

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/22**

Paper 2 Comprehension

May/June 2026**MARK SCHEME**Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **18** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	One mark
	Two marks
	Used to indicate a creditable point in levels-based marking
	The point is incorrect, perhaps factually, or the wrong word or point has been offered
	Used to indicate development
	Used where the response does not answer the question
	'Narration', usually used in levels-based responses; information is included but no point is made
	Used where there is repetition of the same/an earlier point
	'Too vague', used when the response does not make the required point precisely enough
	'Benefit of the doubt', used to indicate marginal decisions where the point is not totally convincing but where credit is given

Annotation	Meaning
	The point is either unclear, illogical, or unconvincing in some way
nfp	No further penalty

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Question	Answer	Marks	Guidance
1(a)	Explain why Miriam might have an advantage over Carmen and Lars as they reach the final destination. Credit any two of the following points. As Miriam's <u>fiancé</u> is <u>from Tasket</u> (1), she might already have some knowledge of the town/<u>local</u> area. (1)	2	Accept: Miriam recently <u>won a mathematics award</u> which suggests she might be better placed to manage the remaining budget. (Global 2 marks) Accept: (2nd limb) M might be familiar with the easiest route to Tasket. (1) have knowledge of safe routes avoiding rockfalls (BOD for evidence of local knowledge) (1) Reject: refs to M's fiancé or his family helping her (no phone access) (TV) the town square / Tasket can only be accessed on foot (TV) refs to jobs / sleep / perseverance / university (TV) refs to her speaking the language (TV) having an advantage (REP)
1(b)	Explain why Carmen might have an advantage over Lars and Miriam if she were to choose the land route through Dora. Credit any two of the following points. • Carmen speaks the language <u>used in Dora</u>. (1) • She can communicate with locals / ask for directions / understand signs, (1) • (as) <u>most local people in Tasket only</u> know this language. (1)	2	Note: Bullet Point 2 must ref communicating/getting help/using the language in some way Note: 'land route' is in the question Note: She speaks the language of Dora (1) so there's no language barrier (REP) Accept: She is easily able to navigate her way because she speaks the language of Dora. (2) Reject: refs to the bird sanctuary (X) / Rie Bay reading support (X) / having an advantage (REP)

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Question	Answer	Marks	Guidance
1(c)(i)	Explain why Lars would be the <u>most</u> suitable contestant for the job opportunity at Beko bus station. Do <u>not</u> refer to Miriam or Carmen. Credit any two of the following points. - His participation in <u>marathons</u> / <u>climbing</u> experience (1) - shows he will be prepared for the <u>physically demanding</u> cleaning role which awaits. (1)	2	Accept: (Bullet Point 1) He's used to doing physical sports and can manage his stamina well. (BOD) Accept: (Bullet Point 2) <u>the role</u> requires <u>physical fitness</u> / <u>the person for the job</u> must be <u>physically fit</u>/ have <u>stamina</u>. (1) Accept: he can accept the physical challenge for 'physically demanding' Reject: refs to sport coach / football / sports / physically active on its own (TV)
1(c)(ii)	Explain why Miriam would be the <u>most</u> suitable contestant for the job opportunity with the New Boisin family. Do <u>not</u> refer to Lars or Carmen. Credit any two of the following points. - Miriam had <u>already</u> demonstrated that she can manage with very <u>little sleep</u> after travelling non-stop to Gaston (1), - so a job which <u>finishes at 02:00</u> will be no issue for her. (1)	2	Note: Bullet Point 1 needs a ref to Miriam having had little sleep <u>previously</u>. Accept (Bullet Point 1): experience of being awake at night (1) Accept (Bullet Point 2): it is a night-time job (1) Reject: she can manage on little sleep (the others might too) (TV) Reject: refs to her fiancé / working long hours / she sleeps less / university / no previous experience / late (for 02:00) (TV)

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Question	Answer	Marks	Guidance
1(d)	Explain why Carmen would be <u>most</u> likely to take the ferry route to Tasket. Do <u>not</u> refer to Miriam or Lars. Do <u>not</u> refer to other routes. Answer in continuous prose. Credit any of the following or any other valid point. The ferry crossing to Rie Bay provides TV access, so Carmen might be able to catch up on some of her favourite shows which she has been missing. As mobile phones are banned, this may be the only access she will have. A range of local and international options are available in the onboard restaurant which will appeal to Carmen's desire to sample new foods and flavours. The <u>luxurious</u> seating may well provide those <u>home comforts</u> which Carmen has been <u>craving/missing</u>. As a keen wildlife conservationist, Carmen might appreciate the views of the seabird sanctuary as she approaches Rie Bay. As a retired teacher, Carmen will already have experience of helping children with their reading and homework. Carmen already volunteers with local charities, so assisting at the Rie Bay reading service will come naturally to her. The reading support work pays \$80 for only four hours of work so she can complete the work and still make the 15:00 bus to Tasket.	10	Marking Levels Grid is needed for this question. ✓ DEV annotations for this question only. Note: Credit idea of 'saving time' once. Note: Do not over award points found in the same place in the material, e.g. At pt8, Rie Bay reading support info, Rie Bay ferry info box. Accept: <u>home comforts</u> can only be linked to <u>luxurious seating</u> / TV access It is the <u>quickest/quicker</u> route to Tasket. (tick) Refs to the <u>non-stop</u> bus service to Tasket (tick) getting her to Tasket quickly (dev) The ferry arrives at 07:00. Carmen would be able to complete the four hours of reading support work and then make the 15:00 bus to Tasket = tick dev dev Reject: refs to seating and legroom / physically weak / needing comfort / home sickness / speaking the local language (applicable to both routes) / 16-hour journey / general refs to direct bus to Tasket (train to Tasket also direct) / teaching languages at the reading support job / not needing accommodation / ability to sleep / ocean view (TV) disadvantages e.g. delays / rockfalls / ticket prices (X)

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Question	Answer			Marks	Guidance
1(d)	The bus to the Port of Pana departs at 10:00 (only one hour after Carmen is allowed to leave Gaston) meaning she can avoid wasting time in Gaston and start the journey to Tasket. This bus would allow her to catch the 15:00 ferry to Rie Bay.				
	Level	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.		

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Question	Answer			Marks	Guidance
1(d)	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.		

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Question	Answer	Marks	Guidance
1(e)	Identify the potential problem for contestants who choose to take the bus to the final destination. - Drivers around Tasket frequently report <u>traffic delays</u>. (1) OR - Drivers around Tasket encounter <u>rockfalls and landslides</u> (which could delay contestants). (1)	1	Credit first response only. If presented as a single idea and the first half is not quite there for credit, please consider the second half e.g. traffic delays due to rockfalls and landslides. (1)

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Question	Answer	Marks	Guidance
1(f)	Explain <u>three</u> possible disadvantages if contestants choose to travel through Beko and New Boisin. Do <u>not</u> refer to the other routes. Credit any three developed points from the following or any other valid point. Contestants will be allowed to leave Gaston at 09:00, (1) however the bus to Beko does not leave until 15:00 (1) meaning that six hours of race time will be lost. (1) Max 2. The hotels in Beko are known to be very expensive (1) and they are unlikely to be able to afford such luxury due to previous overspending. (1) This would create additional budget pressure. (1) Max 2. There is <u>only one daily bus</u> from Gaston <u>to Beko</u>. (1) If they miss the bus they will have to <u>wait a full day</u>, delaying their arrival in Tasket. (1) The bus to Beko arrives at 22:00 (1) and with the next bus (to New Boisin) leaving at 08:00 / 10 hours later (1) contestants will need to find a hotel for the night. (1) Max 2. The New Boisin Express is a <u>slow / scenic</u> option (1) and contestants may <u>struggle to get tickets</u> (at short notice) due to its popularity (1) which would leave them stranded in New Boisin. (1) Max 2.	6	Tick2 to be used for a developed point. Note: Do not over award delaying the journey / long waiting times. Max 1 but reject: border crossing delays Note: Do not over award Bullet Point 5 (AI pt9) Accept: It is the <u>slower/slowest</u> route to Tasket. / It will take <u>over</u> 33 hours to get there. (1) Reject: refs to mobile phones/credit cards/ New Boisin Express only having 4 departures a day / Beko buses having 2 departures / Beko to New Boisin takes 12 hours / language issues in Tasket / Port of Pana / border crossing / general refs to missing buses / being tired (TV) Reject: refs to the Beko Bus Station job / rockfalls / roads near Tasket (X)

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Question	Answer	Marks	Guidance
2(a)	Identify why young professionals at the peak of their career dream of a home similar to Max Schranz's. - He lives in a <u>bright fifth-floor apartment with high ceilings overlooking a (European) capital city.</u> OR - He lives <u>10 minutes from the central station and within walking distance of cinemas, theatres and bars.</u>	1	Credit first response only but allow a rewording of the question as an introduction. Accept: He has an <u>apartment</u> costing a <u>fraction</u> of typical <u>rents</u> for <u>similarly sized/ similarly located</u> apartments in <u>other</u> major European <u>cities</u>. (1) If presented as a single idea and the first half is not quite there for credit, please consider the second half. Accept: (Bullet Point 2) with the station, cinema, theatres and bars nearby / close to the station, cinemas, theatres and bars (1)
2(b)	Identify <u>four</u> reasons why Schranz's friends in other European cities are a bit jealous. Credit any four of the following points. 1 Schranz <u>did not need a lottery win / parental trust fund</u> to be able to afford the apartment. (1) 2 He <u>only pays \$650 a month for a 54 m² two-bedroom apartment</u> OR 2 He has an <u>apartment</u> costing a <u>fraction</u> of typical <u>rents</u> for <u>similarly sized/ located</u> apartments in <u>other</u> major European <u>cities</u>. (1) 3 He <u>did not need to put down a deposit</u>. (1) 4 His rental <u>contract is unlimited</u>. OR 4 He can <u>pass the apartment on to his children / a sibling</u> when he decides to move on. (1) 5 It is a <u>stress-free</u> existence. (1)	4	Note: do not over award the same point. Accept: He lives in a <u>bright fifth-floor apartment with high ceilings overlooking a (European) capital city</u>. (1) He lives <u>10 minutes from the central station and within walking distance of cinemas, theatres and bars</u>. (1)

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Question	Answer	Marks	Guidance
2(c)	Explain the differences between inner-city housing in Vienna and such housing in other cities. Credit any two of the following answers. 1 Vienna's inner-city housing is <u>affordable</u> because it is <u>owned by the city</u>. (1) 2 whereas other cities have <u>spiralling rental prices</u>. (1) 3 (partly) fuelled by inner-city <u>apartments being used as short-term holiday rentals</u>. OR 3 (partly) fuelled by inner-city <u>apartments</u> being <u>kept</u> strategically <u>vacant</u>. (1) 4 Vienna owns approximately 220 000 <u>socially-rented apartments</u> (1) 5 which makes <u>Vienna the largest home-owning city in Europe</u>. (1) 6 <u>They do not tend to have the stigma of poverty and crime</u> (associated with similar developments in Europe). (1)	2	Note: Bullet Point 1 refers to Vienna. Bullet Point 2 and Bullet Point 3 refer to other cities Accept: (Bullet Point 1) 'state / government' for 'city' Accept: reversals for Bullet Point 2 and 3, e.g. Vienna does not have... Reject: refs to disability / dependents / modernist influence (X) – focus is inner-city housing.
2(d)(i)	Using <u>only</u> lines 19–30 of the material, identify the <u>exact</u> word or phrase that means the following: overflowing awash	1	First response only. No run-ins or run-ons. Tolerate minor spelling errors, as long as intended meaning is clear and the error does not create a different word entirely.

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Question	Answer	Marks	Guidance
2(d)(ii)	Using <u>only</u> lines 19–30 of the material, identify the <u>exact</u> word or phrase that means the following: (to) excite (to) capture the imagination (of)	1	First response only. No run-ins or run-ons. Tolerate minor spelling errors, as long as intended meaning is clear and the error does not create a different word entirely.
2(d)(iii)	Using <u>only</u> lines 19–30 of the material, identify the <u>exact</u> word or phrase that means the following: shame. stigma	1	First response only. No run-ins or run-ons. Tolerate minor spelling errors, as long as intended meaning is clear and the error does not create a different word entirely.
2(e)	Explain the underlying philosophy regarding Vienna's approach to 'communal buildings' (lines 31–36). Answer in about 20 words using continuous prose. Credit any two of the following points. • <u>Social sustainability</u> is one of the <u>key concepts</u>. (1) • It focuses on <u>social housing</u> being <u>for everyone</u>. (1) • They <u>mix different backgrounds and incomes</u> in the same estates. (1) • They <u>avoid</u> creating <u>ghettoes and</u> (costly) <u>social conflicts</u>. (1) Examiners should place a vertical red line after 20 words but consider the remainder of any incomplete point which concludes within 23 words.	2	Not all full sentences = MAX 1 Note: Maik Novotny = 1 word Note: Be aware of a rewording of the question Note: A sense of purpose is needed for Bullet Point 1 for 'key concepts'. Accept: (Bullet Point 1) the city strives for social sustainability / (the philosophy) relies on social sustainability / they focus on social sustainability (1) Reject: (Bullet Point 1) maintain social sustainability (TV) Accept: (Bullet Point 2) 'isn't just for the poor' for 'everyone' Accept: (Bullet Point 3) individuals of diverse backgrounds and incomes live in the same estates – 'mix' is implicit (1) Accept: (Bullet Point 3) caste/race/faiths for 'background'

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Question	Answer	Marks	Guidance
2(f)	Identify why Schranz would be unable to apply for social housing in the UK (lines 37–39). Answer in about 10 words using continuous prose. He is a <u>student without a disability or dependants</u>. (1) Examiners should place a vertical red line after 10 words but consider the remainder of any incomplete point which concludes within 11 words.	1	Must be a full sentence to gain credit. Note: Focus is on Schranz and not UK. Accept: reversals e.g. A student without a disability or dependants cannot apply. (1)
2(g)	With reference to Kathrin Gaal, identify how she is able to keep a mix of people from different paths of life in social housing (lines 40–45). Answer in about 20 words using continuous prose. • She applies a <u>maximum amount of earnings</u> per household. (1) • <u>Earnings are not checked again</u> as they can fluctuate. (1) Examiners should place a vertical red line after 20 words but consider the remainder of any incomplete point which concludes within 23 words.	2	Not all full sentences = Max 1 Numbers = 1 word \$100 / 100 dollars = 2 words Note: only 1 ref to 'earnings/income' is needed Note: Check focus for Bullet Point 2 – students/career/property (TV) Accept: (Bullet Point 1) income cap (max is suggested), limited to \$92 975/\$62 400 Accept: (Bullet Point 2) After moving in, they don't check your income. (1) 'again' is implicit Reject: (Bullet Point 1) 'limit', 'cut off point' (TV as could mean min or max)

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Question	Answer	Marks	Guidance
2(hi)	With reference to Heinz Barnerth, explain why he feels positive about the social housing in Vienna. Credit any two of the following points. He <u>has lived there for the past seventy years</u> (1) so, he is unswerving in his <u>praise of the idea which brought his block into existence</u> (in the 1920s). (1) The Vienna model is <u>more necessary than ever as rent prices are hard to contain</u>. (1)	2	Note: (Bullet Point 1) Refs to Vienna/the city = TV Accept: (Bullet Point 2) 'pride' for 'praise' Reject: refs to Heinz Barnerth creating the block/estate (X)
2(h)(ii)	With reference to Heinz Barnerth, explain why he feels negative about the social housing in Vienna. Credit any two of the following points. (When repairs are needed), <u>people don't bother waiting for</u> (central) <u>management to fix</u> the issues. (1) <u>One company is responsible for</u> (all of) <u>the repairs</u> (within social housing) (1) - which <u>creates huge delays / bottlenecks</u>. (1)	2	Accept: examples from the text, e.g. the light by the stairs/the door lock for idea of 'repairs' Accept: (Bullet Point 1) asking/calling on for <u>waiting for</u> Accept: (Bullet Point 2) managing/maintaining the housing for 'repairs' Reject: (Bullet Point 3) it takes time (TV) – needs ref to <u>a lot of time</u>

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Question	Answer	Marks	Guidance
2(i)	Identify <u>one</u> of the problems with the Vienna model. Credit any one of the following points. • <u>Only 60 percent get accepted for social housing</u> (1) • and <u>80 percent of the population rent</u> property. (1) • <u>A large proportion</u> of the population <u>are excluded</u> from the model. (1) • You can <u>only apply for social housing when you have lived</u> there <u>for two years</u>. (1)	1	Credit first response only but allow a rewording of the question as an introduction. Accept: <u>Having a single large company in charge of managing / maintaining so much housing stock</u> in the city. (1) Note: allow reversals of Bullet Point 1 and Bullet Point 2 Note: Bullet Point 1 and 2 need % Accept: (Bullet Point 3) A large portion do not live in the communal buildings. (1)
2(j)(i)	<u>Using your own words</u> as far as possible, state the <u>exact meaning</u> of the following <u>five</u> words or phrases as used in the material. (the) peak (line 2) (the) top / height / prime / pinnacle / optimum performance / highest level (1)	1	Credit first response only. Ignore 'run-ons'. Highlight lifted material in red. Accept: same grammatical form (noun) Accept: refs to the strongest point / most productive time / best stage / period of most success Accept: (at) the top, highest earning point (BOD)
2(j)(ii)	<u>Using your own words</u> as far as possible, state the <u>exact meaning</u> of the following <u>five</u> words or phrases as used in the material. fuelled (by) (line 13) powered (by) / driven (by) / ignited (by) / activated (by) / triggered (by) / sparked (by) / generated (by) / influenced (by) / charged (by) / motivated (by) / caused (by) / increased (by) / encouraged (by) (1)	1	Credit first response only. Ignore 'run-ons'. Highlight lifted material in red. Accept: same grammatical form (past participle) Reject: supported, due to, because of, enhanced

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Question	Answer	Marks	Guidance
2(j)(iii)	Using your own words as far as possible, state the exact meaning of the following five words or phrases as used in the material. came into being (line 19) (was/were) created / built / newly made / (was/were) constructed / first existed / brought into existence / became a reality / invented / (started) operating (1)	1	Credit first response only. Ignore 'run-ons'. Highlight lifted material in red. Accept: different grammatical form, if the intended meaning is clear. Accept: many of these apartments had been created, got made (BOD) Reject: became, exists
2(j)(iv)	Using your own words as far as possible, state the exact meaning of the following five words or phrases as used in the material. uprooted (line 21) (forcibly) displaced / washed away / removed / moved / left stranded / forced to move / left homeless (1)	1	Credit first response only. Ignore 'run-ons'. Highlight lifted material in red. Accept: same grammatical form (past participle) Reject: affected
2(j)(v)	Using your own words as far as possible, state the exact meaning of the following five words or phrases as used in the material. far from fancy (line 28). basic / simple / not luxurious / not posh / regular / standard / ordinary / bland / not as pretty / not as good looking / cheap / not extravagant (1)	1	Credit first response only. Ignore 'run-ons'. Highlight lifted material in red. Accept: different grammatical form, if the intended meaning is clear. Accept: not special, not very expensive looking, not high class, not spectacular (BOD) Reject: away from luxury, not modern, not that great, poor conditions, ugly, traditional, adequate