



Cambridge Assessment
International Education

Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/02

Paper 2 Comprehension

For examination from 2019

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages. Blank pages are indicated.

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.

Section A

Question	Answer	Marks
1(a)	<p>Which one of the two extracts (from <i>Encyclopaedia Cantabrigensis</i> or from the proposal by <i>Blowin' in the Wind Developments</i>) is more reliable as a source of information about the proposal? Explain your reasoning.</p> <p>The likely answer is the Encyclopaedia as it should be objective: the source from EC is informative and factual with no agenda and no particular audience in mind. On the other hand, the developers, as a commercial organisation, want the project to go ahead. They are unlikely to paint anything other than a positive picture of construction and operational issues to get the citizens of Segono onside.</p> <p>Some candidates might make a case for the developers on the grounds that they are focusing on a specific project rather than general issues of wind energy and, as such, the source includes local detail referring to a survey, transport routes and community benefits.</p>	2
1(b)	<p>Why do you think the blades are 'grey in colour with a non-reflective surface'? [line 20]</p> <p>Grey is a neutral colour that would blend in better with the environment than say bright red and hence would be less objectionable. A matt finish would be less reflective than gloss and should prove less disconcerting, distracting or dangerous as the sun meets the rotating blades.</p>	2
1(c)	<p>If a 2 MW turbine can produce enough electrical energy to power 300 households, how many turbines would be required to meet Segono's needs?</p> <p>20 (6000/300 = 20)</p>	1

Question	Answer		Marks
1(d)	Identify <u>five</u> points made by Louis Logica at the public meeting and show how they could be challenged by material found elsewhere in Section A. You may use continuous prose or bullet points.		10
	Points made by Louis Logica	Challenges	
	‘we can get all the oil we want from other countries such as Ursus’	‘tension with Ursus’ [intro] or ‘Border disputes with Ursus’ [PP]	
	‘whizzing so fast’	‘speed of rotation is between 10 and 20 revolutions per minute’ [EC]	
	‘as tall as 100 houses’	‘height of the turbines will be 110 m to blade tip’ [BiTW]	
	‘going round forever’	‘twenty-year life span’ [EC] or ‘operational life of a turbine is 20 years’ [BiTW]	
	‘lorries thundering through the town’	‘delivered ... using the town’s perimeter road’ [BiTW] or ‘with a police escort’ [BiTW]	
	‘I’ve spoken to almost everyone in the town’	‘Segono ... 6000 households’ [local reaction]	
	‘they’re all against the idea’	‘80% of those questioned were in favour’ [BiTW]	
	‘what if the wind’s in the wrong direction’	‘construction enables the blades to move to be perpendicular to the wind’ [EC]	

Question	Answer	Marks												
1(e)	<p>Explain why Peter Profundus would be a good choice to lead the opposition to the construction of the wind farm. Answer in about 100 words using continuous prose.</p> <p>Candidates could include some of the following:</p> <ul style="list-style-type: none"> • adopts an approach that is balanced and non-confrontational • is likely to explain matters in a clear and calm way so everyone can follow the drift of his argument • can make use of rhetorical questions as opposed to rash statements that can be challenged • shows an understanding of the ‘bigger picture’ • shows an awareness of political considerations • raises the issue of visual pollution • understands the detrimental effect of increased traffic on both inhabitants and tourists • raises the issue of impact on wildlife • suggests alternative locations for the site • suggests looking at alternative forms of sustainable energy. <p>In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations that makes use of analytical skills and explores at least one aspect of character.</p> <p>In assessing each answer, use the table below.</p> <table border="1" data-bbox="300 895 1928 1449"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>4</td> <td> <ul style="list-style-type: none"> • Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. • 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. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. </td> <td>9–10</td> </tr> <tr> <td>3</td> <td> <ul style="list-style-type: none"> • 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. • Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. </td> <td>6–8</td> </tr> <tr> <td>2</td> <td> <ul style="list-style-type: none"> • A modest range of selected points, perhaps some of which are irrelevant or incorrect. • Limited analysis shown in a response consisting of mainly undeveloped material. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. </td> <td>3–5</td> </tr> </tbody> </table>	Level	Description	Marks	4	<ul style="list-style-type: none"> • Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. • 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. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	9–10	3	<ul style="list-style-type: none"> • 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. • Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	6–8	2	<ul style="list-style-type: none"> • A modest range of selected points, perhaps some of which are irrelevant or incorrect. • Limited analysis shown in a response consisting of mainly undeveloped material. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. 	3–5	10
Level	Description	Marks												
4	<ul style="list-style-type: none"> • Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. • 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. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	9–10												
3	<ul style="list-style-type: none"> • 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. • Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	6–8												
2	<ul style="list-style-type: none"> • A modest range of selected points, perhaps some of which are irrelevant or incorrect. • Limited analysis shown in a response consisting of mainly undeveloped material. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. 	3–5												

Question	Answer		Marks
1(e)	Level	Description	Marks
	1	<ul style="list-style-type: none"> • Limited range, dubious choice showing restricted appreciation of key issues. • Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. 	1–2
	0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 	0

Section B

Question	Answer	Marks
2(a)	From the material identify the phrase that means the following:	
2(a)(i)	to tone down the persuasive language (paragraph 6) ratchet the rhetoric down a notch (1)	1
2(a)(ii)	empathetic (paragraph 7) emotionally attuned to others (1)	1
2(a)(iii)	form a judgement about others (paragraph 7) size people up (1)	1
2(b)	Explain the meaning of the two following phrases as they are used in the material. You may write the answer in one word or a short phrase.	
2(b)(i)	wrestled with [line 5] <ul style="list-style-type: none"> struggled with, battled with, did battle with, grappled with, tussled with (1) 	1
2(b)(ii)	not conventionally [line 18] <ul style="list-style-type: none"> in an individualistic/offbeat/original/unorthodox/unique way, atypically, idiosyncratically (1) 	1
2(b)(iii)	Use these phrases in <u>two</u> separate sentences to illustrate their meanings as used in the material. Your sentences should use subject matter that is different from the material. <ul style="list-style-type: none"> She wrestled with her conscience for days, before finally realising she had to do the right thing by going to the police and confessing her part in the crime. (1) The houses being built by the sea are not conventionally laid out, but rather with the living quarters on the upper floor, in order to take advantage of the fantastic panoramic views this will afford the prospective owners by day. (1) 	2
2(c)	Give <u>three</u> reasons which accounted for Steve Jobs' success as stated in lines 20–23. Answer <u>in your own words as far as possible</u>. Progress was made by using his imagination in creative/unusual ways (1), initiated by working intuitively rather than analytically (1). As a Buddhist, he rated knowledge gained through experience over study/research (1). He didn't analyse figures (1), but could just tell the way the world was moving (1).	3

Question	Answer	Marks
2(d)(i)	<p>Explain in your own words as far as possible:</p> <p>the differences between Steve Jobs’ approach to problem-solving and that of Bill Gates, and the impact this had on their businesses, as stated in paragraphs 2 and 6.</p> <p>Faced with a logic question, Jobs estimated (1), but did not try to solve it in a structured way (1). Gates would have made some calculations (1) and come up with a solution very quickly (1). Jobs’ iPod was hugely successful (1), but Gates’ Zune, a direct competitor, failed (1). Gates is extremely clever, but Jobs had amazing ingenuity (1).</p>	3
2(d)(ii)	<p>the similarities between Einstein and Steve Jobs, as stated in paragraph 5.</p> <p>Jobs was very imaginative and Einstein rated imagination higher than knowledge (1). Einstein did not think the same way as others and Jobs’ publicity encouraged people to think in a different way (1). They were men who thought in visual terms (1). Einstein attempted to imagine travelling beside a beam of light (1), and Jobs regularly handled models of his designs made out of foam whilst still under production (1).</p>	3
2(d)(iii)	<p>the similarities between Edwin Land and Steve Jobs, as suggested in paragraph 6.</p> <p>To progress inventions, one needs to understand the artistic side as well as the scientific/technological (1) which was Jobs’ and Land’s speciality (1). Jobs regarded himself as good at both the humanities and electronics at school (1), and Land regarded those who could straddle both the humanities and sciences as key people (1).</p>	3
2(e)	<p>What do you think is meant by:</p>	
2(e)(i)	<p>the reference to Steve Jobs embodying ‘the Silicon Valley dream writ large’? [line 8]</p> <p>Answer in about 30 words.</p> <p>Jobs’ success was enormous (1), because he was the most innovative, successful businessman of our era (1) and, from creating a start-up in a garage (1), he built it into the world’s most valuable company (1).</p>	3
2(e)(ii)	<p>T S Eliot’s observation that ‘Between conception and creation ... there falls the shadow’? [line 57]</p> <p>Answer in about 30 words.</p> <p>From the beginning of an idea/a company (1), through to the idea/product becoming a reality (1), there is a period of time when all kinds of problems can occur/it can fail (1).</p>	3

BLANK PAGE