Any of the adults as they do not have to wear it (although they may have done so in past as students themselves). Child psychologist – least first-hand experience (on a daily basis). Mother – could be a traditional parent/child argument. Teacher – she does not have to wear a uniform, may have a narrow experience of working in one school for 10 years.	2

Question	Answer	Marks
2(a)	Identify the words or phrases in the material that mean the same as the following phrases:	
2(a)(i)	People quickly replace things once they have broken, with new products rather than have them repaired (paragraph 4). (Our) throw-away society. 1 × 1 mark	1
2(a)(ii)	A lot to be done (paragraph 5). A mountain to climb. 1 × 1 mark	1
2(a)(iii)	Plan and make something using guidelines which aim to reduce the impact on the environment (paragraph 6). Sustainable design principles. 1 × 1 mark	1

Question	Answer	Marks
2(b)	According to the material, identify <u>two</u> reasons why some people might find a Fairphone ‘liberating’ to use. The owner can use any existing micro USB charger that he or she already possesses. Virtually no apps. Easily linked to apps. A modular design which can be repaired and upgraded by the owner. Customers like the idea that they are choosing a phone that is concerned with ethics and sustainability. 2 × 1	2
2(c)	Identify and explain <u>four</u> features of a Fairphone that make it more socially <u>and</u> environmentally sustainable. (lines 9–34) Answer <u>in your own</u> words as far as possible. Socially Some use of conflict free minerals – tin and tantalum, (1) although not all, such as cobalt, are guaranteed free of conflict so still can question source of materials. (1) Good practice in manufacturing (1) – pay workers a good salary and has good health and safety standards (1) welfare fund has been set up for these workers and a percentage of the money from each sale goes into this fund. (1) Proportion of the revenues from sales of phones goes into a pot of money for workers in the factory. (1) Environmentally Some element of environmental ethics – meant to last e.g. reduce the amount of electronic waste (1) by creating a phone that can be mended and improved by owner (1) rather than buy a new phone which reduces the amount of electronic waste. (1)	8
2(d)	Explain the meaning of the following <u>two</u> words as used in the material. You may write your answers as one word or a short phrase	
2(d)(i)	Open-plan (line 43 and line 50) Having no or few walls to divide an office/space, an office without walls. 1 × 1 mark	1
2(d)(ii)	Clad – (line 52) Attach a material to a wall e.g. wood. 1 × 1 mark	1

Question	Answer	Marks
2(e)	Explain <u>three</u> ways in which the company's office headquarters promotes its environmental conscience. Answer <u>in about 60 words</u> using continuous prose. It is in an existing building (1) so not building new office and using up materials that could be used for something else; (1) it has recycled furniture (1) (again re-using rather than consuming something that has to be created from scratch using resources and energy). They have used cladding for wall (1) which is a waste product from rubber production – reducing the amount going to waste/landfill and the possible impact on the environment. (1) They use natural light from large windows (1) so reducing the amount of energy needed in the form of electricity. (1) Open plan requires fewer internal walls and therefore uses fewer materials. Each point made must say how the action is sustainable/ environmentally friendly/displaying a conscience about the environment/world. Any relevant content above 60 words will not be credited. 3 × 2 or 2 × 3 for very well-developed point	6
2(f)	Using the material and your own knowledge, suggest why electronic waste is such a problem. From text: It is a constantly increasing amount of waste (1) – people throw away their old electrical devices (1) and just get new devices (1) rather than repair or upgrade their existing device. (1) From own knowledge: waste does not degrade or breakdown in the environment (1) so it stays around unless incinerated(?) (1) this can negatively impact on people (1) plastic in the devices does not decompose etc. Max 3 marks if only uses text or own knowledge	4