

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/22**

Paper 2 Comprehension

May/June 2024**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.

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This document consists of **12** 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.

Information about annotations

For creditworthy content, point-based marking makes use of tick1 and tick2 annotations, the first showing a single mark is to be awarded and the second, where appropriate, that a developed point has been made, worthy of two marks.

In levels-based marking, plain ticks and **DEV** will be the main annotations for valid content points.

Where required **Bal** shows where a (dis)advantage has been noted.

BOD (benefit of doubt) can be useful to show marginal decisions where the point is not totally convincing but where credit is given.

There are various reasons why content considered might not gain credit and the following annotations help us to distinguish these somewhat:

? the point is either unclear, illogical or unconvincing in some other way.



the point is incorrect, perhaps factually, or the wrong word or point has been offered.

NAQ 'not answering the question'; perhaps the material relates to a later question, or simply comes from the wrong part of the material

NAR 'narration', usually used in levels-based, longer responses; information is included but no real point is made, for example, it might not be clear whether the intended point is an advantage or a disadvantage

REP repetition of the same/an earlier point

TV 'too vague' the response is not making the required point clearly or precisely enough

Sometimes the candidate has not followed the instructions fully and this needs to be shown by red highlighting over those words, phrases or sections which have not made sufficient use of own words to convey a point. Also used for highlighting lifted material on own words questions to block out words copied too closely from the text to make marking clearer. Finally, the red highlighter is used for indicating the position of the word count on those questions.

Question	Answer	Marks
1(a)	With reference to the Additional Information, explain why Olivia ‘refused emphatically’ to put herself forward for election, despite Mr Beppe’s pleas. Credit any two of the following points or any other valid point. She is hoping to achieve top grades in both her <u>ballet and piano</u> examinations this year, (1) which will both require hours of practice outside college hours / but, as a final year student, she knew she would have a lot of homework / so she probably thought that the extra responsibility of being class representative would be too much / would affect adversely her performances in these examinations. (1) 1 + 1	2

Question	Answer	Marks
1(b)	With reference to Elisavetta’s leaflet <u>and</u> the Additional Information, explain why she might <u>not</u> be a suitable candidate. Do <u>not</u> refer to Armando. Answer in continuous prose. Credit any of the following points or any other valid point. Her <u>leaflet</u> is very casual/informal in style, with its informal language and heart-shaped bullet points and hearts/balloons as border, (leaflet) so she might find it difficult to represent her class to the best effect/effectively in formal council meetings/and make notes at the meeting which are published to the whole college. (Additional Information) She seems/appears to be relieved/ surprised to make it to the final year of college, so this suggests she might have found college life difficult to negotiate academically/ pastorally. (leaflet) Some classmates might think that, having had a female class representative the year before, it might be the turn of a male student to be class representative. (leaflet) She claimed to have never let any of them down doing things/ to love getting things done (leaflet), but she was supposed to help Brianna organise a charity event last year, but kept making excuses instead. (Additional Information) She said that classmates could come to her and she would take the time to listen to them (leaflet), but once, on finding a classmate in tears, she told them she was too busy to stop and talk. (Additional Information) Her motivation for standing for election is not really the best: she recently realised that she had not taken part in any extra-curricular activities to write about on any university application form (Additional Information) or other information that indicates Elisavetta is applying out of self-interest/selfishness. Elisavetta crashed into Mrs Eriksson’s car recently (Additional Information), so Mrs Eriksson, who attends every meeting, might not allow her a proper hearing at council meetings/ the class’ proposals might not get a positive reception at council meetings.(Additional Information)	10

In assessing the answer award marks for a coherent appraisal, clearly expressed, of three or more relevant considerations, including balance, that make use of analytical skills.

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.

Question	Answer	Marks
1(c)(i)	With reference to the Additional Information, identify the exaggerated claim Armando made in his leaflet. Justify your choice. I am exceptional at winning arguments. (1) During his time in the Debating Society, he has been on the victorious team 35 per cent of the time. (1) 1 + 1	2
1(c)(ii)	Identify the promise Armando made in his leaflet that he would <u>not</u> be able to keep. Justify your choice. Credit any two of the following points. You have my guarantee that I shall be at all the meetings. (1) The <u>Debating Society</u> meets every third Monday after lessons finish but council meetings are held on Mondays / on a Monday. / There may be a <u>clash</u> between the <u>Debating Society</u> (and council) meetings. (1) 1 + 1	2
1(c)(iii)	With reference to the Additional Information, explain how Armando could get help from Brianna to carry out his duties as class representative if he was to be elected. (When he is attending Debating Society meetings / unable to attend council meetings,) he could <u>ask Brianna to deputise</u> for him (1) (which she would be likely to do) as they are good <u>friends</u>. (1) 1 + 1	2
1(d)	Explain why Mr Beppe might overturn the election result, if Elisavetta were to be elected. Answer with reference to her question-and-answer session <u>only</u>. Credit any one of the following developed points, or any other valid developed point. He might disapprove of her view that the college should get rid of all the punishments, (1) thinking that it would have a negative effect on the students and the college. (1) He might not be impressed by her uncomfortable performance / hesitation / looking unsure, (1) which could reflect badly on his class. (1) He might not be impressed by her lack of preparation regarding what she might be asked / her inability to think things through on her feet, (1) leading to her making rash statements. (1) 1 × 2	2

Question	Answer	Marks
1(e)	Explain why some of the college rules might actually be abolished if Armando were to be elected. Answer with reference to his question-and-answer session <u>only</u>. Credit any three of the following points or any other valid point. He clearly understands the problem with the / the need for a punishment system, (1) making an important distinction between rules that help the well-being and smooth running of college (1) and the petty ones that could be abolished without adverse effects, (1) which would be more likely to be approved by college authorities, (1) and he had <u>started to get</u> his classmates to <u>think the same way</u> as he did, (1) so, there would be a good chance of convincing a majority of class representatives / the council meeting too. (1) $2 \times 1 + 1$ or 3×1	3
1(f)	In your opinion, explain why the ballot boxes are placed in the college reception rather than the classrooms. Credit any two of the following points or any other valid point. Students are voting on ‘neutral territory’, (1) so, this could help prevent any intimidation / tampering / interference, (1) as there always has to be a receptionist on hand to greet visitors/answer the phone (1) whereas the class teacher is not always in their classroom (to keep an eye on proceedings). (1) 2×1 or $1 + 1$	2

Question	Answer	Marks
2(a)	Identify <u>three</u> of the reasons given why chess was not very popular before millions tuned in to watch <i>The Queen's Gambit</i> series. Credit any three of the following points. It was <u>associated with old men</u>, (1) <u>sour</u> looks, (1) <u>hours of</u> boredom (1) and <u>genius</u> levels of <u>memory</u> and <u>logic</u>. (1) 3 × 1	3
2(b)	Explain how Allan Scott <u>and</u> the game of chess are similar in character. Answer <u>in about 30 words</u>. Credit any three of the following points. He showed <u>determination</u> as the series <u>producer</u> and (co-) <u>creator</u>. (1) It took many <u>years</u>, <u>directors</u> and <u>rewrites</u> (to complete <i>The Queen's Gambit</i>). (1) <u>Chess</u> is about <u>perseverance</u> and <u>commitment</u> too. (1) Any content above 30 words will not be credited. 3 × 1	3

Question	Answer	Marks
2(c)	Explain the origins of chess as stated in lines 12 to 16. Answer <u>using your own words</u> as far as possible. Credit any five of the following points. There are those who think it started (1) with a sad story (1) from the time of the Gupta rulers of India. (1) It appeared that a prince died (1) while leading his men in war / at the head of the fighting / in the field. (1) His brother explained what had happened (1) to his mournful mother (1) by way of a board with 64 squares (1) on which, up until then, people had played Ashtāpada. (1) 5 × 1	5
2(d)(i)	According to Elena Touroni, identify <u>three</u> different cognitive benefits of playing chess (lines 19 to 24). Answer <u>in about 30 words</u>. Credit any three of the following points. Players (must) <u>memorise</u> (many) <u>complex</u> combinations of <u>moves</u> and <u>outcomes</u>. (1) It helps <u>improve memory</u> and <u>problem-solving skills</u>. (1) It <u>increases self-esteem</u> and <u>empathy</u>. (1) One can enter a <u>flow state</u>, / meaning being <u>totally involved</u> (in something). (1) Any content above 30 words will not be credited. 3 × 1	3

Question	Answer	Marks
2(d)(ii)	According to Elena Touroni, identify <u>two</u> different reasons why mastering a skill is important (lines 25 to 32). Credit any two of the following points. It can make you feel <u>good about yourself</u> / <u>competent</u> and <u>confident</u>. (1) It can help you feel <u>more in control</u>. (1) It can help you become <u>more resistant</u> to <u>negative emotions</u> / can even be used to <u>treat depression</u>. (1) 1 + 1	2
2(e)	Describe Jon McKnight's current approach to playing chess (lines 37 to 45). Answer in about 30 words. Credit any three of the following points. It is about <u>control</u> and <u>sacrifice</u>. (1) He can <u>work out three moves</u> (ahead in every direction), (1) enough to <u>defeat most</u> people. (1) He loves knowing which <u>sacrifice</u> gains his desired <u>outcome</u>. (1) His <u>opponent thinks</u> they are <u>winning</u>, (1) so wrapped up in <u>his 'mistake'</u> they <u>miss</u> his <u>motive</u>. (1) He <u>plays aggressively</u>, but is <u>not</u> like that <u>in life</u>. (1) His aim is <u>not to control</u> them, but <u>anticipate</u> their <u>moves</u>. (1) Any content above 30 words will not be credited. 3 × 1	3

Question	Answer	Marks
2(f)	Identify <u>two</u> different reasons why chess is used in therapy sessions (lines 47 to 53). Answer <u>in about 20 words</u>. Credit any two of the following points. Chess (powerfully) enables people to <u>open up</u> and <u>improve relationship(s)</u>. (1) It <u>establishes trust</u> in <u>the relationship</u>. / It <u>establishes trust</u> between <u>therapist and patient</u>. (1) The <u>relaxed</u> environment allows <u>easier expression</u> of thoughts / feelings / emotions. (1) It has proven <u>effective</u> in treating <u>neurobehavioural</u> conditions. (1) Any content above 20 words will not be credited. 1 + 1	2
2(g)(i)	Identify the <u>exact</u> word or phrase in the material that means the following. steal the attention at the expense of others (lines 1 to 7) . (to) hog the limelight (1)	1
2(g)(ii)	Identify the <u>exact</u> word or phrase in the material that means the following. young person with exceptional qualities or abilities (lines 25 to 32). prodigy (1)	1
2(g)(iii)	Identify the <u>exact</u> word or phrase in the material that means the following: experiences from which useful knowledge or principles can be learned (lines 44 to 53). life lesson(s) (1)	1
2(g)(iv)	Identify the <u>exact</u> word or phrase in the material that means the following: able to be successful in the end (lines 54 to 59). <u>can</u> win the day (1)	1