



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/23

Paper 2 Comprehension

October/November 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 October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level 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.

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)(i)	With reference to Chiara and Bastien’s conversation <u>only</u>, identify <u>two</u> different pieces of evidence showing that Bastien really cared about buying a fortieth birthday present for his mum Matilde. Credit any two of the following points. • He was <u>talking enthusiastically about her</u> (imminent) <u>birthday</u>. (1) • He had been <u>saving up for a while</u>. (1) • He was <u>beginning to panic</u> (as he was still not sure what to get her)/ He <u>looked relieved</u> when Chiara <u>suggested a plan of action</u>. (1) • He <u>looked carefully</u> at everything on the stand/ he would <u>not be rushed away</u> (from the stand) by Chiara. (1) • He <u>smiled when he thought he had found a present his mum would love</u>. (1)	2
1(a)(ii)	With reference to Chiara and Bastien’s conversation <u>only</u>, identify <u>two</u> different pieces of evidence showing that Chiara was <u>not</u> so interested in buying a birthday present for her mum Matilde. Credit any two of the following points. • Chiara was (initially) <u>more interested</u> in texting Beka, her best friend. (1). She had <u>not thought about her mum’s present</u>. (1) • She spent the <u>briefest amount of time looking</u> at the stand of flyers/ she <u>kept on at Bastien to hurry up</u> (1) as meeting up with Beka was <u>more important to her</u> than her mum’s present. (1)	2
1(b)	With reference to Matilde and Rocco’s conversation <u>only</u>, identify the <u>two</u> statements showing that Matilde had been disappointed with previous birthday presents from her family. Credit the following two points. • Rocco said that he wanted to get her birthday present <u>right (this time)</u>. (1) • Matilde said that she (certainly) did <u>not</u> want <u>any more</u> chocolates or flowers. (1)	2
1(c)(i)	Regarding Remi’s art workshops, explain how Bastien could afford the \$50 for Matilde to attend Remi’s workshop on Tuesday 1 June, using his savings, allowance <u>and</u> possible earnings. Credit any three of the following points. • Savings – Bastien has <u>\$30 in his bank deposit account</u>. (1) • Allowance – he would receive <u>two more lots of \$5</u>/he would receive <u>\$10 in allowance/with his allowance</u> he would have <u>\$40</u> (1). • Possible Earnings – it is very likely he would be able to <u>wash two cars for the last \$10/ to reach \$50</u>. (1) • Accept: Savings: \$30 (1) Allowance: \$10 (1) Earnings: \$10 (1)	3

Question	Answer	Marks
1(c)(ii)	Regarding Remi's art workshops, in terms of group size, explain why Bastien should try to book Matilde on a watercolour workshop rather than an acrylic one. Credit any two of the following points. Remi <u>limits watercolour workshops to 6 attendees</u> as watercolour painting requires more tuition and advice (1), whereas there can be <u>up to 15 attendees on acrylic/other workshops</u>. (1) Accept the following comparisons: According to one reviewer, attendees on an acrylic workshop were <u>squeezed into the room</u> (1), so Remi is allowing <u>too many attendees</u> on those workshops. (1) Watercolour workshops have <u>fewer attendees</u> than acrylic ones (1), so Matilde would get <u>more individual attention</u> and advice. (1)	2
1(c)(iii)	Regarding Remi's art workshops, explain why Matilde would be likely to prefer Remi's style of teaching art to that of her art teacher at school. Credit the following two points. Remi: he provides tuition in a <u>non-judgemental</u> way (1), Matilde's art teacher: they <u>laughed at</u> one of her drawings. (1)	2
1(c)(iv)	Regarding Remi's art workshops, explain how Matilde's well-being might benefit from attending an art workshop. Credit any two of the following points. Matilde has been under a great deal of <u>pressure at work</u> (recently) (1) and research has found out that artistic activities can be <u>very therapeutic/promote good mental health</u>. (1) A reviewer said that they found it <u>so relaxing</u> to just paint. (1)	2

Question	Answer	Marks									
1(d)	Explain why Matilde would appreciate an Eduk8 concert ticket as a fortieth birthday present. Do <u>not</u> refer to Remi's art workshops. Answer in continuous prose. Credit any three of the following points or any other valid point. • Matilde must have made it clear to Chiara that she was a big fan of Eduk8 as Chiara knew that this band was her mum's favourite band. • Eduk8 was the first thing that came to Matilde's mind when Rocco asked her for ideas during their conversation, highlighting to the family how this, for her, would be an unforgettable reminder of her special day. • Then she revealed that she already knew that Eduk8 was coming to Perila Town on tour, so she must have still been keeping a close eye on their movements/ have been hoping to finally get to one of their concerts. • One reviewer mentioned that Eduk8 played all their classic hits with everyone singing along and dancing, so this would give her the chance she wanted to relive her youth a bit. • Matilde was listening constantly to <i>Phoenix</i>, Eduk8's new album, on her headphones at work and the flyer says that the set list would include tracks from <i>Phoenix</i>. • As a teenager, she was not allowed to go and see Eduk8 with her friends, so this would make up for her feeling of missing out (FOMO) when all her friends went and then they probably spent weeks talking about every detail of the experience (in front of her). <table border="1"> <thead> <tr> <th>Levels</th><th>Mark(s)</th><th>Descriptors</th></tr> </thead> <tbody> <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> </tbody> </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.	8
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Question	Answer			Marks
1(d)	Levels	Mark(s)	Descriptors	
	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.	
1(e)	If Rocco were to go to the Eduk8 concert in Perila Town with Matilde, identify the <u>one</u> disadvantage for each person. Credit one of the following points. - Rocco – he <u>would not get to see</u> City Dreamerz supporting Eduk8/ Perila Town is the one venue that City Dreamerz <u>are not</u> supporting Eduk8. (1) - Matilde – she would have to <u>cancel/ miss</u> her <u>Literacy Class</u> that evening. (1)			2

Question	Answer	Marks
2(a)(i)	Identify the <u>exact</u> word or phrase in the material that means the following: suddenly appearing (lines 1 to 6) springing up (1)	1
2(a)(ii)	Identify the <u>exact</u> word or phrase in the material that means the following: actively involved (lines 7 to 10) hands-on (1)	1
2(a)(iii)	Identify the <u>exact</u> word or phrase in the material that means the following: internal workings (lines 11 to 17) innards (1)	1
2(a)(iv)	Identify the <u>exact</u> word or phrase in the material that means the following: internal workings (lines 11 to 17) rolled out (1)	1
2(a)(v)	Identify the <u>exact</u> word or phrase in the material that means the following: internal workings (lines 11 to 17) in tow (1)	1
2(b)	Identify the <u>two</u> worrying statistics cited by WEEE. <u>This year</u> , 5.3 billion mobile phones will be <u>thrown away</u> . (1) (The ‘mountain’ of) electrical and electronic waste <u>will grow to 74 million tonnes a year by 2030</u> . (1)	2
2(c)(i)	With reference to volunteer Tony, explain the technological changes he has seen (lines 24 to 26). Answer in about 20 words. Credit the following two points. • (Whilst) things were <u>once</u> designed <u>to last</u> (1), • changing engineering <u>methods</u> mean <u>products just out of guarantee fail</u>. (1) Any relevant content above 20 words should not be considered as part of the answer.	2

Question	Answer	Marks
2(c)(ii)	With reference to volunteer Tony, explain what annoys him (lines 27 to 28). Answer <u>in about 10 words.</u> Credit the following point. Broken items <u>dumped</u> due to <u>inadequately engineered plastic</u> annoy him. (1) Any relevant content above 10 words should not be considered as part of the answer.	1
2(d)	Explain the <u>two</u> different reasons why volunteer David is so grateful to the Fixing Factory. Answer <u>in about 40 words.</u> Credit any of the following four points. • The Fixing Factory <u>rescued</u> his <u>faulty laptop</u>. (1) • He lost neither <u>photos</u> of his mother nor <u>important documents</u>. (1) There's a lot of <u>fear</u> in <u>fixing things</u> (1) • Messing with an <u>unknown</u> laptop is like a <u>dangerous alligator</u>. (1) The <u>trainer</u> showed him that the <u>alligator will not bite</u>. (1) • They helped <u>demystify</u> the <u>process</u> for him. (1) Any relevant content above 40 words should not be considered as part of the answer.	4
2(e)	Explain what made Noor walk into the Fixing Factory (lines 43 to 44). Answer <u>in about 20 words.</u> Credit the following two points. • The <u>colourful signage</u> outside and <u>lively</u> activity inside intrigued her. (1) • She had <u>never seen anything like it</u> around there. (1) Any relevant content above 20 words should not be considered as part of the answer.	2
2(f)	In your opinion, explain why Dermot and Marilyn turn on the kettle 'in tense anticipation' (a quote from line 53). Credit any two of the following g points or any other valid point. They think that they have located the problem and repaired it, (1) but they will not know for certain until it is on and working. (1) There are other people watching them (1), which could make them feel pressurised to get it right/ make it work. (1)	2

Question	Answer	Marks
2(g)	Identify the <u>two</u> different misconceptions that ‘cup of tea’ fixes refute. Credit the following two points. • Misconception 1: It is (simply) not cost-effective to fix things <u>nowadays</u>. (1) • Misconception 2: It takes too much <u>time</u> and <u>effort</u>. (1) (Note – can answer either way round)	2
2(h)(i)	State the <u>exact</u> meaning of the following word as it is used in the material: adorn (line 6) decorate, embellish, deck (out), dress, furnish, ornament, grace (1)	1
2(h)(ii)	State the <u>exact</u> meaning of the following word as it is used in the material: compounds (line 9) worsens/makes worse, aggravates, adds to, augments, exacerbates, intensifies, heightens, increases, magnifies (1)	1
2(h)(iii)	State the <u>exact</u> meaning of the following word as it is used in the material: (to) confront (line 36) (to) face/face up to, stand up to, challenge, tackle, defy, meet (1)	1
2(h)(iv)	State the <u>exact</u> meaning of the following word as it is used in the material: (a) proliferation (line 60) (a) (rapid) rise, increase, expansion, spread, growth, escalation (1)	1
2(h)(v)	State the <u>exact</u> meaning of the following word as it is used in the material: ethos (line 61) spirit, character, atmosphere, climate, mood, feeling, morality, attitude(s), belief(s), principle(s) (1)	1