

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/23**

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 **20** 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)	Considering the advantages, explain why Davide and Romia would be <u>more</u> likely to choose to buy Hacienda Reddale as a holiday home for the family. Do <u>not</u> refer to Casa Carlat or to the two children. Answer in continuous prose. Credit any of the following points or any other valid point. 1 Davide does not have a driving licence and with frequent trains from Likoto City to Boatby, this will not cause any concerns if his wife is unable to drive for any reason. 2 Hacienda Reddale is in Boatby which is only 50 km away from where Davide and Romia live. This makes it easy/convenient for them to access minimising the stress of travelling each weekend. 3 Working as an architect, Romia would be likely to appreciate the classic architecture found in Boatby, and might appreciate the vision behind the ‘stunning, recently <u>modernised</u> house’.	10	Annotation: ✓ DEV = a developed point Points need to focus on why Davide and Roma would choose Hacienda Reddale as their holiday home for their family. Please note: ticks and devs are interchangeable and it is possible to connect different pairings of many of the points listed on the left. If necessary, use the highlighter to link related points across the response area. Please see the levels table for guidance on how to convert annotations to levels and marks. Ideas from the same place in material usually tick only. E.g. ‘Modernised five-bedroom detached house’ ‘Classic architecture and art gallery’ May be developed separately for additional credit, however. Ideas true of both options = TV. No credit (X) for suggestions which would be better with the other option (Casa Carlat). Comparatives, however, are allowed, e.g. Point 2: ‘Hacienda Reddale is in Boatby which is much closer to where they live in Likoto City’ (tick)

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Question	Answer	Marks	Guidance
1(a)	4 Romia is also a talented artist. She would likely enjoy visiting the local art gallery for inspiration, and may be able to sell some of her paintings at the weekly crafters' market in Boatby, which would please Davide with its potential additional income for the family. Romia has the opportunity to decorate the large house with examples of her work. 5 Needing a room to use as an office when working from home, Hacienda Reddale may be ideal, as there are two free bedrooms available and the house is spacious enough/games room-cinema room is in the basement for her not to be disturbed if she needs to work. 6 Davide and Romia both enjoy participating in musical activities so they will appreciate the summer music festivals in Boatby. 7 Boatby is famous for its second-hand bookshops and with Davide's professional interest in international literature, he will be more than happy to spend time browsing. 8 As Davide is mindful of the family budget, a recently modernised house is less likely to require additional spending.		Reject (X): Hacienda Reddale is located in a historic harbour town and Romia has always wanted to live somewhere that has history. (Additional Information Point 5 says 'Romia has always wanted to live in a house with some history') Reject Point 3 (X): Romia would appreciate the classic architecture of the house as she is an architect (It is the harbour that is described as having 'classic' architecture, the house is 'modern') Reject (TV): 'There are lots of things to do and places to go to in Boatby' (also true of other option) Reject (TV): Davide and Romia would be able to participate in aquatic sports like they used to do at university (much more likely to be true of the other option) Accept Point 9: The space/extra bedrooms could accommodate guests if Davide and Romia wish to entertain.

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Question	Answer	Marks	Guidance									
1(a)	9 The large open-plan space/games room is suitable for extended <u>family</u> time together, which seems to be a key motivation behind the purchasing of a weekend home for them Levels Table: <table><tr><th>Level</th><th>Mark(s)</th><th>Descriptors</th></tr><tr><td>4</td><td>9–10</td><td> - 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>3</td><td>6–8</td><td> - 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></table>	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(a)	Level	Mark(s)	Descriptors		
	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(b)	Explain <u>three</u> reasons why Tansay might prefer Casa Carlat as a holiday home. Do <u>not</u> refer to Hacienda Reddale. 1 Tansay enjoys horse-riding (1) and there is an abundance of <u>riding trails</u> nearby/horse-riding is permitted on the <u>beach</u> all year round. (1) Or Casa Carlat has stables (1) Tansay is desperate to have her own horse (1) 2 Tansay takes her dog for a walk <u>twice a day/before and after school</u> (1) and she will be able to walk the dog on the nearby beach /in Marly Forest National Park/on the <u>hiking</u> trails/on the <u>walking</u> trails/across the <u>fields</u>(1) 3 Tansay enjoys making jewellery from natural materials/won a jewellery competition with a necklace made from natural materials (1) and might find inspiration/similar materials on the <u>beach</u> /in the <u>National Park</u>. (1) 3 × 2	6	✓₂ = a developed point, worth two marks ✓₁ = a single/undeveloped point, with one mark It is essential to use ‘tick2’ for developed points, to ensure that a maximum of three disadvantages (3 × 2) are credited. Credit best three disadvantages. E.g. 2 developed points and 2+ undeveloped points = max. 5. Note: The response area is sub-divided, with numbers to assist candidates. Examiners may credit: - developed points across different parts of the response area - more than one (developed) point within a single part of the response area. If necessary, use the highlighter to link related points across the response area. Accept Point 1: Stables and horse riding is offered which Tansay enjoys = (1 mark) Reject Point 1 (TV): ‘Tansay wants to learn how to ride a horse’ or any other response which implies she has not ridden a horse before. Accept Point 1 (first option) & Point 2: ‘horse friendly beach’ and ‘dog friendly beach’ respectively. Accept Point 2 first limb: <i>either before or after school.</i>

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Question	Answer	Marks	Guidance
1(b)			Point 3: needs refs to jewellery making, natural resources and where the resources are found e.g. beach, forest park for 2 marks. Accept Point 3: 'go out <u>into nature</u>'/'use nature's toolbox' But Reject (TV): 'use materials from the garden/'outside' Only one ref to natural materials needed across both limbs Reject (X): Tansay could use the barn to host her friend's 16th birthday party (other option also has space for this e.g. basement). Reject (X): 'Tansay will enjoy sea-kayaking at Marly Forest Park because of previous family holidays spent canoeing' (no evidence that Tansay enjoyed canoeing or wants to do something similar again).
1(c)	With reference to the Additional Information <u>only</u>, state the <u>one</u> piece of information which is the least relevant when deciding which holiday home to choose. Point 11. /Tansay and her best friend Janna have spent hours planning an elaborate 16th birthday party for Janna, which falls on a Saturday this year.	1	Credit any rendering of the wording which makes it clear which Additional Information point is intended, e.g. 'The plan for the 16th birthday party'.

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Question	Answer	Marks	Guidance
1(d)(i)	Explain why Noella might <u>not</u> want her parents to buy a holiday home in Boatby. Do <u>not</u> refer to Casa Carlat <u>or</u> Marly Forest National Park. Credit any three of the following points. 1 Antiques shops might not appeal to an 18-year-old. (1) 2 The only good thing in Boatby is the <u>vintage</u> clothes shop (1) 3 The community centre in Boatby shut down several years ago/there's nothing much to do <u>in the evenings/for young people</u> (1) 4 It seems unlikely there will be much opportunity for her to play table tennis (competitively)/anywhere other than her own home (1) 5 Most residents are older/retired (1) She might experience/fear some hostility from them (1) 6 The music festivals seem to occur only in the summer (1) and are limited to folk music/do not include pop or rock/any local bands. (1) 7 Most young people seem anxious to leave Boatby as soon as they can/go somewhere with more life, (such as Likoto City). (1) She may struggle to find friends her own age (1) Accept any combination of points or developed points. 3 × 1 or 1 × 2 + 1	3	Reject Point 4: 'tennis' for 'table tennis' Accept Point 5: Most of the residents are retired and seem to find the rest of us irritating= 1 mark (same place in the material) Accept Point 5: if no other ref to youth/age, 'more suited to older residents'

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Question	Answer	Marks	Guidance
1(d)(ii)	Explain why Casa Carlat might <u>not</u> offer the relaxing weekend experience Davide and Romia are hoping for. Do <u>not</u> refer to Hacienda Reddale <u>or</u> Boatby. Credit any three of the following points. 1 <u>Traffic</u> on a <u>Friday</u> evening will make the journey difficult/The <u>narrow road</u> causes long queues of <u>traffic</u> (1) which might be tiring/frustrating after a week at work.(1) Marly Forest National Park is 120 km away from Likoto City. (1) There are excessive numbers of tourists. (1) 2 The local authority has restricted the number of parking spaces/people abandon their cars anywhere. (1) It would be very annoying to have visitors parking on your driveway/blocking the narrow lane (1) requiring Davide or Romia to confront the drivers. (1) 3 Santirum's small convenience store may not cater to all their needs (1) meaning they might need to drive again to buy provisions/bring the food for the weekend with them. (1) 4 The house requires renovation (1) leading to a lot of work/disruption (1) Accept any combination of points or developed points. 3 × 1 or 2 × 1 + 1	3	Reject Point 1 TV on its own: 'It is a single narrow road to Marly Forest' Or 'Lots of trails have turned into mud' (must be linked to traffic/queues of vehicles) Reject Point 1: refs to traffic being loud Reject Point 1: 'It is a tourist attraction' (positive connotations) Accept Point 1 (BOD): 'weekend' for 'Friday evening' Accept Point 3: It <u>only</u> has a convenience store.

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Question	Answer	Marks	Guidance
1(e)	Using your own knowledge, suggest why relaxation at the weekend is important. Do <u>not</u> repeat material from Section A. Credit any of the following or any other valid point. Reducing stress after a busy week at work or school (1) Recharge ahead of a new week, improving focus and productivity (1) Catch up on rest and sleep (1) An opportunity to try new activities (1) Meeting new people / time to work on relationships (1) Mental health and well-being (1) Increased physical exercise, boosting physical health (1) Time for religious observance/activities (1) Creating memories/change from routine (1) 1 × 2 or 2 × 1	2	Reject: (quality) family time /going away from your usual residence /specific activities mentioned in the material e.g. hiking, cycling, canoeing, visiting art galleries, bookshops, singing in a choir etc Do not over credit responses which rephrase or reverse the original point e.g.: ‘It is important to reduce stress after working all week. Work causes a person to feel overwhelmed’ = 1 mark (rephrasing). ‘It helps people to take exercise which is good for their health. Not having time to exercise can lead to health issues’ = 1 mark (reversal).

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Question	Answer	Marks	Guidance
2(a)	Identify why the author senses she is in an unfamiliar place. It doesn't smell like home. (1)	1	First response only but tolerate an introduction/repetition of the question stem. Accept: The air is warm and spiced.
2(b)	Identify two reasons why the author says 'my backpack feels closer to me since arriving'. Credit any two of the following or any other valid points. • Her deep/in and out breaths have drawn her attention to the backpack (1) • She is <u>alone</u> (with only her backpack) in a <u>new place</u>/we're in this together now. (1) • Her bag is filled with personal items from home/the contents of her bag are the only things which connect her to home. (1)	2	Reject Bullet Point 1: Refs to shallow breaths, breathing quickly, anxiety etc... Accept Bullet Point 3: Visiting new cultures has the traveller unable to claim things as her own, but she can claim the backpack as her own (1) Accept Bullet Point 3: It shows she has started to be conscious of the things that stay constant on a trip where everything changes.(1) Accept Bullet Point 3: She feels a surge of fondness for the weight of things that are reassuringly hers. (1)
2(c)(i)	Using only lines 1–12 of the material, identify the <u>exact</u> word or phrase in the material that means the following: make me notice bring my attention <u>to</u>	1	First response only but tolerate an introduction/repetition of the question stem. No run-ins or run-ons. Allow if the selected term is identified in a longer response by means of underlining, brackets, capitals or inverted commas. Tolerate minor misspellings if intended term is clear.

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Question	Answer	Marks	Guidance
2(c)(ii)	Using only lines 1–12 of the material, identify the <u>exact</u> word or phrase in the material that means the following: (the) outset (the) beginning	1	First response only but tolerate an introduction/repetition of the question stem. No run-ins or run-ons. Allow if the selected term is identified in a longer response by means of underlining, brackets, capitals or inverted commas. Tolerate minor misspellings if intended term is clear.
2(c)(iii)	Using only lines 1–12 of the material, identify the <u>exact</u> word or phrase in the material that means the following: (a) major component (a) key part	1	First response only but tolerate an introduction/repetition of the question stem. No run-ins or run-ons. Allow if the selected term is identified in a longer response by means of underlining, brackets, capitals or inverted commas. Tolerate minor misspellings if intended term is clear.
2(c)(iv)	Using only lines 1–12 of the material, identify the <u>exact</u> word or phrase in the material that means the following: orientate myself find my bearings	1	First response only but tolerate an introduction/repetition of the question stem. No run-ins or run-ons. Allow if the selected term is identified in a longer response by means of underlining, brackets, capitals or inverted commas. Tolerate minor misspellings if intended term is clear.
2(c)(v)	Using only lines 1–12 of the material, identify the <u>exact</u> word or phrase in the material that means the following: effortlessly <u>with</u> (greater) ease	1	First response only but tolerate an introduction/repetition of the question stem. No run-ins or run-ons. Allow if the selected term is identified in a longer response by means of underlining, brackets, capitals or inverted commas. Tolerate minor misspellings if intended term is clear.

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Question	Answer	Marks	Guidance
2(d)	Explain why solo adventure can be described as a special and unique opportunity (lines 13–23). Answer in about 40 words using continuous prose. Credit any of the following points. 1 Being small in a big, new world can be <u>exciting</u> (but also demanding of our energy). (1) 2 You have to perform physically, mentally, emotionally and spiritually. (1) 3 It asks you to commit fully (and take responsibility). (1) 4 You do not have the opportunity to give up on yourself. (1) 5 You get to choose to <u>survive</u> or <u>thrive</u>. (1) 6 You have to <u>manage alone</u> so the reward is <u>all yours</u> (1) Or you can revisit your success through memories in the future (1) Or reminds you of what you are capable of Or It is the perfect guide for times of difficulties. (1)	4	Not all full sentences = MAX. 3 Examiners should place a vertical red line after 40 words but consider the remainder of any incomplete phrase/idea which concludes after that point up to a maximum of 47 words. Point 2 Accept: any three from the list 'physically, mentally, emotionally and spiritually' Accept Point 6: 'face difficulties' for 'manage' Reject (X) 'Find yourself through travel' (outside of the designated line numbers)

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Question	Answer	Marks	Guidance
2(e)	At line 24 the author writes ‘find yourself through travel’. Identify <u>two</u> statements which show the author’s understanding of this statement. Credit any of the following points. 1 (an anxious but beautiful) process of becoming acquainted with <u>part of ourselves</u> that was <u>always there</u>. (1) 2 Meeting your own potential (and looking her in the eyes). (1) 3 Reaffirming/reappraising the you that you once knew/had sight of. (1) 4 Surfacing/resurfacing, the difficult parts of <u>you</u> that you’d rather not know, (but might need work). (1) 5 There is an intensity to the lived moment of solo travel/you have to make (quick) decisions. (1)	2	
2(f)	Compare how the author feels when she is at home with when she is travelling (lines 34–38). Answer <u>in about 20 words</u> using continuous prose. • (At home), part of her felt trapped/she was in control of her <u>feelings</u>. (1) • When (solo) travelling, she veered between elation and angry tears/she was less emotionally stable. (1)	2	Not all full sentences = MAX. 1 Accept: Bullet Point 1 ‘measured’ for in control of her feelings. Reject Bullet Point 2: ‘while travelling her feelings were out of control’ (reversal of Bullet Point 1) Examiners should place a vertical red line after 20 words but consider the remainder of any incomplete phrase/idea which concludes after that point up to a maximum of 23 words.

Question	Answer	Marks	Guidance
2(g)	Explain how a lack of travel can encourage a fear of the unknown (lines 39–44). Answer in about 20 words using continuous prose. Credit any of the following points. Life at <u>home</u> is familiar/comfortable (1) We need to be able to adapt to <u>discomfort</u>./We need to know what we can do <u>when pushed</u>, (1) otherwise we have no reference point <u>to draw on</u> (1)	2	Not all full sentences = Max. 1 Examiners should place a vertical red line after 20 words but consider the remainder of any incomplete phrase/idea which concludes after that point up to a maximum of 23 words. Accept as a global point (if no other point credited): ‘we are not pushing our boundaries’/‘we never experience something different or out of the norm’ (1 mark)
2(h)	Identify <u>two</u> things the author has learned about herself during her solo travelling. • She feels capable (in her day-to-day life). (1) • She can depend on herself (even though/when she doesn’t always want to). (1) • She has a source of peace <u>that she can summon/draw from when needed</u> (1)	2	Focus is on the author (I/me/myself, not the more general ‘we’ or ‘you’) Accept Bullet Point 2: ‘independent’ for ‘depend on herself’
2(i)(i)	Using your own words as far as possible, state the <u>exact</u> meaning of the following <u>five</u> phrases as used in the material. to reveal (line 39) (to) display/show/unveil/disclose/expose/uncover/bring to light/bring out/make known/make seen/unmask/unearth/present	1	First response only. Same grammatical form- infinitive Accept (BOD): ‘to open up’, ‘bring forth’ Reject (X): (to) discover, ‘divulge’

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Question	Answer	Marks	Guidance
2(i)(ii)	Using your own words as far as possible, state the <u>exact</u> meaning of the following <u>five</u> phrases as used in the material. (a) truer version (line 39) more honest/more pure/more real/more realistic/more accurate/purer depiction/side/picture/image/representation/form/copy	1	First response only. Accept: different grammatical form, if the intended meaning is clear. Reject (X): 'the real you'
2(i)(iii)	Using your own words as far as possible, state the <u>exact</u> meaning of the following <u>five</u> phrases as used in the material. change in perspective (line 48) difference/different/alteration/amendment/modification/shift/new viewpoint/view/opinion/belief/thinking	1	First response only. Accept: different grammatical form, if the intended meaning is clear e.g. 'changed' (verb) for 'change' (noun) Accept: a new way of seeing, a new way to view things, seeing differently Accept to see through a different lens
2(i)(iv)	Using your own words as far as possible, state the <u>exact</u> meaning of the following <u>five</u> phrases as used in the material. (the) entirety of myself (line 54) all of me/my whole being/the whole of me	1	First response only. Accept: different grammatical form, if the intended meaning is clear. Accept: 'every aspect of herself/yourself' Accept: 'my entire mind and body' Accept: 'full capacity of one's being' Reject: 'self', 'real self'

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Question	Answer	Marks	Guidance
2(i)(v)	Using your own words as far as possible, state the <u>exact</u> meaning of the following <u>five</u> phrases as used in the material. fraught moments (line 54) problematic/stressful/unpleasant times/instant/instances/points/seconds	1	First response only. Accept: different grammatical form, if the intended meaning is clear. Accept (BOD): 'times of challenge', 'challenges', 'Stressful time periods', 'hard times' Reject: 'scary' for 'fraught' Reject: 'dare the most' for 'fraught' Reject: 'experiences' for 'moments' BUT Accept (BOD) 'situations' for 'moments'