



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/23

Paper 2 Comprehension

May/June 2022

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** 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)	<p>Considering <u>only</u> the advantages, explain which <u>one</u> of the options you think Stenning council should choose. You should <u>not</u> refer to the other options.</p> <p>Answer in continuous prose.</p> <p>Credit any of the following points or any other valid points.</p> <p>Option A Special school currently has poor internet connection and this option mean will then have access to the high-tech classroom in the library which will enhance their learning Special school has limited space in its current site and this site is bigger so there will be more space There is a big garden so will address parental concerns about no outdoor space at current special school There is a waiting list for special school places so being able to expand in a bigger site would please parents There were protests when the old library closed so should be public support for it The high-tech library classroom could deliver technology courses which would be useful for the local elderly population who have limited knowledge and low use of internet The local unemployed could make use of the internet and there is a higher than national average unemployed in Stenning and Stenning has been left behind in the technology stakes Everyone in the town can benefit from the library</p> <p>Option B It provides a space for teenagers to go in the evening and reduce the risk of vandalism/anti-social behaviour in the town at night Subsidized lunches may be cheaper than cafes and restaurants in town so this may benefit elderly as they may have less money There is a large proportion of elderly people in town and many of them are on their own so this would be a place to meet people and have company It would be in use in town all week – day and evening and weekends so could be cost-effective good value for money In the past local youth services have successfully organised courses and events for teenagers to engage them in their community so there is a track record of success/expertise in the area</p> <p>Option C The long train commute could be avoided for some people, as they could be employed in town May reduce congestion if people are working in town and not commuting to nearby towns Large number of local people work in/have expertise in creative and technology industries so they may be attracted to start-up businesses/ want to start their own business. New local businesses might provide local young people with work and improve involvement in local area/reduce crime Business rents could be collected in the long run, giving funding to the council</p>	10

Question	Answer		Marks																		
1(a)	This is a way to capitalise on the recent growth in creative and technological industries that Stenning has missed out on previously so decreasing the local unemployment rates																				
<table border="1"> <thead> <tr> <th data-bbox="339 383 472 443">Levels</th> <th data-bbox="472 383 608 443">Mark(s)</th> <th data-bbox="608 383 1289 443">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="339 443 472 819">4</td> <td data-bbox="472 443 608 819">9–10</td> <td data-bbox="608 443 1289 819"> <ul style="list-style-type: none"> • 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 data-bbox="339 819 472 1160">3</td> <td data-bbox="472 819 608 1160">6–8</td> <td data-bbox="608 819 1289 1160"> <ul style="list-style-type: none"> • 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> <tr> <td data-bbox="339 1160 472 1464">2</td> <td data-bbox="472 1160 608 1464">3–5</td> <td data-bbox="608 1160 1289 1464"> <ul style="list-style-type: none"> • 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. </td> </tr> <tr> <td data-bbox="339 1464 472 1839">1</td> <td data-bbox="472 1464 608 1839">1–2</td> <td data-bbox="608 1464 1289 1839"> <ul style="list-style-type: none"> • 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. </td> </tr> <tr> <td data-bbox="339 1839 472 1939">0</td> <td data-bbox="472 1839 608 1939">0</td> <td data-bbox="608 1839 1289 1939"> <ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. </td> </tr> </tbody> </table>				Levels	Mark(s)	Descriptors	4	9–10	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content.
Levels	Mark(s)	Descriptors																			
4	9–10	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 																			

Question	Answer	Marks
1(b)	<p>Explain <u>four</u> disadvantages of the option you think Stenning council would be most likely to reject.</p> <p>You should <u>not</u> refer to the other options.</p> <p>Credit any of the following points or any other valid points.</p> <p>Option A Hi-tech equipment will need protecting so may incur extra costs Nationally, libraries are reducing in importance as people are turning to electronic books so this may not be needed Book lending, prior to the former library closing, was reducing so would the library be well used? It will cost the council money to run and not generate income</p> <p>Option B Stenning’s high street consists of a range of shops and services including 8 coffee shops and restaurants and a large number of hair and beauty salons, so the proposed businesses will not necessarily have a big enough customer base (DEMAND/NOT NEEDED) Stenning’s high street consists of a range of shops and services including 8 coffee shops and restaurants and a large number of hair and beauty salons so proposed businesses may not make enough profit Stenning’s high street consists of a range of shops and services including 8 coffee shops and restaurants so the new meal services in the community centre may provide competition (as they are subsidised and cheaper) Local youth have a bad reputation (graffiti, anti-social behaviour etc.) so no guarantee they will engage with the youth service</p> <p>Option C It might affect a limited range of people – the benefits would only be felt by the business community /Large proportion of the population is over 60 and this would be of no use to them Other towns/capital already up and running, there could be too much competition Not a quick fix solution – no guarantee businesses will move in Influx of workers may make existing congestion problems worse.</p>	8
1(c)	<p>Identify the <u>one</u> piece of Additional Information <u>least</u> useful in helping you make your decisions in questions <u>(a)</u> and <u>(b)</u>.</p> <p>Point 18, about beautiful countryside</p>	1

Question	Answer	Marks
1(d)(i)	<p>In your opinion, suggest why elderly people are less likely to use the internet.</p> <p>Credit any of the following points or any other valid points.</p> <p>they may perceive it to be complicated/not used to it (1) set in their ways/not willing to change (1) have less patience (to sit and work it out) (1) not grown up with it/not grown up in the digital age (1) rely on telephone rather than computer (1) prefer to do other activities e.g., walking, reading newspaper/ don't need it like young (1) used to/prefer more face-to-face interactions (1) may not be able to afford to pay for it (1) may not be interested in it/its content (1)</p> <p>guidance 1+1+1, 2+1, 1+2</p>	3
1(d)(ii)	<p>In our opinion suggest why people are turning more to electronic books</p> <p>Credit any of the following points or any other valid points.</p> <p>An electronic book is easier to move around/less bulky e.g., to take on holiday (1) You can read on your phone/device (1) They are up to date/trendy/show that you move with the times (1) An electronic book is more user-friendly (1) as you can instantly change/at the touch of a button you can change the font and size of the text if you need it enlarged/adjust light settings (1) You do not need to go to the <u>library/ book shop</u> to buy an electronic book/access them from anywhere (1) Electronic books also offer the option of highlighting words in the text you do not understand (1), facilitating the online dictionary to instantly explain their meaning (1) It is cheaper to buy electronic books/there are free electronic books (1)</p> <p>Electronic books allow you the reader to access non-mainstream/self-published titles (1)</p>	3

Question	Answer	Marks
2(a)	<p>Explain why the author’s lifestyle as a child was good for his well-being.</p> <p>Credit any of the following points.</p> <p><u>Meals</u> were a <u>social affair/eating</u> with <u>other</u> people; (1) <u>Food</u> was <u>simple/not difficult</u> to <u>prepare</u> (1) <u>food</u> was <u>healthy/he ate fresh</u> fruit <u>and</u> vegetables/<u>and a small amount of meat/meat</u> was a <u>treat</u> (1) he did <u>lots</u> of exercise/<u>played lots of</u> sport (1)</p>	3
2(b)	<p>Identify <u>three</u> ways in which Italians have changed the way they eat from the traditional Mediterranean diet.</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>they/Italians are <u>eating greasier</u> food They are eating <u>greater amounts</u> a <u>smaller number</u> of people/Italians <u>love dining</u> in the company of <u>relatives</u></p>	3
2(c)	<p>Explain the contradiction mentioned in lines 15 to 22.</p> <p>Answer <u>in about 40 words</u>.</p> <p>Example of response:</p> <p>Italians should have a <u>healthy/Mediterranean</u> diet (1) but they are <u>neglecting</u> it (1) Despite past global <u>reductions</u> in starvation (1), there are <u>many</u> people starving in the <u>poor/south</u> (1) simultaneously, the <u>rich/north</u> is <u>overweight</u> (1) and <u>wastes</u> lots of <u>food</u> (1).</p> <p>Any relevant content above 40 words should not be considered as part of the answer.</p>	4
2(d)	<p>According to the material, explain what governments can do to achieve the United Nations’ Sustainable Development Goals.</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>The <u>authorities</u> should <u>give</u> (farmers) <u>money</u> (1) to <u>encourage farming</u> in an <u>environmentally friendly</u> way (1) cut down <u>drastically</u> the food <u>thrown away</u> (1) and <u>solves issues</u> around people eating <u>better</u> food (1) <u>putting a tax</u> on <u>harmful</u> food (1) a <u>better</u> approach is (1) To create <u>an easy way</u> to get <u>good quality food/fruit and</u> vegetables (1) (that are) <u>less</u> expensive for customers (1) and give <u>farmers</u> a <u>good income</u> (1)</p>	4

Question	Answer	Marks
2(e)	<p>Identify evidence in the material to suggest that this Italian company works well with its farmers.</p> <p>Answer in around 30 words.</p> <p>They <u>work together</u> using <u>long standing knowledge of crop rotation</u> (1) They use <u>modern tools</u> to <u>track the weather</u> (1) Farmers are <u>more efficient with fertilizers</u>, <u>reduce costs</u> and grow <u>better wheat</u> (1)</p> <p>Any relevant content above 30 words should not be considered as part of the answer.</p>	3
2(f)(i)	<p>Identify the exact words or phrases that mean the following (lines 23–45):</p> <p>fundamental change in approach</p> <p>paradigm shift (line 27)</p>	1
2(f)(ii)	<p>nourishment</p> <p>On this occasion allow one of the following. nutritious food (line 27)/nutrition (line 29)/healthy food (line 34)</p>	1
2(f)(iii)	<p>laws</p> <p>legislation (line 36)</p>	1
2(f)(iv)	<p>inflicting punishment.</p> <p>punitive (line 44)</p>	1
2(g)(i)	<p>State the meaning of the following two words as used in the material. You may write your answer in a short word or phrase.</p> <p>designation</p> <p>selection/nomination/recognition/classification.</p>	1
2(g)(ii)	<p>to embrace.</p> <p>(to) include/(to) accept/(to) promote/(to) take on/(to) be open to (to) accept/welcome with open arms (to) fully support/fully accept (to) positively accept</p>	1

Question	Answer	Marks
2(h)	<p>In your opinion, suggest <u>two</u> ways people can act more sustainably in addition to changing their diet.</p> <p>Credit any of the following points or any other valid points.</p> <p>install solar panels (1) use fewer plastic bags/containers/go plastic free (1) buy second hand clothes/cars etc (1) drive an electric car (1) use only public transport(1)</p> <p>any other relevant point</p> <p>2 × 1</p>	2