



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/22

Paper 2 Comprehension

October/November 2021

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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **10** 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)	Identify the statement Kalia made at the start of the meeting that was untrue. Justify your response. That many of the students had come up to her and said that they wanted Going for Giglow to perform (1) because, in fact, they wanted IndiGoGothik to perform/they are huge fans of IndiGoGothik/they are excited for IndiGoGothik to perform. (1)	2
1(b)	Identify the important fact Kalia failed to tell Pen and Tove at the start of the meeting. Explain why this was unfair of her. She did not tell them she was having an audition with/wishes to join Going for Giglow. (1) Pen and Tove did not know that she has a bias towards one act/Pen and Tove do not have all of the facts to hand/it could cloud her judgement/she did not declare an interest, unlike the other two. (1)	2
1(c)	Identify which committee member is the best informed to choose between the two acts. Justify your response. Tove (1) as she is the (only) member of the committee who has seen <u>both</u> acts perform. (1)	2
1(d)	State <u>three</u> pieces of the Additional Information provided which are the <u>least</u> relevant when the committee members are choosing which act is to perform at the event. Point 4 (1) Point 15 (1) Point 20 (1)	3

Question	Answer	Marks
1(e)	Considering the advantages and <u>one</u> disadvantage, explain why Going for Giglow might be a suitable choice. You must <u>not</u> refer to the other act. Answer in continuous prose. Credit any of the following or any other valid points. There would be a financial advantage if they are chosen as there would be no cost attached, meaning more money could be spent on the decorations and catering for the event so it would be more impressive and there would be less of an onus on those students trying to raise money to fund the event more and the cost of tickets could be set at the lowest level possible, allowing everyone who wanted to go the opportunity to attend. Ultimately, the principal makes the decision, and she prefers to support her own students in all their endeavours so would be likely to favour them. They are seemingly on their way, getting offered work, so are probably getting more and more professional in their outlook, plus fellow students might start to regard them as cool/ones to watch, especially if they see them taking part in the well-received local park event. As they are starting to earn money, they might be able to invest in better equipment and set before the leavers' event. They must have made a good impression on the manager of the place they are going to play regularly as he/she would not book a poor act. Their collaboration is only recent so they might not be that proficient together yet/ they might have rushed some of their material through to provide an hour-long set. Music that people want to stand to listen to/dance to might not be the same as music composed for jingles and games. They have experienced problems with their equipment in the past which could lead to a disappointing performance at the leavers' event. Students at that performance might have gained a bad impression of them, so might be put off attending the event. They are only students, so do not have access to sophisticated lighting and sound systems which might not impress their fellow students at this important event in their lives. 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.	8

Question	Answer			Marks
1(e)	Level	Descriptors	Mark(s)	
	4	- 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.	7–8	
	3	- Moderate range of argument, 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.	5–6	
	2	- 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.	3–4	
	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.	1–2	
	0	A mark of zero should be awarded for no creditable content.	0	

Question	Answer	Marks
1(f)	Considering <u>two</u> disadvantages and <u>one</u> advantage, explain why IndiGoGothik might <u>not</u> be a suitable choice. You should <u>not</u> refer to the other act. Answer <u>in about 60 words</u>. Credit any of the following or any other valid points. The band members are not students of Giglow College (1) so the principal would not approve this choice of outsiders. (1) The band is loud (1) so the conservative-minded principal might feel assaulted by the noise. (1) They sound unpredictable (1) so they might offend the principal during their performance. (1) They need a lot of notice (1) so they might not be available now. (1) They are still expensive for a college to book (1) so there would be financial implications for the college. (1) If the band becomes famous (1), they might not be able to honour this booking. (1) The pressure of fame might get to the band member again (1), forcing a cancellation. (1) They are only playing a short set (1) so it could be a let-down for the rest of the event. (1) It would be a popular choice with the students (1) so might encourage a larger turnout than usual. (1) They are used to performing professionally/have a professional set (1) so a top-notch performance is almost guaranteed. (1) They are well known already (1) so it might be easier for those students raising funds to make more money. (1) They have recently won an award locally (1) so will have a heightened profile with students/make the event seem more special to the leavers. (1) Any relevant content above 60 words should not be considered as part of the answer.	6

Question	Answer	Marks
1(g)	'Music can change the world because it can change people.' Explain to what extent you agree with this quote from Bono, the lead singer of the Irish band U2. Credit any valid point(s). Music can contain lyrics that can open up the listeners' minds (1) to alternative points of view. (1) Listening to music can calm a person down or cheer them up (1) so can have a positive impact. (1) This is too simplistic an analysis (1) of what motivates people. (1) 1 + 1 or 2 × 1	2

Question	Answer	Marks
2(a)	State the <u>three</u> ways local people are trying to make the Apuan Alps ‘magnificent’ again. They are trying to put a <u>stop</u> to destructive marble <u>mining</u> (1), to re-populate <u>abandoned</u> villages (1) to build an <u>alternative</u> economy. (1)	3
2(b)	Identify the words or phrases in the material which mean the following:	
2(b)(i)	there existed a compulsion There was (always) a pull (1)	1
2(b)(ii)	large public gatherings at which people perform an unusual or seemingly random act and then disperse, often organised via social media Flashmobs (1)	1
2(b)(iii)	there is an outcome that is advantageous to all the people involved (It's a) win-win situation (1)	1
2(c)	Identify the <u>three</u> elements of mountain life Eros Tetti had noticed were missing on his return home. People living <u>and</u> working there. (1) Tourism (1) Gastronomy (1)	3
2(d)(i)	Explain the work of the Odissea Cooperative. Answer <u>in about 30 words</u>. Credit any three of the following points. Young people are trying to develop a <u>mountain</u> economy (1) and integrate immigrants into local communities. (1) Funded by the (Italian) government (1), they provide <u>training</u> for refugees in local <u>businesses</u>. (1) Any relevant content above 30 words should not be considered as part of the answer.	3
2(d)(ii)	Identify <u>two</u> positive features of the region which make Arianna Watson confident about its future. Credit any two of the following points. <u>Lots of</u> resources/chestnuts, mushrooms, agriculture, tourism, art (1) Tourism <u>is growing</u>. (1) The young people of the co-operative <u>care passionately</u> about the place (1) and they <u>believe</u> they can do it. (1)	2

Question	Answer	Marks
2(e)(i)	<u>In your own words</u>, state <u>two</u> advantages of crops grown in the mountains, according to Yusupha Darboe. Credit any two of the following points. They are not harvested in the same months (1) as the lowland ones. (1) There exist crops that are only found in the upland areas. (1) An example is a vegetable that has the flavour of a fruit. (1) Food is homegrown. (1)	2
2(e)(ii)	<u>In your own words</u>, explain how Yusupha has a different attitude compared to many refugees. Credit any three of the following points. Most <u>reside</u> in cities (1) as they think that it will be <u>easier</u> to find a job. (1) However, Yusupha Darboe prefers to live in small communities (1) where he has a sense of liberty, (1) and can see himself living here in the long term. (1)	3
2(f)	State <u>two</u> of the ways refugees are helped by working for Stefano Bresciani. <u>Answer in about 20 words.</u> Credit any two of the following points. He delivers an <u>official training</u> programme, (1) training them in an ancient job/a job people no longer do. (1) They are helped to integrate. (1) (Local) people see them doing a good job. (1) Any relevant content above 20 words should not be considered as part of the answer.	2

Question	Answer	Marks
2(g)	Explain the meaning of the <u>two</u> following words or phrases as they are used in the material. You may write the answer in one word or a short phrase.	1
2(g)(i)	nostalgic: wistful, evocative, longing/emotional for the past	
2(g)(ii)	to tend to: (to) look <u>after</u> , (to) care <u>for</u> , (to) take care <u>of</u> , (to) see <u>to</u> , (to) cultivate	1
2(h)	Use the original words or phrases in (g) in <u>two</u> separate sentences to illustrate their meanings as used in the material. Your sentences should <u>not</u> deal with the subject matter of the material.	
2(h)(i)	As the song began to blare out from the radio, she immediately felt nostalgic for her youth and the times she spent dancing to it with her friends.	1
2(h)(ii)	It is important to keep a watchful eye on one's finances and to tend to them at all times if one wants to remain fiscally sound.	1