



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/21

Paper 2 Comprehension

May/June 2023

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 May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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)	Explain the factors that might make Mr Daan choose Davido for the summer job. Do <u>not</u> refer to Pierre. Answer in continuous prose. Credit any of the following points or any other valid points. Davido has studied Maths and Computer Studies, so he is probably adept at figures and/or technology/would be very useful in several departments. He has quite a lot of relevant experience as he is already a keen gardener/says he is happiest gardening. He can talk convincingly about horticulture as he uses technical terms such as ‘propagating’. He is hoping to go to horticultural college to study landscape and garden design, so he is likely to be a motivated worker/Mr Daan might think he’ll be grateful for the opportunity to gain more experience. He said that he thought he would be able to be useful from the get-go, so Mr Daan would be relieved that he would not be impacting negatively on the company’s profits. Ms Juul indicating that he had shown leadership potential in a quietly determined way means he would be very likely to not need too much hand-holding from the permanent staff. As a business owner and employer, Mr Daan would probably be very pleased to learn from Davido during the interview that he was not afraid of hard work, as much of the work at a garden centre can be physically demanding. Ms Juul described Davido as hardworking in her reference, so Mr Daan could believe him when he said that he was not afraid of hard work during the interview. If Davido got the grades to go off to college, Mr Daan could still employ him as trained-up cover for absent staff during his college holidays, or even at weekends throughout the year, as the college is a local one. He was very polite, which is a device that can often diffuse awkward situations with customers. He apologised immediately to Mr Daan for his late arrival, so he might go down well with the rest of the staff if he is prepared to say sorry for his mistakes. Plus, he had a valid reason for being late, which Mr Daan was sympathetic about. Mr Daan would be likely to be impressed that Davido had dressed smartly for the interview, probably regarding him as smart enough to represent the company to good effect with the general public.	8

Question	Answer	Marks																		
1(a)	Mr Daan might also appreciate the fact that Davido wants to carry on living at home because then Davido might not mind the low hourly rate of pay. Davido likes being outdoors and would probably not complain if the weather conditions were inclement. Davido got a taxi when faced with traffic problems, showing he has initiative and problem-solving skills. In assessing the answer award marks for a coherent appraisal, clearly expressed, of three or more relevant considerations that make use of analytical skills. <table border="1"> <thead> <tr> <th>Levels</th><th>Mark</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>4</td><td>7–8</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>5–6</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>3–4</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> </tbody> </table>	Levels	Mark	Descriptors	4	7–8	- 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	5–6	- 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	3–4	- 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(b)	Explain <u>three</u> disadvantages if Mr Daan were to choose Davido for the summer job. Do <u>not</u> refer to Pierre. Credit any of the following points or any other valid points. Davido has not yet received his A-Level results (1), so Mr Daan will not know for sure how good he is at Maths and Computer Studies, in particular. (1) He has <u>only</u> worked in his parents' garden (1), so Mr Daan does not know how much of Davido's knowledge of gardening is his own. (1) He arrived late for the interview (1), so he did not create a very good first impression/punctuality is on the checklist as a criterion for the job. (1) It meant he then had less time to sell himself during the interview (1), so Mr Daan might not have found out enough about him to want to employ him. (1) During the interview, he was hesitant/nervous (1), so Mr Daan might think that he would not make a good impression with customers. (1) Ms Juul said he had been shy in school (1), so Mr Daan might not think that he would be able to cope with talking to customers (1). Davido is not yet 18/cannot legally drive yet (1), which would mean that he could not drive one of the delivery vans. (1) He might not arrive at work on time (1) if he needs a lift from his father on workdays. (1) He may have to leave work <u>when he goes to college</u> (1) so if there is a permanent job, he wouldn't be able to take it up/Mr Daan would have to find someone else (1).	6
1(c)(i)	Identify a statement made by Pierre that was an exaggeration. I work in my mother's shop <u>regularly</u>, (helping her restock shelves). (1)	1
1(c)(ii)	Identify a statement made by Pierre that was a lie. (I hope that the tour won't take too long as) I have another interview lined up for <u>today</u>. (1)	1
1(c)(iii)	Identify the reason why Sonja ought <u>not</u> to be helping Mr Daan choose the successful applicant. Point 8/(Sonja has not mentioned to Mr Daan that) she and Pierre's mother are friends. (1)	1
1(c)(iv)	Identify the point in the Additional Information that is the <u>least</u> relevant when Mr Daan is choosing the successful applicant. Point 12/Davido's mother is (looking forward to) retiring (soon). (1)	1

Question	Answer	Marks
1(d)(i)	Regarding Pierre, explain why he could talk so confidently about himself to Mr Daan. Credit any <u>three</u> of the following points or any other valid points. Pierre is a person who clearly enjoys talking about themselves (1), as the words came so fluently to him. (1) His father is a motivational speaker by profession/ he has listened to many of his father's speeches (1), so Pierre might have practised interview techniques with his father/learnt how to speak positively about himself from his father. (1) He did A-Level Business Studies (1), so he would have had to learn such business jargon off by heart for his exams. (1) According to Mr Poole, he had been a popular student at school (1), so he seems to know how to get people on his side. (1) He probably enjoyed being the centre of attention again (1) as it had been a long time since he had been surrounded by people thinking he was charismatic. (1) At school, he was voted the student the most likely to succeed (1) which would probably have boosted his ego. (1) He might be delusional/really believe that he has all these high-level skills (1), so he found it easy to reel off such an impressive list of talents. (1)	3
1(d)(ii)	Regarding Pierre, in your opinion, explain why Mr Daan needs to ask him questions about the past year. Credit any <u>two</u> of the following points or any other valid point. Mr Daan needs to find out <u>how</u> (else) Pierre has spent the past year/his time since leaving school, (1) as he is relying on a headteacher he has not seen for a year for a reference. (1) He makes no mention of any long-term work/studies/volunteering during this period (1), which would make him appear work-shy/unemployable/unused to having to follow a structured work timetable/out of the habit of taking orders. (1)	2

Question	Answer	Marks
1(e)	In your opinion, explain why ‘no one has yet been employed permanently’ by Mr Daan. Credit any <u>two</u> of the following points or any other valid points. A permanent job was not guaranteed/the wording was only ‘could be made’ permanent (1). The previous summer workers might not have reached the required standard. (1) Mr Daan could be exploiting school leavers (1) as he has no intention of taking on anyone new (1); he just wants cheap cover for absent staff. (1) Previous summer job workers to whom he offered a permanent job might have asked for more than the \$10 an hour (1) which he refused to pay (1). No ‘formal’ training is mentioned and school leavers may want that (1). The qualities he asks for (polite, punctual etc.) are highly sought after (1) and such employees may well be ‘poached’/move voluntarily to a position with better pay (1).	2

Question	Answer	Marks
2(a)(i)	Identify the <u>two</u> qualities the editorial team like about all these women. (their) courage (1) (how they) take <u>challenging the status quo in their stride</u> (1)	2

Question	Answer	Marks
2(a)(ii)	Identify <u>seven</u> advantages for young girls resulting from the collaboration between the <i>National Geographic</i> magazine and the toy company (lines 6 to 15). Answer <u>in about 70 words</u>. Credit any <u>seven</u> of the following points. The toy company has created <u>travel-themed dolls</u>. (1) Telling stories about <u>female adventurers</u> (1) is a way for us to <u>journey further</u> (1), while <u>nurturing equality</u> (1). The range now includes Astrophysicist <u>and</u> Polar Marine Biologist (1), encouraging girls to <u>reject the previous limits</u> on female achievement. (1) They discover (roles and stories) about <u>exploration, science, conservation and research</u>. (1) They will be reached in a <u>new way</u> (1), using <u>play to inspire</u> (the next generation of explorers, scientists and photographers). (1) Any content above 70 words will not be credited.	7
2(a)(iii)	Identify <u>one</u> of the two female explorers on the list who have <u>not</u> yet been the first female to achieve an ‘exploration’ first. Accept either Emma Svensson or Alyssa Azar (1)	1
2(b)(i)	Describe what the following female explorers, when not exploring, have done for the benefit of other people or society as a whole, as stated in the material: Namira Salim (lines 17 to 22). Answer <u>in about 20 words</u>. Salim is an honorary <u>diplomat</u> for <u>international harmony</u> (1) and <u>founded</u> SpaceTrust, promoting <u>global peace in space</u>. (1) Any content above 20 words will not be credited.	2

Question	Answer	Marks
2(b)(ii)	Describe what the following female explorers, when not exploring, have done for the benefit of other people or society as a whole, as stated in the material: Alyssa Azar (46 to 51). Answer <u>using your own words</u> as far as possible. Credit any four of the following points. Azar <u>began</u> the podcast (<i>Girls Can Do Scary Things Too</i>). (1) After getting back to Australia from Everest, she had the notion (1) whilst recounting tales of her trip to her sister's class. (1) Her talk made them realise that (1) girls had the ability to undertake <u>frightening adventures</u> as well. (1) Azar, (though) delighted by their response, (1) was perturbed that, (1) they were placing <u>limits</u> on themselves so <u>early on in life</u>. (1) She wants (the podcast) to <u>make</u> girls <u>aware</u> of the notion that they <u>are able</u>. (1)	4
2(b)(iii)	Describe what the following female explorers, when not exploring, have done for the benefit of other people or society as a whole, as stated in the material: Pasang Llamu Sherpa Akita (53 to 60). Answer <u>in about 30 words</u>. Credit any three of the following points. She worked to <u>provide relief</u> after the 2015 <u>earthquake</u>. (1) She <u>developed a foundation</u> to assist <u>women's education</u> in Nepal. (1) She <u>educates/supports</u> girls so they can <u>be whatever they want/not necessarily</u> to be <u>mountaineers</u>. (1)	3
2(c)	Explain how Kira Salak feels about old explorers (line 69). Answer <u>using your own words</u> as far as possible. Credit any one of the following points. She <u>looks up to</u> explorers of the past (1)/ because of all they achieved while lacking resources. (1)	1
2(d)(i)	Identify the <u>exact</u> word in the material that means the following: people who travel widely (lines 1 to 5). globetrotters (1)	1

Question	Answer	Marks
2(d)(ii)	Identify the <u>exact</u> word in the material that means the following: event that causes great change (lines 26 to 31). (the) catalyst (1)	1
2(d)(iii)	Identify the <u>exact</u> word in the material that means the following: summary of events (lines 33 to 38). (a) recap (1)	1
2(d)(iv)	Identify the <u>exact</u> word in the material that means the following: pioneering (lines 62 to 69). groundbreaking (1)	1
2(d)(v)	Identify the <u>exact</u> word in the material that means the following: self-governing (lines 71 to 75). sovereign (1)	1