

# Cambridge International AS Level

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**ENGLISH GENERAL PAPER****8021/22**

Paper 2 Comprehension

**May/June 2025****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.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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.

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

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1(a)     | <p><b>Considering the advantages, explain why Tony and Paula Larsen would be <u>most</u> likely to choose Camp Imagi as the summer camp for Zendy and Julian.</b></p> <p><b>Do <u>not</u> refer to Camp Venchure <u>or</u> Camp Anim8.</b></p> <p><b>Answer in continuous prose.</b></p> <p>In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations that make use of analytical skills.</p> <p>Credit any of the following points or any other valid point.</p> <p>Julian might enjoy the drama classes offered at Camp Imagi as he has performed in several school plays and would like to be an actor.</p> <p>Zendy might enjoy the music as she has been learning to play the guitar for eight years / might enjoy the writing courses as she has just started songwriting / is thinking of studying music performance at university.</p> <p>Camp Imagi employs guest instructors to lead their workshops, which could provide Zendy and Julian with expert tuition in areas of their chosen professions/drama and music.</p> <p>Zendy and Julian are very close so they want to attend the same camp, and Camp Imagi offers activities which interest both of them.</p> <p>The small class sizes at Camp Imagi should mean that Zendy and Julian will receive personalised learning/more attention so they can make more progress in their classes, which means Paula may feel happier about health and safety as her children will be monitored in a smaller class.</p> <p>The creative learning spaces (stages, music rooms, recording studio with latest software) might provide Zendy and Julian with a professional learning environment which will give them a realistic picture of their chosen professions / Julian becoming an actor and Zendy a songwriter.</p> <p>The opportunity to perform at the final day of exhibitions, presentations and performances should enable Zendy and Julian to develop confidence in their performance skills.</p> <p>In assessing each answer, use the table below.</p> | <b>10</b> |

| Levels | Mark(s) | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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(b)     | <p><b>Considering <u>two</u> advantages, explain <u>why</u> Zesty might choose Camp Venture as her summer camp destination.</b></p> <p><b>Do <u>not</u> refer to the other camps or any other family members.</b></p> <p>Credit any of the following points or any other valid point.</p> <p>Camp Venture is 75 km away from Zesty's home/the distance from home (1) would facilitate her wish to attend a residential camp (1), allowing her, at 17, some independence from her parents / feeding into her adventurous spirit (1). – max. 2</p> <p>Camp Venture offers a range of adrenaline-filled activities/activities for thrill-seekers (1) and Zesty is a daredevil/adrenaline junkie/risk-taker which is evident in her birthday gift of a tandem skydive. (1)</p> <p>Zesty has a canoeing award as a proficient paddler (1), so she may enjoy the kayaking on offer at Camp Venture. (1)</p> <p><b>2 × 2</b></p> | <b>4</b> |
| 1(c)     | <p><b>Explain <u>three</u> reasons why Paula might choose Camp Anim8.</b></p> <p><b>Do <u>not</u> refer to the other summer camps or other family members.</b></p> <p>Considering Paula is concerned about safety in summer camps/ Given the negative newspaper reports (Paula has read) (1), Camp Anim8 being situated on a private estate might allay her fears (1).</p> <p>Camp Anim8 has a dedicated welfare team and wellbeing room which is available 24 hours a day (1) and Julian has previously experienced homesickness on a school trip. (1)</p> <p>Camp Anim8 is only 20 km away from their home (1) and they would not be too far away (1) Max 1</p> <p><b>3 × 2</b></p>                                                                                                                                                                                                                                     | <b>6</b> |
| 1(d)     | <p><b>In your opinion, explain why Tony might prefer his children to attend an <u>international</u> summer camp.</b></p> <p>It might give Zesty and Julian the opportunity to practise speaking Spanish with other campers (1) / to meet campers from Spain (1) / enjoy cultural activities with other Spanish speaking children (1).</p> <p><b>1 × 2 or 2 × 1</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>2</b> |
| 1(e)     | <p><b>Identify the <u>one</u> piece of the Additional Information that is the <u>least</u> relevant when Tony and Paula are deciding which summer camp to choose for Zesty and Julian.</b></p> <p>12 Paula and Tony compete in amateur tennis tournaments as a doubles pair. (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>1</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(f)     | <p><b>With reference to the description of Camp Venchure, identify <u>two</u> different informal language features.</b></p> <p>The use of 'you' and 'your' / Direct address to the reader (1)</p> <p>Rhetorical questions (1) (Are you ready to push yourself beyond your limits? / Why not check our website for further details?)</p> <p>Colloquial language (Grab your bags/jam-packed/nerves of steel/on hand/around the clock / whisk (you) down / thrill-seekers) (1)</p> | <b>2</b> |

| Question | Answer                                                                                                           | Marks    |
|----------|------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)     | <p><b>Identify the creature which has inspired the robotic innovation.</b></p> <p>(the humble) earthworm (1)</p> | <b>1</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(b)     | <p><b>Explain the meaning of the following <u>five</u> phrases as used in the material.</b></p> <p><b>Answer <u>using your own words</u> as far as possible.</b></p> <p><b>(i) excellent burrowers (line 3)</b></p> <p>very good at digging (1)</p>                                                   | 5     |
|          | <p><b>Explain the meaning of the following <u>five</u> phrases as used in the material.</b></p> <p><b>Answer <u>using your own words</u> as far as possible.</b></p> <p><b>(ii) spaces that might be difficult to access (lines 4–5)</b></p> <p>places which could prove hard to reach (1)</p>        |       |
|          | <p><b>Explain the meaning of the following <u>five</u> phrases as used in the material.</b></p> <p><b>Answer <u>using your own words</u> as far as possible.</b></p> <p><b>(iii) filled with gel (line 19)</b></p> <p>packed with liquid (1)</p>                                                      |       |
|          | <p><b>Explain the meaning of the following <u>five</u> phrases as used in the material.</b></p> <p><b>Answer <u>using your own words</u> as far as possible.</b></p> <p><b>(iv) though it's not as fast on a flat surface (line 20–21)</b></p> <p>despite not being so quick over level areas (1)</p> |       |
|          | <p><b>Explain the meaning of the following <u>five</u> phrases as used in the material.</b></p> <p><b>Answer <u>using your own words</u> as far as possible.</b></p> <p><b>(v) it's able to move deeper (line 21)</b></p> <p>the robot can descend further (1)</p>                                    |       |



| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(c)     | <p><b>Describe <u>three</u> ways robotic worms can imitate earthworms (lines 8–11).</b></p> <p><b>Answer <u>in about 30 words</u> using continuous prose.</b></p> <p>Robotic worms can <u>mimic earthworm bristles</u>, which <u>help</u> worms to <u>anchor</u>. (1)</p> <p>Copying the <u>fluid</u> in earthworms' <u>segments helps</u> them to <u>move</u>. (1)</p> <p>The <u>distinctive movement</u> of the earthworm has been captured. (1)</p> <p>Any relevant content well above 30 words will not be credited. Examiners should draw a vertical red line at that point.</p> | 3     |
| 2(d)     | <p><b>Explain why the Italian institute of Technology (IIT) group's earthworm-type robot is a significant innovation (lines 24–28).</b></p> <p><b>Answer <u>in about 20 words</u> using continuous prose.</b></p> <p>All parts can <u>extend</u> in a <u>couple</u> of <u>directions</u>. (1)</p> <p>This creates earthworm-type <u>locomotion similar to contraction and expansion waves</u>. (1)</p> <p>Any relevant content well above 20 words will not be credited. Examiners should draw a vertical red line at that point.</p>                                                 | 2     |
| 2(e)     | <p><b>Regarding bioinspired earthworm robots, identify <u>one</u> practical function researchers aim to copy.</b></p> <p>an earthworm's <u>soft yet strong structure</u>. (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                     | 1     |
| 2(f)     | <p><b>Identify <u>two</u> differences between earthworms and bioinspired earthworm robots.</b></p> <p>The robot's size, with a <u>diameter of 4 cm and a length of 45 cm</u> or the IIT robot is <u>considerably larger than</u> an actual earthworm. (1)</p> <p>(Earthworm robots typically) have <u>pumps</u> / <u>other systems for movement</u> that <u>add to their bulk/ limits</u> their <u>potential</u>. (1)</p>                                                                                                                                                             | 2     |
| 2(g)     | <p><b>Identify the organisation which continues to work with General Electric (GE) on tunnelling robots.</b></p> <p>US Department of Defense (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1     |

| Question  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(h)(i)   | <p><b>Identify <u>three</u> different advantages of the GE robot for commercial clients.</b></p> <p>It can <u>create</u> its <u>own tunnels</u> or it has been <u>tested</u> in real <u>soil of different types</u>. (1)</p> <p>It would be <u>useful</u> for <u>installing underground utility infrastructure</u>. (1)</p> <p>It is <u>less environmentally damaging</u> than some <u>conventional drilling</u>. (1)</p> <p>The <u>cost</u> should / will be <u>lower</u> than some <u>conventional drilling</u>. (1)</p> <p>Uses include fibre internet, electrical power and charging infrastructure for electric vehicles. (1)</p> | 3     |
| 2(h)(ii)  | <p><b>Identify <u>two</u> different disadvantages of GE's connection with the military.</b></p> <p>GE is <u>limited</u> in what it can <u>publish / publicly disclose</u> about the <u>research</u>. (1)</p> <p><u>Not every roboticist wants to work towards military applications / be funded by the military</u>. (1)</p>                                                                                                                                                                                                                                                                                                           | 2     |
| 2(i)      | <p><b>State <u>two</u> advantages of using earthworm-like robots after an earthquake (lines 59–64).</b></p> <p><b>Answer in about 20 words using continuous prose.</b></p> <p>The robot's <u>camera</u> could show <u>where to concentrate rescuers' efforts</u> (1)</p> <p>and (being small), it would <u>not disturb</u> the <u>ground/debris</u>. (1)</p> <p>Any relevant content well above 20 words will not be credited.<br/>Examiners should draw a vertical red line at that point.</p>                                                                                                                                        | 2     |
| 2(j)(i)   | <p><b>Identify the <u>exact</u> word <u>in the material</u> which means the following:</b></p> <p><b>forthcoming (lines 34–39)</b></p> <p>imminent (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1     |
| 2(j)(ii)  | <p><b>Identify the <u>exact</u> word <u>in the material</u> which means the following:</b></p> <p><b>strategic (lines 44–48)</b></p> <p>tactical (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1     |
| 2(j)(iii) | <p><b>Identify the <u>exact</u> word <u>in the material</u> which means the following:</b></p> <p><b>furtive (lines 44–48)</b></p> <p>stealthy (1)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1     |