

# Cambridge International AS Level

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**ENGLISH GENERAL PAPER****8021/23**

Paper 2 Comprehension

**May/June 2024****MARK SCHEME**Maximum Mark: 50

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**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 **10** 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)     | <p><b>With reference to the Background, identify the Royberts' <u>two</u> aims for their much-needed family break.</b></p> <p>(To) <u>spend time together and make memories.</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>1</b> |
| 1(b)     | <p><b>Considering the advantages, explain why the Royberts might choose Beautiful Breaks.</b></p> <p><b>Do <u>not</u> refer to Finton's Farm Tour.</b></p> <p><b>Answer in continuous prose.</b></p> <p>Credit any of the following points or any other valid points.</p> <p>After spending hours at the office, Martina may benefit from the calm of the great outdoors, surrounded by nature.</p> <p>With the option of so many different trails and footpaths there are plenty of different activities, meaning they will be able to spend more time together / as a family.</p> <p>If the family collect the sculpture trail map, they will have the chance of winning a return visit and can look forward to another family trip together.</p> <p>Enzo would be able to burn off plenty of energy whilst making dens / and discovering the play areas.</p> <p>Beautiful Break's campsite would finally provide a chance for Martina and Diego to use their tent and renew their love of camping.</p> <p>Diego would be able to enjoy a pizza from the visiting artisan pizza van at the campsite and this would please him greatly because he prefers fast food.</p> <p>As Enzo enjoys making pictures from nature, he might appreciate the art on the sculpture trail.</p> | <b>8</b> |

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.

| <b>Levels</b> | <b>Mark(s)</b> | <b>Descriptors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4             | 9–10           | <ul style="list-style-type: none"> <li>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.</li> <li>Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues.</li> <li>Shows the ability to communicate clearly and accurately in a fluent and organised manner.</li> </ul> |
| 3             | 6–8            | <ul style="list-style-type: none"> <li>Moderate range of arguments, analysis and exemplification covering some of the main issues in the question.</li> <li>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.</li> <li>Shows the ability to communicate clearly and accurately in a fluent and organised manner.</li> </ul>                                                                                |
| 2             | 3–5            | <ul style="list-style-type: none"> <li>Limited analysis shown in a response consisting of mainly undeveloped material.</li> <li>A modest range of selected points, perhaps some of which are irrelevant or incorrect.</li> <li>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.</li> </ul>                                                                                                     |
| 1             | 1–2            | <ul style="list-style-type: none"> <li>Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification.</li> <li>Limited range, dubious choice showing restricted appreciation of key issues.</li> <li>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.</li> </ul>                     |
| 0             | 0              | <ul style="list-style-type: none"> <li>A mark of zero should be awarded for no creditable content.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p><b>Explain <u>three</u> reasons why Martina and Diego would be <u>less</u> likely to choose Finton's Farm Tour.</b></p> <p><b>Do <u>not</u> refer to Beautiful Breaks.</b></p> <p>Credit any three of the following points or any other valid points.</p> <p>There is no guarantee that they would be able to reserve a table at Finton's restaurant with such a long waiting list (1), therefore, Martina may be extremely disappointed as she may not be able to eat there after all. (1)</p> <p>If they were able to secure a restaurant reservation the bill would likely exceed \$200 / be expensive (1)</p> <p>and with Diego's job possibly being at risk, they may not want to spend that sum of money. (1)</p> <p>There is only one farm tour a day (1)</p> <p>and with the likelihood of bad weekend traffic / congestion there may be disappointment if they arrive late. (1)</p> <p>3 × 2</p> | 6     |
| 1(d)     | <p><b>Explain why Lucas might like to visit Finton's Farm Tours.</b></p> <p><b>Do <u>not</u> refer to Beautiful Breaks.</b></p> <p>Credit any of the following points or any other valid points.</p> <p>He studies History at school (1)</p> <p>and would gain an understanding of how the land was farmed many years ago / by his ancestors. (1)</p> <p>He enjoyed caring for the home grown produce / vegetable harvest (and sampling the end result) (1)</p> <p>so he may find it interesting to see what crops the farm grows on a larger scale. (1)</p> <p>Lucas may enjoy the tractor ride (1),</p> <p>as it will give him time to rest his injured foot. (1)</p> <p>2 × 1 or 1 × 2</p>                                                                                                                                                                                                                | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(e)(i)  | <p><b>Referring <u>only</u> to the conversation, explain what you learn about Martina's character that is negative.</b></p> <p>Credit any of the following points or any other valid points.</p> <p>She feels she has earned a reward (1)<br/> and the other family members are not her priority. (1)<br/> She is self-centred / could be described as selfish (1)<br/> and does not appreciate what Diego has done to support the children. (1)<br/> Martina does not consider the impact her absence has had on the family as a whole. (1)<br/> She seems to be very concerned with recognition (1)<br/> and not her family's happiness. (1)</p> <p>2 × 1 or 1 × 2</p> | 2     |
| 1(e)(ii) | <p><b>Referring <u>only</u> to the conversation, explain why Diego could be described as family-orientated.</b></p> <p>Credit any of the following points or any other valid points.</p> <p>He emphasizes the need for family time / for something that everyone can enjoy together (1)<br/> showing he prioritises the family as a whole. (1)<br/> He points out to Martina that the boys have missed her, (1)<br/> showing that he is very aware of the boys' feelings and emotions. (1)</p> <p>2 × 1 or 1 × 2</p>                                                                                                                                                     | 2     |
| 1(f)     | <p><b>In your opinion, state <u>two</u> reasons why people need quality family time.</b></p> <p><b>Do <u>not</u> repeat material from Section A.</b></p> <p>Credit any of the following points or any other valid points.</p> <p>To discover each other's strengths and weaknesses. (1)<br/> For children to see positive role models. (1)<br/> To teach children important social skills. (1)<br/> To establish family traditions. (1)<br/> It is good for your mental health (1)<br/> It helps to build trust (1)<br/> To get to know each other better (1)</p> <p>2 × 1</p>                                                                                           | 2     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(g)     | <p><b>In your opinion, explain what the philosopher George Santayana meant when he said, ‘The family is one of nature’s masterpieces.’</b></p> <p><b>Do <u>not</u> repeat answers from 1(f).</b></p> <p>Credit any of the following points or any other valid points.</p> <p>In order for an artist to create a masterpiece it takes great dedication (1) an effort in creativity which is mirrored by parents raising a family / animal in nature. (1)</p> <p>2 × 1 or 1 × 2</p> | <b>2</b> |

| Question | Answer                                                                                                                                                                                                        | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)(i)  | <p><b>With reference to the material, identify the reason why <i>Polarstern</i> and its crew spent nearly a year in the Arctic.</b></p> <p>(To) study climate change. (1)</p>                                 | <b>1</b> |
| 2(a)(ii) | <p><b>With reference to the material, identify why this expedition made history.</b></p> <p>It was the longest and the largest. (1)</p>                                                                       | <b>1</b> |
| 2(b)(i)  | <p><b>According to Esther Horvath, state what she decided to do when she returned from her first Arctic assignment.</b></p> <p>To devote her photography to the fragile polar environment. (1)</p>            | <b>1</b> |
| 2(b)(ii) | <p><b>According to Esther Horvath, state why MOSAiC was different from her other polar expeditions.</b></p> <p>The first few legs took place during the long polar night. (1) Help was very far away. (1)</p> | <b>2</b> |



| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(c)     | <p><b>Explain how the participants trained for the expedition (lines 15 to 21).</b></p> <p><b>Answer <u>in about 50 words</u>.</b></p> <p>Credit any five of the following points. Answer in about 50 words.</p> <p>Any relevant content well over 50 words should be totally disregarded. Examiners should draw a vertical red line at that point.</p> <p>We were taught how to survive worst-case scenarios. (1)</p> <p>We jumped into and swam through rough water to a life raft. (1)</p> <p>During this simulated storm, visibility was poor / we could only see the lightning flashed (1)</p> <p>and couldn't communicate over the deafening wind and thunder. (1)</p> <p>Polar bear safety training included shooting rifles and flare guns (1)</p> <p>in complete darkness while people around screamed. (1)</p> <p>Any content above 50 words will not be credited.</p> <p>5x1</p> | 5     |
| 2(d)     | <p><b>Explain why the author found participating in the firefighting training so difficult (lines 22 to 27).</b></p> <p><b>Answer <u>using your own words</u> as far as possible.</b></p> <p>Credit any three of the following points.</p> <p>They practised extinguishing the fires (1) as well as saving others, (1) whilst they were dressed in heavy clothing (1) in an extremely hot area (1) sweating profusely (1) with planned fires. (1)</p> <p>The photographer (1) had to be there the whole time (1) weighed down by her (photographic) equipment (1). She had to go through this on two separate occasions. (1)</p>                                                                                                                                                                                                                                                            | 3     |
| 2(e)     | <p><b>Identify the <u>three</u> problems which needed to be solved during the sea survival training.</b></p> <p>Credit any of the following points.</p> <p>How to distribute limited supplies – only 5 sleeping bags (1)</p> <p>How to get water (1)</p> <p>How to protect themselves from the 3000 polar bears (in the area) (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3     |
| 2(f)(i)  | <p><b>With reference to the material, explain why photographing was difficult for the author <u>and</u> how she overcame the issue.</b></p> <p>Problem: Her hands became (painfully) cold and she couldn't take the picture. (1)</p> <p>Solution: She covered the camera, (including the trigger in a very thin foam tape) so she could take pictures whilst wearing mittens. (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2     |
| 2(f)(ii) | <p><b>With reference to the material, explain why the author's final day as polar bear guard was particularly demanding on her eyes.</b></p> <p>There was too much wind, snow and darkness to see anything. (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(g)     | <p><b>Describe what the author did when the orange signal shot into the air (lines 50 to 55).</b></p> <p><b>Answer <u>in about 20 words</u>.</b></p> <p>She tried to scare the bear with her signal pistol (1)<br/>but her hands were so cold so she couldn't. (1)</p> <p>Any content above 20 words will not be credited.<br/>2x1</p>                                                                                                                                                                                                                                                                                                                 | <b>2</b> |
| 2(h)(i)  | <p><b>State the <u>exact</u> meaning of the following <u>two</u> words as they are used in the material: unsteady (line 39).</b></p> <p>unstable, shifting, wobbly, shaky, wobbling, shaking, teetering,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>1</b> |
| 2(h)(ii) | <p><b>State the <u>exact</u> meaning of the following <u>two</u> words as they are used in the material: vigilant (line 59).</b></p> <p>watchful, observant, eagle-eyed, alert, sharp-eyed, keen-eyed, attentive</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>1</b> |
| 2(i)     | <p><b>In your opinion, explain the benefit to people of experiencing extreme challenges.</b></p> <p><b>Do <u>not</u> repeat material from Section B.</b></p> <p>Credit any of the following points or any other valid answer.</p> <p>People are forced to become more creative, (1)<br/>as they find ways to overcome setbacks / difficulties / obstacles. (1)<br/>Challenges promote personal growth / resilience, (1)<br/>through the development of emotional and mental strength. (1)<br/>It helps us to learn we all have weaknesses / make mistakes. (1)<br/>We feel huge success, (1)<br/>when we push ourselves. (1)</p> <p>1 + 1 or 1 × 2</p> | <b>2</b> |