

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/23**

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 **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 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)	Explain the <u>one</u> reason why a wedding reception at the Beauville Hotel could be difficult for Jasmine, Carla's sister. She suffers from a <u>fear of heights</u> (1) and the reception is <u>on the 10th floor</u> of the hotel (1)	2
1(b)	Explain <u>two</u> reasons why Lydia, Max's mother, might prefer a wedding at The Beauville Hotel. Credit any of the following points or any other valid points. She is <u>wealthy</u> / used to a life of <u>luxury</u> (1) so she will appreciate the fact that The Beauville Hotel is <u>fashionable / exclusive</u> (1) There is an international <u>airport</u> nearby (1) and she <u>lives abroad</u>. (1) Lydia used to be a <u>violinist</u> in an orchestra (1), so she would appreciate the <u>string quartet</u>. (1) 2 × 2	4
1(c)	Explain <u>two</u> reasons why Lydia, Max's mother, might prefer a wedding at the family farm. Credit any of the following points or any other valid points. Lydia is deeply <u>religious</u> (1) and will appreciate a <u>church wedding</u> ceremony (1) She <u>comes from</u> Orangemount/has relatives in Orangemount (where the farm is located) (1) and so she will appreciate <u>visiting her relatives</u>. (1) 2 × 2	4

Question	Answer	Marks
1(d)	Explain why Henry and Matilda, Carla's parents, might prefer to host the wedding on their family farm. Do <u>not</u> refer to The Beauville Hotel. Answer in continuous prose. Credit any of the following points or any other valid points. It is the <u>cheaper option</u> per person and <u>farmers are struggling financially</u> at the moment. There is no need to travel away as the farm requires constant attention/it is hard to take time away from the farm, being on site means work can continue. The reception will be held in the barn and it gives Henry a reason to renovate the barn for the reception which he has been meaning to do for five years. The local band 'Orangemount Country and Western Band' would be a popular option as they have a great reputation locally. It would be self-catered and Matilda is an excellent cook, she would be able to upload photo of the food to her blog. Carla's pregnant sister Trudy could attend, because she lives on the farm and does not need to travel (against medical guidelines).	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(e)	Identify the <u>one</u> piece of evidence that suggests Lydia might be scared to attend a wedding on the family farm. Point 20/She is frightened by large animals (1)	1
1(f)	Explain <u>one</u> reason why a wedding at The Beauville Hotel might be Carla and Max's preferred option. Credit any of the following points or any other valid points. There is an <u>award-winning chef</u> (1) and they <u>enjoy fine dining</u> (1) It is <u>exclusive/fashionable</u>/Carla described it as <u>great</u> (1), which might appeal to their lawyer friends (1) They <u>live/work</u> in Greystone City (1) so it is <u>easier</u> to <u>plan/get to</u> the venue (1) As this is a <u>whirlwind romance</u>/they will want to get married <u>as soon as possible</u> (1) and the hotel is <u>available in three weeks' time</u>. (1)	2
1(g)	With reference to the conversation <u>only</u>, explain why Henry might be having doubts about Carla's engagement. Credit any of the following points or any other valid points. Carla has a <u>track record</u> of <u>short-term relationships</u>/ There have been three other '<u>fiancés</u>' (1) He has <u>not met Max</u>/He gasps at the <u>first</u> mention of Max's name (1) He <u>lost a deposit</u> last time (1) and might be <u>worried</u> about that again (1) He speaks '<u>with resignation</u>' (1), worried that he may have to go through a <u>similar</u> situation to <u>two years ago/with Felix</u> (1) 1 + 1	2

Question	Answer	Marks
2(a)	Identify <u>two</u> different language features used to capture the reader's attention (lines 1–5). Credit any of the following points or any other valid points. <u>Rhetorical</u> questions (1) First person (1) e.g. 'my family' 'our evenings' (1) 1 + 1	2
2(b)(i)	Identify the <u>exact</u> word in the material that means the following: Superficial (line 3–9) Frivolous	1
2(b)(ii)	Identify the <u>exact</u> word in the material that means the following: visible (line 10–15) Tangible	1
2(b)(iii)	Identify the <u>exact</u> word in the material that means the following: flourished (line 42–47) Thrived	1
2(b)(iv)	Identify the <u>exact</u> word in the material that means the following: possibility (line 42–47) Prospect	1
2(c)	Explain how using fire transformed life for early humans (lines 20 - 27). Answer <u>in about 30 words</u>. Credit any of the following points. They could <u>cook food</u> which made it <u>easier to digest</u>. (1) It had an important job as a <u>source of light</u>, (1) around which people could <u>gather</u> as <u>night</u> fell. (1) Any content above 30 words will not be credited. Examiners should draw a vertical red line at that point.	3
2(d)(i)	<u>Using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases as they are used in the material: the talk was relatively mundane (line 28) The talk was somewhat bland/conversations were dull (1)	1

Question	Answer	Marks
2(d)(ii)	<u>Using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases as they are used in the material: devoted to complaints about group members (lines 29–30) spent moaning/about other people in the community (1)	1
2(d)(iii)	<u>Using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases as they are used in the material: some were funny, others exciting (line 31) a mix of amusing and thrilling/a few were amusing/the rest were thrilling (1)	1
2(d)(iv)	<u>Using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases as they are used in the material: contained information about social behaviour (line 32) included details/(regarding) social conduct (1)	1
2(d)(v)	<u>Using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases as they are used in the material: visited for help during times of hardship (lines 33–34) called upon to assist/(when) difficulties occur.	1
2(e)	Explain how having a campfire encouraged cooperation between early humans (lines 36 - 41). Answer <u>in about 30 words</u>. Credit any of the following points <u>Fire</u> was a resource that had to be <u>gathered from the environment</u> (1) which could be <u>difficult</u>. (1) They had to cooperate to <u>keep fires burning</u> constantly (1) Any content above 30 words will not be credited. Examiners should draw a vertical red line at that point.	3
2(f)	In your opinion, suggest <u>one</u> way fire could occur naturally in the environment of early humans. Credit any of the following points or any other valid points. Volcanic activity/lightning strikes (1)	1
2(g)(i)	Contrast the effect on volunteers when they watched a video of a campfire and a static upside-down image of a fire. The volunteers watching the video of the campfire flames had a <u>significant drop</u> in their <u>blood pressure</u> compared to <u>no effect</u> in those watching the static image (1)	1

Question	Answer	Marks
2(g)(ii)	Identify another factor that affected blood pressure in the same experiment. The effect was more pronounced in those volunteers who were <u>most extroverted</u>. (1)	1
2(h)	Explain the possible link between watching flickering flames and dramatic scene-cuts in movies. Credit any of the following points or any other valid points. Both engender a '<u>what is it</u>' reaction (1) which as soon as we realise there is <u>no cause for alarm</u> (1) gives a pleasurable <u>endorphin release</u> in the brain/which can <u>be deeply comforting</u>. (1)	3
2(i)	In your opinion, suggest <u>one</u> example of a negative effect of watching television. Justify your choice. Do <u>not</u> repeat material from Section B. Credit any of the following points or any other valid points. It encourages less physical activity (1) so people may become unhealthy. (1) The content of TV may be offensive (1) so may upset/adversely affect people (1) People may become addicted to TV (1) at the expense of doing more worthwhile things e.g. homework/meeting friends/their job (1) 2 × 1	2