

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/21**

Paper 2 Comprehension

May/June 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 **11** 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)(i)	<p>Identify <u>two</u> pieces of evidence which show that Mungo uses a controlling style of leadership with reference to <u>only</u> the Background.</p> <p>Credit any two of the following points. Mungo <u>announced</u> to his editorial team that <u>he had decided to run a competition.</u> (1) <u>He</u> himself <u>chose</u> which members of the editorial team would visit the restaurants. (1) He was going to attend the meeting when the shortlist was to be decided. (1) He will feature in the photos with the winning restaurant owner. (1) 1 + 1</p>	2
1(a)(ii)	<p>Identify two pieces of evidence which show that Mungo uses a controlling style of leadership with reference to <u>only</u> the material in brackets (...) in the Extract from the morning meeting on 31 January.</p> <p>Credit any two of the following points. He interrupts Khris. (1) He signals to Denis to stop (talking). (1) He stares hard at them/He stares hard at each one (of them) (1) He is disappointed that others do not share his views/He smiled broadly, thinking others would just agree with him. (1) 1 + 1</p>	2
1(b)(i)	<p>With reference to the Additional Information, explain why Khris addressed Mungo as Mr Martiines at the meeting.</p> <p>Additional Information point: Khris had started work at Frugali City Life on 1 December, (1) Credit any one of the following devs or any other valid dev: so, he had not yet built up a relationship with Mungo/so he wanted to be respectful to his new boss/so he wanted to make a good first impression. (1) 2 × 1</p>	2
1(b)(ii)	<p>With reference to the Additional Information, explain why Gina spoke with authority at the meeting.</p> <p>Additional Information point: Gina was appointed to the job personally by Mungo/Gina was headhunted by Mungo (and given a huge promotion), (1) Credit any one of the following devs or any other valid dev: so, she believed that he liked how she worked/that she could do no wrong in his eyes/that she was proving he was right to trust her ability by complying with his wish to keep the meeting short. (1) 2 × 1</p>	2

Question	Answer	Marks
1(b)(iii)	<p>With reference to the Additional Information, explain why Denis looked very pleased at the meeting.</p> <p>Additional Information point: He had been hoping for a pay rise (as he was hoping to get married in September). (1) Credit any one of the following devs or any other valid dev: so, it might be on the cards as Mungo had smiled at him/so (it might be on the cards) because Mungo agrees with him about Truly Delicious (not making the shortlist). (1) 2 x 1</p>	2
1(c)	<p>With reference to the Additional Information, identify the statement made by Mungo during the meeting that was untrue. Justify your choice.</p> <p>Mungo needed (to leave shortly) to get to an (important) business meeting (by 12pm at the latest). (1) He had organised a lunchtime round of golf (with friends on 31st January). (1) 1 + 1</p>	2
1(d)(i)	<p>For <u>each</u> of the three restaurants, identify <u>one</u> contradiction <u>between</u> claims made by the restaurants on their websites <u>and</u> opinions expressed by customers in the online reviews.</p> <p>Feast of Frugali</p> <p>Credit the following contradiction. (Come and feast on our dishes) in a truly relaxing environment in contrast to (The acoustics made) the room noisy/the staff seemed so stressed/the staff were rushing about all the time. (1)</p>	1
1(d)(ii)	<p>For each of the three restaurants, identify one contradiction between claims made by the restaurants on their websites and opinions expressed by customers in the online reviews.</p> <p>Mama Ana Knows Best</p> <p>Credit the following contradiction. We offer traditional/local dishes cooked (in strict accordance with) Mama Ana's original recipes. in contrast to (As for Mama Ana,) I think that I know more than she did about how to cook tasty/traditional (Frugali) dishes. (1)</p>	1

Question	Answer	Marks
1(d)(iii)	<p>For each of the three restaurants, identify one contradiction between claims made by the restaurants on their websites and opinions expressed by customers in the online reviews.</p> <p>Restaurant International at Hotel Gambetta</p> <p>Credit any one of the following contradictions. (Our team of chefs) have created a wide-ranging menu to delight your palate/(Our team of chefs) have created a menu reflecting the best dishes from all around the world to delight your palate.</p> <p>in contrast to (We couldn't say the same about the food as) it was a such a mix of styles our tastebuds felt assaulted. (1) or Savour our dishes at your leisure (for a memorable experience)</p> <p>in contrast to We only just finished our desserts before our allotted 90-minute time slot was up. (1)</p>	1

Question	Answer	Marks
1(e)	<p>Explain the disadvantages of <u>both</u> the content of the voting slip and the process of how to cast a vote.</p> <p>Answer in continuous prose.</p> <p>Credit any of the following points or any other valid point.</p> <p>If voters drop off the slip (process), no-one at the magazine will know the name of the voter (content), so this could allow unscrupulous people to vote more than once, leading to interested parties being able to rig the results and making the result of the competition unfair, which could also happen with text and email votes, (process) as voters could change their ID addresses.</p> <p>With no contact details for the voter on the slip (content), the marketing department will have missed out on a valuable opportunity to learn more about their readers as they will not be able to contact them with marketing material.</p> <p>There is no mention on the slip of how much it will cost to text a vote (content), so voters might be disgruntled when they see the charge on their phone bills.</p> <p>There is no deadline printed on the slip to indicate the last day of voting (content), so a potential voter could easily miss the day and their vote not be included.</p> <p>When Mungo's daughter is on duty, she would have the chance, if she were so minded as a shareholder, to pass on only the votes for Restaurant International at Hotel Gambetta. (process)</p> <p>With voters being required to email their votes to Mungo (process), who is not a disinterested party, he could take advantage of this and simply delete votes for the other restaurants.</p> <p>Most readers wanting to vote will have to drop off the slip as only a minority of Frugali's citizens will be able to text or email their vote, (process)</p> <p>Any voter with mobility issues would be unable to drop off the slip at reception as the offices are located up five flights of narrow stairs. (process)</p> <p>Any voter trying to locate the offices would have difficulty and might give up, as the small sign on the front of the building is totally covered in graffiti. (process)</p> <p>The sign is covered in graffiti which suggests it's a rough area. People might not want to drop something off. (process)</p> <p>Restaurant International at Hotel Gambetta' is a lot to text, which may deter people from voting for it. (process)</p> <p>It would be easy to misspell Mungo's surname, which has an unusual double 'i', so e-mail votes might not reach him. (process)</p>	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	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(f)	<p>Explain <u>one</u> reason why Frugali City Life’s readers might vote for Restaurant International at Hotel Gambetta.</p> <p>Do <u>not</u> refer to the website extract of Restaurant International at Hotel Gambetta.</p> <p>Credit one of the following two developed points. The online review stated that the amazing décor took one’s breath away/that there was nowhere else like it in Frugali (1), so, citizens would have somewhere with a special atmosphere to celebrate. (1) At one sitting, this restaurant can seat up to 150 customers (1), so, citizens would finally have somewhere with enough capacity to hold big events. (1) 2 × 1</p>	2

Question	Answer	Marks
2(a)	<p>Identify the reason why hula-hooping is growing in popularity once again (lines 4 to 7).</p> <p>It can be a relatively easy skill to pick up. (1)</p>	1
2(b)	<p>Identify the four physical benefits of hula-hooping.</p> <p>It is a low-impact exercise, so it is kinder to your joints. (1) It works the cardiovascular system. (1) It helps to tone the core muscles. (1) It improves balance and coordination. (1) 1 × 4</p>	4
2(c)	<p>Identify the financial benefit of hula-hooping.</p> <p>Credit one of the following points. It is inexpensive. (1) A hoop is cheaper to buy (than most gym equipment). (1)</p>	1
2(d)(i)	<p>Identify the exact word in the material that means the following (lines 1 to 17):</p> <p>People who like, know about and appreciate a particular interest or activity.</p> <p>aficionados (1)</p>	1
2(d)(ii)	<p>Identify the exact word in the material that means the following as stated in lines 1 to 17:</p> <p>Out of practice.</p> <p>rusty (1)</p>	1

Question	Answer	Marks
2(e)(i)	<p>Regarding Caitlynd Boychuk hula-hooping in the mountains, identify the reason given why she gets ‘funny looks and comments from other hikers’.</p> <p>It is not something you see every day. (1)</p>	1
2(e)(ii)	<p>Regarding Caitlynd Boychuk hula-hooping in the mountains, identify the <u>three</u> benefits to her mental and emotional well-being.</p> <p>She feels more connected to/immersed in nature. (1) She gets a sense of joy (when she is hooping outdoors). (1) She is in a state of flow, when she is completely at one with her hoop. (1) 3 × 1</p>	3
2(f)	<p>Explain how hula-hooping changed Fi Hull’s life (lines 26 to 34).</p> <p>Answer in about 60 words.</p> <p>Credit any six of the following points. She turned a childhood passion for hula-hooping into a business. (1) Having graduated in events management but unable to find work, (1) she was living back home and feeling depressed. (1) Her brother had an idea how to cheer her up. (1) He made an adult-sized hoop from their childhood hoops. (1) Suffering from dyspraxia, a condition affecting coordination, (1) she had to practise a lot to relearn the basics. (1) It was really good for her and lifted her mood. (1) She found an online (hooping) community and learned tricks. (1)</p> <p>Any content above 60 words will not be credited. 6 × 1</p>	6
2(g)	<p>Explain why Supriya Srivastav started playing with a hoop (lines 41 to 43).</p> <p>Answer using your own words as far as possible.</p> <p>Credit any four of the following points. She wanted to test herself. (1) (Within a short time,) she could not wait to (1) get back to her house (1) during the working week (1) (and) scoop up her hoop. (1) It became such a passion (1) (that) a short session could become a longer one (1) before she knew it/because she was very absorbed. (1) 4 × 1</p>	4

Question	Answer	Marks
2(h)(i)	<p>State the <u>exact</u> meaning of the following <u>three</u> words as they are used in the material:</p> <p>elation (line 47). exhilaration, jubilation, euphoria, delight, glee, joy, great happiness, excitement</p>	1
2(h)(ii)	<p>State the <u>exact</u> meaning of the following <u>three</u> words as they are used in the material:</p> <p>mesmerising (line 50). spellbinding, enthralling, entrancing, bewitching, enrapturing, enchanting, fascinating, transfixing, gripping, hypnotising</p>	1
2(h)(iii)	<p>State the <u>exact</u> meaning of the following <u>three</u> words as they are used in the material:</p> <p>inhibition (line 59). shyness, reticence, reserve, self-consciousness, diffidence, restraint, restriction</p>	1