

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/21**

Paper 2 Comprehension

October/November 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 Mrs Mattieu's statement about the sales figures in the Background is inaccurate. She thought that FunToiZ had started to be outperformed by its competitors in the <u>toddler</u> age range, (1) but the new finance director has just told her that the <u>whole</u> range was struggling financially. (1) 1 + 1	2
1(b)(i)	Regarding the design team, explain which member has the <u>most</u> relevant experience of toddlers. Credit one of the following points. (Before going to college,) she had worked as a <u>nanny/worked</u> with three <u>young children</u>/she is the <u>oldest in a family of five</u>. (1) Sophie has the most <u>recent</u> experience of this particular age group. (1)	1
1(b)(ii)	Regarding the design team, identify the reason why it was <u>not</u> surprising that Arno created the Dual-Purpose Racing Car. Credit one of the following points. He had worked in the <u>automotive</u> industry (before FunToiZ)/he had <u>automotive</u> engineering (or technological) knowledge/he is used to manufacturing <u>such</u> items. (1) He seemed to be well informed about <u>Formula 1</u> (racing teams). (1) It is a very <u>straightforward production</u> job/he could <u>make it with his eyes closed</u>. (1)	1
1(b)(iii)	Regarding the design team, explain which member is likely to help Mrs Mattieu understand her rivals the best. Nils (as he) used to <u>work</u> for a major <u>competitor</u>. (1)	1
1(b)(iv)	Regarding the design team, identify <u>two</u> pieces of evidence that show Nils was <u>not</u> working at his best. Credit any two of the following points. Nils stifled a <u>yawn</u> during the meeting. (1) He had only <u>glanced</u> at both of the <u>descriptions</u> before the meeting. (1) He was hesitant when Arno asked him what his idea was. (1) He had had only a few <u>vague thoughts</u> about his design. (1) 1 + 1	2

Question	Answer	Marks
1(c)	Explain the advantages for Monorio as a country if the Clever Chair were to be manufactured. Do <u>not</u> refer to the Dual-Purpose Racing Car. Answer in continuous prose. Credit any of the following points or any other valid points. The Clever Chair encourages toddlers to sit still and learn, so teachers in nurseries and first schools might be able to expect improved behaviour in class in the near future as that can encourage the kind of interaction between parents/carers and their toddlers which replicates the classroom situation between teachers and learners. As school students in Monorio scored, on average, 20% lower than school students in other countries, playing with the Clever Chair could result in better levels of attainment in their cognitive ability tests in future. Mr Bruin, Minister of Education commissioned a series of television programmes showing parents how to play a more effective role in their children's education, so he will probably be relieved that there is a toy on the market that can help parents/carers teach their toddlers before they start school. Teachers will probably approve of the fact that with five levels of attainment (and the possibility of buying add-ons), this toy will stretch the levels of cognitive ability in toddlers. The toy is likely to be very popular with its target market/the toddlers who tested out the prototype seemed to love playing with it, and this is crucial if the Clever Chair is going to improve the current levels of cognitive ability. If academic standards can be raised now, then there will be potential for Monorio to enjoy an improved economic performance in the near future, thanks to a well-qualified population.	8

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	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.

Question	Answer	Marks
1(d)	Explain <u>two</u> different advantages for Monorio as a country if the Dual-Purpose Racing Car were to be manufactured. Do <u>not</u> refer to the Clever Chair. The car can be a paddling pool/build toddlers' confidence in water, (1) and, as only a minority of Monorio's inhabitants can swim, (1) it would probably reduce the number of people getting into difficulty in the sea (1) because of the strong currents at certain times of the year. (1) (MAX 2) It encourages toddlers to be more active/strengthens their physical development, (1) important as healthcare professionals are being urged by Mrs Calvi/the minister to underline the importance of exercise for well-being/as the percentage of overweight people is increasing in Monorio. (1) Children in Monorio tend to exercise for an hour a day (1), but an international study recommends 14 hours of physical activity a week. (1) (MAX 2) Toddlers will be afforded some protection from the high temperatures by the car <u>roof</u> and/or the <u>cool water</u>, (1) so <u>healthcare professionals</u> might feel reassured that there would be fewer instances of sunburn or sun stroke. (1) 2 × 2	4
1(e)	With reference to the Extract from the design team meeting <u>and</u> the Additional Information, explain <u>two</u> different reasons why Mrs Mattieu might choose the Clever Chair. Do <u>not</u> refer to the Dual-Purpose Racing Car. Sophie said that she had created something innovative (Extract) (1) and FunToiZ is the only toy manufacturer in Monorio not to win the country's Prize for Innovation in Industry. (AI) (1) Ms Shiffrin is a specialist in child mental development who is acting as a consultant for FunToiZ, (AI) (1), so <u>she</u> would probably <u>approve</u> of Clever Chair as it is an educational toy (1) and, as a close friend of Mrs Mattieu, <u>influence</u> her to choose it. (AI) (1) MAX 2 Sophie's claims that this product will grab the attention of customers (Extract) (1) (and) the apparent success of the prototype when given to toddlers to play with (AI) (1) might make Mrs Mattieu think that this toy will lead to an increase in company sales. (1) MAX 2 2 × 2	4

Question	Answer	Marks
1(f)	In your opinion, explain why teenagers, in particular, exercise for <u>only</u> 30 minutes every day. Do <u>not</u> repeat any material from Section A. Credit any two of the following points or any other valid point. Teenagers have more homework/revision/examinations to do. (1) There are many distractions that can take up hours of their time, (1) such as social media. (1) Their hormones can make them more in need of sleep. (1) There can be a lack of sports facilities in their area. (1) There could be peer pressure (not to participate in sport-related activities). (1) They might have more responsibilities (1), such as cleaning their own room. (1) They might be very aware of body image. (1) 2×1 or $1 + 1$	2

Question	Answer	Marks
2(a)(i)	Identify the reason why Gary Marr entered the perfume trade. (He was) in need of (some) money. (1)	1
2(a)(ii)	Identify the reason why Gary Marr's employer offered to train him to make scents of his own. (He had a knack of) <u>remembering chemicals</u> by their <u>odours</u> . (1)	1
2(b)	According to Marr, explain the differences between the work needed to make fine fragrances <u>and</u> that needed to make fragrances for home or body care (lines 9 to 15). Answer <u>in about 50 words</u>. Credit any five of the following points. The <u>everyday</u> side of the business is more <u>demanding</u> . (1) (Everyday (E)) He thinks <u>fine fragrances</u> are relatively <u>easy</u> . (1) (Fine (F)) You just make <u>nice/harmonious/round</u> fragrances. (1) (F) For the <u>everyday</u> side, the fragrances have to <u>perform</u> . (1) (E) <u>Dishwashing scents</u> must <u>bloom</u> when <u>wet</u> , (1) (E) but <u>slide off immediately</u> , (1) (E) so tableware does <u>not leave food smelling of perfume</u> . (1) (E) <u>Bleach</u> can be <u>perfumed</u> , (1) (E) but can also <u>destroy everything it touches</u> . (1) (E) Any content above 50 words will not be credited. Examiners should draw a vertical red line at that point. 5 × 1	5
2(c)(i)	In your opinion, explain why airlines, in particular, perfume their air. Credit one of the following points or any other valid point. Planes are enclosed areas in which people travel over long periods of time. (1) Travellers can enjoy a pleasant-smelling environment during their journey. (1) Lots of people in an enclosed space might not smell so nice. (1) They do not want you to smell unpleasant odours/aviation fuel/the toilet. (1)	1

Question	Answer	Marks
2(c)(ii)	In your opinion, explain why cinemas perfume their air specifically with the artificial scent of popcorn. Credit one of the following points or any other valid point. They want to make their customers feel hungry/remind their customers that they sell food and drink. (1) They want to maximise the profit they make on each customer. (1)	1
2(d)	Explain how Marr realised that his perfumer's nose was becoming more sensitive (lines 23 to 25). Answer <u>in about 20 words</u>. Credit any two of the following points. He <u>noticed</u> this whilst driving on the <u>motorway</u>. (1) He <u>knew</u> whether the <u>driver ahead</u> was <u>smoking</u>. (1) even with both having <u>closed windows</u>. (1) Any relevant content well over 20 words should be disregarded. Examiners should draw a vertical red line at that point. 1 + 1	2
2(e)	Explain <u>one</u> aspect of Marr's job that he does not like. Credit any two of the following points. He does <u>not</u> necessarily <u>enjoy</u> the <u>same scents</u> as his <u>clients</u>. (1) (so) he is occasionally <u>obliged</u> to <u>design products he hates</u>. (1) (For example,) he finds one <u>air-freshener</u> scent offensive to the point of <u>pain</u>/one <u>air-freshener</u> scent actually <u>hurts his nose</u>. (1) 1 + 1	2
2(f)(i)	From the material, identify the statement that highlights the economic 'reach' of these products. Firmenich claims that its products reach <u>more than half the world's population</u> (every day). (1)	1

Question	Answer	Marks
2(f)(ii)	From the material, identify the <u>two</u> statements that highlight the financial importance of this industry. Do <u>not</u> repeat material offered in 2(f)(i). The fragrance and flavour industry brings in an estimated <u>\$30 billion each year</u>. (1) A <u>contract</u> for such a fragrance could be worth <u>tens of millions of dollars</u>. (1) 1 + 1	2
2(f)(iii)	From the material, identify <u>three</u> pieces of information indicating that it is a lengthy task to create a perfume. Marr's new fragrance was already the result of <u>years of work</u>. (1) It had been inspired by a scent he had come across <u>a decade ago</u>. (1) (Smelling) a <u>good fragrance</u> probably happens <u>once every two years</u>. (1) 3 × 1	3
2(g)	Identify the <u>two</u> stages required when testing different versions of Magus in the laboratory. (Marr and Coria) <u>smelled</u> white hand <u>towels</u> laundered with them/<u>Marr</u> brought the <u>towels</u> with them <u>gently</u> to his <u>nostrils</u> and <u>Coria</u> <u>buried</u> her <u>nose</u> in the <u>towels</u>. <u>And</u> (They moved on) to <u>damp cloth</u> (1)	1
2(h)(i)	State the <u>exact</u> meaning of the following <u>five</u> words or phrases as they are used in the material: indifferent (line 32). uninterested, unconcerned, dispassionate	1
2(h)(ii)	State the <u>exact</u> meaning of the following <u>five</u> words or phrases as they are used in the material: repelled (line 33). revolted, disgusted, turned off, put off	1
2(h)(iii)	State the <u>exact</u> meaning of the following <u>five</u> words or phrases as they are used in the material: morph (line 39). (to) change, turn, alter, convert	1

Question	Answer	Marks
2(h)(iv)	State the <u>exact</u> meaning of the following <u>five</u> words or phrases as they are used in the material: consensus (line 46). (general) agreement/accord, <u>general</u> opinion, <u>common</u> view, <u>common</u> consent, like-mindedness, unanimity	1
2(h)(v)	State the <u>exact</u> meaning of the following <u>five</u> words or phrases as they are used in the material: droning (line 52). rumbling, thrumming, humming, whirring, whining	1