



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/21

Paper 2 Comprehension

May/June 2021

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.

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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 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>Explain why any potential housemate, on approaching the row of houses, might <u>not</u> want to live there.</p> <p>Credit two of the following points or any other valid point.</p> <p>The neglected house next door (1)</p> <p>might attract criminals to the street / might indicate that the area is going down / might create problems with the shared areas, such as damp walls / hygiene issues, such as rat or insect infestations. (1)</p> <p style="text-align: right;">2 × 1 or 1 + 1 (two individual points or one developed point)</p>	2
1(b)(i)	<p>Explain why the three candidates might find Bo's house unsuitable. Answer in <u>about 40 words</u> for each candidate.</p> <p>Credit any of the following points or any other valid point.</p> <p>Darin</p> <p>He has started to cook seriously / likes cooking (1), but the kitchen is (too) small (1) and might lack space for storing food / cooking utensils (1) and it is <u>inconvenient</u> that the fridge is not in the kitchen. (1)</p> <p>He likes going to <u>restaurants</u> / <u>eating out</u> (1) and may be able to <u>afford</u> to do so regularly (1) but the house is a distance from / he would have to drive to any such venues. (1)</p> <p>There is a lack of storage space (1) which could be problematic regarding bulky musical instruments. (1)</p> <p>He is studying music so he will be practicing (1) but the spare bedroom overlooks a noisy street (1) which will disturb his practice. (1)</p> <p>Any relevant content above 40 words should not be considered as part of the answer.</p> <p style="text-align: right;">2 × 2 or 3 + 1</p>	4

Question	Answer	Marks
1(b)(ii)	<p>Edvard</p> <p>He likes growing vegetables (1), but there is no (proper) garden (1) so it would be a huge challenge to be self-sufficient in a small area / it may be too cramped to wander around in. (1)</p> <p>He loves going to <u>exhibitions</u> / activities he can recommend to <u>hotel guests</u> (1), but the house is <u>not near</u> / he would have to drive to any such (cultural) destinations. (1)</p> <p>He likes watching television in the mornings after work (1), but this might clash with Bo reading quietly (in the sitting room) (1) especially as comedy can be loud. (1)</p> <p>Any relevant content above 40 words should not be considered as part of the answer.</p> <p style="text-align: right;">2 × 2 or 3 + 1</p>	4
1(b)(iii)	<p>Kwame</p> <p>He loves watching (sports) television programmes in high definition, (1) so the television would probably be (too) small (1) and he might find it <u>awkward</u> to watch as it is tucked away in a corner. (1)</p> <p>He loves doing sport (1) but would not be near / would have to drive to any sports facilities (1) and the courtyard would probably be <u>too cramped</u> (1) to set up a basketball hoop or similar. (1)</p> <p>The rule about (a week's) <u>notice</u> for visitors could be awkward for him (1) as he might want family and friends to <u>visit</u> him (1) because he has not been away from them before / they used to go out a lot together. (1)</p> <p>The fact that the house is located so far from <u>places to socialize</u> (1) would probably impact negatively on his ability to go out with friends / could leave him feeling isolated, (1) as he enjoys having a social life. (1)</p> <p>Any relevant content above 40 words should not be considered as part of the answer.</p> <p style="text-align: right;">2 × 2 or 3 + 1</p>	4

Question	Answer	Marks
1(c)	<p>Considering the advantages and <u>one</u> disadvantage, explain which <u>one</u> of the three candidates Bo would be <u>most likely</u> to choose as a housemate.</p> <p>Answer in continuous prose.</p> <p>You must <u>not</u> refer to another candidate. Do <u>not</u> repeat material from (b).</p> <p>Credit any of the following points or any other valid points.</p> <p>Darin</p> <p>Darin’s rich parents are funding the rent so there are unlikely to be any issues around the rent being paid to Bo.</p> <p>It could boost Bo’s career hopes by having him as a housemate as his parents are clients of A2Z Ace Accounting.</p> <p>Bo has the desire to travel abroad in luxury, so he would be interested in the possibility of being invited to Darin’s parents’ holiday home.</p> <p>Darin appears mature for his young age as he wants to distance himself from the undergraduates currently around him.</p> <p>He studies music and Bo enjoys music to relax, so Bo might feel that they have this as a common bond or that they might listen to music together.</p> <p>If he must practice or listen to music for his course, it might disturb Bo’s peace as he reads and listens to his own music, though Darin might have the latest electronic gear and listen to what he is playing or creating through headphones, so not causing a disturbance.</p> <p>He appears to talk loudly, which might not be to Bo’s taste as he himself is a more reserved person now.</p> <p>Edvard</p> <p>Edvard spending the day sleeping in the house could be a bonus as the house would be occupied 24 hours a day, so his house would not be so attractive for the burglars who have become more active in the environs.</p> <p>He might also be a quiet housemate, working at night and sleeping in the day, so minimal disruption for Bo.</p> <p>He is the nearest in age to Bo, so Bo might feel that they are at similar stages in life.</p> <p>He might feel that they have the same attitude to work, as they are both ambitious, which could create a supportive relationship.</p> <p>Edvard’s ambition to work in an expensive foreign hotel chimes with Bo and his desire to holiday overseas in luxury.</p>	8

Question	Answer	Marks
1(c)	<p>Bo might feel that they have similar characters because he has a calm demeanour and Edvard gave thought to his answers in conversation / seems level-headed.</p> <p>Edvard is knowledgeable about books and Bo reads a lot, so Bo might feel that they could have good discussions on literature/they could share recommendations with each other.</p> <p>Edvard works unsociable hours at the hotel which could mean Edvard disturbing him when going out to work and coming back from work.</p> <p>Bo might fear that Edvard could be unable to pay his rent soon if The Excelsior really is in trouble.</p> <p>Kwame</p> <p>Bo and Kwame work in similar fields / are very numerate, so Bo might feel that they already have a lot in common.</p> <p>It is likely that they would have the most similar work schedules / they work very close to each other, so Bo might think that they could travel to work together in his car, thus saving Bo much-needed money if they share the cost of petrol, which is currently very high, and Bo could ask Kwame if he could park his car in Kwame's workplace for free, again saving Bo more money.</p> <p>He cleans around the house already, so Bo might think that he would do the same in Bo's house / that he would keep his room clean and neat too.</p> <p>He is the youngest candidate, so Bo might have to give him more emotional support / be more of a father figure to him, especially as Kwame is a long way from home, so he might get homesick, and Bo might not feel up to playing such a role in Kwame's life.</p> <p>Bo might get disturbed a lot by Kwame's social comings and goings as Kwame has only just finished being a student with lots of social activity, so he might be keen to continue with that lifestyle, he is only on a trainee programme, so he is not guaranteed a job yet, so Bo might worry about his ability long-term to pay the rent.</p> <p>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.</p>	

Question	Answer			Marks
1(c)	Level	Mark(s)	Descriptors	
	4	7–8	<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	5–6	<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	3–4	<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(d)	<p>State <u>one</u> piece of information Bo would need to find out from Edvard about his previous accommodation if he were to choose Edvard as his new housemate.</p> <p>Credit the following point or any other valid point.</p> <p>The reason why he is leaving his current accommodation. (1)</p>	1
1(e)	<p>Suggest <u>one</u> quality or characteristic that housemates need to have for a successful house share.</p> <p>Justify your answer.</p> <p>Credit the following point or any other valid point.</p> <p>Tolerance is an important quality (1) as everyone has their own quirks and foibles that can irritate those around them. (1)</p> <p>Cleanliness (1) for health reasons / consideration for others in the house. (1)</p> <p style="text-align: right;">2 × 1</p>	2

Question	Answer	Marks
2(a)(i)	<p>From the article identify the phrase that means:</p> <p>make your summer more exciting</p> <p>spice up your summer (1)</p>	1
2(a)(ii)	<p>Spain can fulfil your needs</p> <p>(Spain) has got you covered (1)</p>	1
2(a)(iii)	<p>a summer packed full of excitement</p> <p>(an) adrenaline-filled summer (1)</p>	1
2(a)(iv)	<p>something at which you excel</p> <p>(your) strong suit (1)</p>	1
2(b)	<p>Identify <u>two</u> language features of the informal style of writing used in this article.</p> <p>Credit any two of the following points or any other valid point.</p> <p>(Frequent) use of exclamation marks (1)</p> <p>Combining question marks and exclamation marks/interrobangs (1)</p> <p>The use of capital letters for whole words / overuse of capital letters (1)</p> <p>Inclusion of expressions such as ‘ooh’, ‘ahh’ or interjections or both (1)</p> <p>Use of ‘&’ instead of ‘and’ (1)</p> <p>Written as if having a chat with a friend / inclusive ‘you’ used frequently (1)</p> <p>Phrases such as ‘did someone say...?’ / rhetorical questions (1)</p> <p>The use of ‘like’ instead of ‘such as’ (1)</p> <p style="text-align: right;">1 + 1</p>	2

Question	Answer	Marks
2(c)	<p>Identify <u>four</u> advantages of Programme 1.</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>Credit any four of the following points or any other valid point.</p> <p>You will be able to <u>surround yourself</u> in the local <u>lifestyle</u> (1), <u>improving</u> your (spoken) Spanish (1) with the <u>very best</u> programmes available. (1)</p> <p>A <u>superb benefit</u> is you will be able to pick up Spanish in lots of (frequently visited/tourist) cities (in northern Spain, such as Madrid, Barcelona and surrounding cities). (1)</p> <p><u>Whatever standard</u> you are, (1) you will master Spanish very <u>naturally</u>. (1)</p> <p>You will be able to <u>look around</u> (gorgeous) <u>old</u> cities. (1)</p> <p>You will have <u>unrivalled exposure</u> to the Spanish way of life. (1)</p> <p style="text-align: right;">4 × 1</p>	4

Question	Answer	Marks
2(d)	<p>Identify any <u>three</u> advantages for Spain and the Spanish people of Programmes 2 to 7.</p> <p>Explain your responses.</p> <p>Credit any of the following points or any other valid point.</p> <p>Spanish business and engineering companies have interns boosting staff numbers (1) which would help productivity / cover permanent staff on holiday. (1)</p> <p>Spanish teachers of English have native speakers helping in class (1) which would mean students might have more opportunity for one-to-one conversations. (1)</p> <p>Spanish host families get to know students from around the world (1) which can help cross-cultural relationships / improve the host families' foreign language abilities. (1)</p> <p>Hospitality industry would have access to multilingual staff at a time when there would be many international visitors (1), perhaps leading to fewer language barriers. (1)</p> <p>Spanish children build meaningful relationships with au-pairs/nannies (1), which can promote cultural understanding / language skills from an early age. (1)</p> <p>Backpackers tend to travel around a country (1) so the economic boost would be felt further afield (1), even if it is at the cheaper end of the market. (1)</p> <p>Students learning to scuba dive will help with the whale and dolphin conservation (1) which benefits the local ecology / might help keep tourists coming to see them if they are in large numbers so more guaranteed to be sighted (1)</p> <p>The ones gaining journalistic experience will be likely to write about their experiences (1) so will heighten awareness of this opportunity in Spain. (1)</p> <p>Organisations gain volunteers to work in charitable organisations, such as hospitals and schools (1) so that support offered to people in need is boosted during their stay. (1)</p> <p style="text-align: right;">3 × 2</p>	6

Question	Answer	Marks
2(e)	<p>Using your own knowledge, explain the disadvantage of booking a summer programme online after reading a single article on one travel company's website.</p> <p>Credit any of the following points or any other valid point.</p> <p>A potential customer would not know about the full range of summer programmes available (1) so would not be making a fully informed decision (1) as the company is bound to have competitors in the same field. (1)</p> <p>A potential customer not researching widely (1) might find out that competitors offer cheaper / better programmes (1) more suitable to their budget / wishes than the single website. (1)</p> <p>A potential customer would not have checked out that the claims for the programmes are valid (1) by looking for reviews of the programmes by previous customers (1) to see the levels of customer satisfaction. (1)</p> <p style="text-align: right;">2 × 1 + 1</p>	3
2(f)(i)	<p>Explain the meaning of the <u>three</u> following words or phrases as they are used in the material. You may write the answer in one word or a short phrase.</p> <p>set your heart racing (line 17): make you feel excited, give you a rush of excitement, give you a thrill</p>	1
2(f)(ii)	Bustling (line 36): animated, lively, dynamic, energetic, busy	1
2(f)(iii)	Diversity (line 72): range, variety, assortment, multiplicity, array	1
2(g)(i)	<p>Use the original words or phrases in (f) in <u>three</u> separate sentences to illustrate their meaning as used in the material.</p> <p>Your sentences should <u>not</u> deal with the subject matter of the material.</p> <p>Having the opportunity to take a selfie with a world-famous celebrity will definitely set your heart racing. (1)</p>	1
2(g)(ii)	The bustling stagehands looked like a swarm of frantic bees whizzing around the stage set for the forthcoming ballet. (1)	1
2(g)(iii)	The diversity of her talents is amazing: she is an award-winning stage actor, an innovative screenwriter, an accomplished singer and, to cap it all, winner of two marathons.	1