



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/22

Paper 2 Comprehension

October/November 2023

MARK SCHEME

Maximum Mark: 50

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 October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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 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.

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)	Considering only the disadvantages, explain why Xan would be less likely to choose Laurent as the presenter. Do not refer to Anny. Answer in continuous prose. Credit any of the following points or any other valid point. During his demo his communication skills were somewhat lacking as he spoke in a monotonous voice which listeners might find boring/a turn-off and such things as tone of voice are very difficult to change without extensive training that Xan might not have the time/skill to do. He used formal language throughout his demo which might alienate listeners/is not usual on a music request show. He made it very clear that he assumed that all the listeners had the same taste in music as he did by only playing classical music. The questionnaire results showed that he would be pleasing only 43% of the hospital listeners, so the audience figures might be too low for Xan to achieve his goal of appealing to the widest audience possible. He might come over as big-headed/boastful/patronising to the listeners as he said he would be amazed if the music he was playing hadn't completely soothed them/the music he intended to play would please all of them. He seemed rather self-obsessed for a request show as he talked more about himself and the music than the patients whose requests he was playing. He seemed to lack people skills as his <u>only</u> references to the patients were their names and ward numbers and in his private life he does not socialise so he does not get that many chances to improve these skills. He is likely to have little loyalty/long-term commitment to the station as he wants his own show on national radio and is using the station to gain experience and exposure on the internet.	10

Question	Answer	Marks																		
1(a)	He has a history of not doing as his producer asks/changing content without permission, so he might turn out to be a loose cannon/too difficult to work with. In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations that make use of analytical skills. <table border="1"> <thead> <tr> <th>Levels</th><th>Mark(s)</th><th>Descriptors</th></tr> </thead> <tbody> <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> <tr> <td>2</td><td>3–5</td><td> - 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. </td></tr> <tr> <td>1</td><td>1–2</td><td> - 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. </td></tr> <tr> <td>0</td><td>0</td><td> - A mark of zero should be awarded for no creditable content. </td></tr> </tbody> </table>	Levels	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.	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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1(b)	Identify <u>two</u> different examples of Anny's people skills. Credit two of the following points or any other valid point. She made lots of <u>positive comments about meeting</u> patients (and staff) on the ward. (1) She had <u>volunteered/happily spent a lot of time</u> at the old hospital, helping patients (choose books from the hospital's mobile library). (1)	2
1(c)	Explain <u>four</u> disadvantages if Xan were to choose Anny as the presenter. Do <u>not</u> refer to Laurent. Credit any four of the following points or any other valid point. She had 'dead air' issues during her demo (1), which is one of the worst mistakes to make in broadcasting/showed her skills were not up to a professional standard. (1) It might mean that potential listeners might not have tuned in/stayed tuned in (1), so that would have negatively affected audience figures (1).	8

Question	Answer	Marks
1(c)	She did not reference the station name (1), so people coming across her programme on the internet would not know which station they were listening to (1). After making a mistake she was flustered (1), which would not have made good listening for the audience if this were to continue/be repeated (1) so it needs to sound professional in order to compete with other stations. (1) When she did not modulate the sound levels/the music suddenly came on loudly (1), it might have particularly shocked the elderly patients and the new-born babies. (1) She made mistakes cueing up the music/had timing problems with her music (1), so that sometimes her voice was drowned out. (1) She forgot to name check tracks (which would annoy the station) (1) because there would be broadcasting rights issues/the musicians would be rightly angry with the station (as potential purchases of their music would be lost). (1) She told the listeners that they could guess the name of the track (1), which was a ridiculous assumption to make. (1). She might have trouble getting into the station on time/with an hour to spare to talk to patients/as she works across the city centre from the hospital/there are evening rush hour traffic jams./She will not be able to do <u>every</u> weekday programme (1) as she <u>occasionally</u> has to work late into the evening. (Any combination = max. 6) During her demo, her language was a bit repetitive/she kept using 'great' and 'lovely' (1), which could start to <u>irritate</u> listeners over the course of two hours. (1)	8
1(d)	Explain why the results of Xan's questionnaire might not be as informative about the hospital listeners as he would have hoped. Credit any two of the following points or any other valid point. He is dependent on busy ward staff having the time/inclination to hand out his questionnaires (1) so some wards/departments may be over-represented (1). He has only received back some of the questionnaires, (1) so the results will not be comprehensive/represent a true cross-section of the hospital audience. (1)	2
1(e)	According to the material, explain why every hospital should have its own radio station. Credit either of the following points. Hospital radio <u>has been found</u> to be beneficial to patients/Hospital radio improves their mood <u>and</u> helps their recovery (1)	1

Question	Answer	Marks
1(f)	In your opinion, explain <u>one</u> disadvantage of an organisation in which everyone is a volunteer. Do <u>not</u> repeat material in <u>Section A</u>. Credit any two of the following points or any other valid point. There is likely to be no legally binding contract (1), so a volunteer can just walk out on a whim (1), leaving the organisation in the lurch/with little time to organise a replacement (1) and making it hard for the organisation to work to professional standards (1). – max. 2 A volunteer might not take the job <u>as seriously</u> as paid employment (1), so they might not care about upholding professional standards/may damage the organisation's reputation (1).	2

Question	Answer	Marks
2(a)(i)	With reference to lines 1 to 12, identify <u>three</u> activities that distract Jocelyn de Kwant from work. Credit any three of the following points. a colleague with a <u>quick</u> question (1) (a bit of) <u>administration</u> or <u>invoicing</u> (1) (every now and then doing) a <u>round</u> of social media (1)	3
2(a)(ii)	With reference to lines 1 to 12, identify the sound that distracts Jocelyn de Kwant, even when she is not working. a <u>beep</u> from her <u>phone</u> (1)	1
2(b)	In your opinion, explain why the '<i>be</i>' in line 10 is written in italics. Credit one of the following points or any other valid point. It emphasises de Kwant felt fully present with her friends at that event/really experienced the time she was there/was fully focused on the event and her friends/she was fully connected to what was happening. (1) It highlights the difference between just attending an event and really experiencing the full effects of being there. (1)	1
2(c)(i)	According to Mark Tigchelaar (lines 13 to 20), state the reason why 'concentration levels have dropped'. Credit one of the following points. The number of <u>stimuli</u> every day <u>has increased five times</u> over <u>since the 1980s</u>/now equals 174 newspapers <u>a day</u>. (1)	1

Question	Answer	Marks
2(c)(ii)	According to Mark Tigchelaar (lines 13 to 20), state the <u>two</u> disadvantages of this drop in levels of concentration. (We are busier every day), but we are much <u>less productive</u>. (1) Our stress levels are <u>rising</u>. (1)	2
2(d)	With reference to lines 21 to 30, explain how our brains also distract us. Answer in about 60 words. Credit any six of the following points. The brain loves stimuli <u>and</u> constantly looks for danger. (1) Though we are doing one thing, our brain processes everything. (1) We even notice <u>our</u> name being mentioned (at a busy party). (1) A (distant) phone beep (immediately) grabs our attention. (1) We wonder if it is something important (for us). (1) If things happen slowly, our brain searches for stimuli. (1) It is therefore <u>addictive</u> (to do short/quick things). (1) You are <u>busy</u> with <u>small things</u> but are <u>not productive</u>. (1) Any relevant content above 60 words should not be considered as part of the answer.	6
2(e)	According to Cal Newport (lines 31 to 32), explain what ‘shallow work’ means. Answer <u>using your own words</u> as far as possible. Credit one of the following points. You do not have to think hard (about the tasks) (1) and they do not give you a sense of fulfilment when completed. (1)	1

Question	Answer	Marks
2(f)	According to lines 33 to 40, explain why ‘constantly switching between tasks makes us dumber.’ Answer <u>using your own words</u> as far as possible. Credit any four of the following points. When you <u>change</u> your activity (1), <u>some</u> of your <u>focus stays</u> (1) on the <u>original</u> piece of <u>work</u> (1) You <u>need to remember</u> (that activity) (1) Just by the act of <u>quickly checking</u> your <u>emails</u> (1) or <u>replying to a co-worker’s basic query</u> (1) your <u>brain divides</u>. (1) (Neuropsychologists) <u>refer to</u> the process as ‘<u>attention-residue</u>’ (1). [Second limb = same as BPs 2 and 3; credit each once only] (Changing focus like this) <u>undermines</u> you (1) (as the changes) <u>drain</u> your <u>stamina</u>, (1) <u>impacting negatively on/raising</u> the amount of <u>stress</u> you feel, (1) so it is <u>harder</u> (still) for you <u>to focus</u>. (1)	4
2(g)	Identify the <u>three</u> different ways mentioned which can improve your levels of attention. Credit any three of the following points. Switch between tasks <u>as little as possible</u>. (1) Go and sit on your own <u>occasionally</u> (as an open-plan office can be disastrous for productivity). (1) Do a second task that requires little brainpower (to occupy your overactive brain). (1)	3
2(h)	According to the material, explain why ‘many people are so irritable’ in the digital era. Credit any three of the following points. Everything is digital <u>and</u> always on the go. (1) You get information 24/7 <u>and</u> you manage your whole life through one device. (1) People fill up every free moment/have a constant feeling of being switched on and in a hurry. (1) People are constantly looking for <u>new</u> information to get a hit of dopamine. (1) However, it is unnatural <u>always</u> to be ‘switched on’ (and this is stressful for people). (1)	3