

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/22**

Paper 2 Comprehension

October/November 2024**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.

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This document consists of **13** 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)	Considering <u>only</u> the advantages, explain why the free distribution of the newspaper to all households might be successful. Do <u>not</u> refer to Strategy 1. Answer in continuous prose. Credit any of the following, or any other valid point. Delivery direct to people's doors offers convenience, especially to the busy / less mobile, since they no longer have to visit a shop to purchase a copy. Older readers would be pleased still to be able to read a <u>physical / printed</u> newspaper, as evidenced in the survey responses, where the oldest age group is (by far; 80% weekly) the most likely to buy / read the newspaper currently and to remain loyal to the newspaper if delivered free (85%) and the <u>rural area around</u> Trimarua is home to a significant number of older and retired people. Free distribution may attract some potential readers to engage with the local newspaper as 65% / two-thirds of survey respondents described the <i>Trimarua Times</i> as 'too expensive' / the three price increases in the last five years could be deterring them. Funding through advertising may be <u>feasible</u> because <u>all</u> households / all their <u>potential customers</u> / all (200 000) homes / half a million inhabitants in the area will receive a copy, and the existing major advertiser, the insurance company, will probably remain loyal to the publication. (Other possible local advertisers include Ms Gallupi's grocery delivery service.) Knowing exactly how many copies to print would improve efficiency/reduce costs in unsold copies and minimise waste of paper, also appealing to the executive committee's Ms Gallupi, a keen environmental campaigner. (a developed point, further developed) It may be possible to use Ms Gallupi's <u>existing infrastructure to facilitate free delivery</u>, minimising the reliance on (extensive and sustained) advertising to keep the project afloat.	10

Question	Answer	Marks
In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations, including balance, that make use of analytical skills.		
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.

Question	Answer	Marks
1(b)	Explain <u>three</u> advantages of launching the local newspaper as an online-only publication. Do <u>not</u> refer to Strategy 2. Credit any three of the following developed points, or any other valid point. One third of current expenditure (printing and distribution) is <u>removed completely</u> (1) increasing efficiency/lightening the burden of finding sufficient subscribers early on. (1) The \$10 monthly subscription for readers would be <u>lower</u> (1) potentially addressing the 65% of survey respondents for whom the current price is 'too expensive'. (1) An online-only publication <u>entirely eliminates</u> paper use (1) which would appeal to Ms. Gallupi as a keen environmentalist. (1) Mr. Gabriels believes the local newspaper going online is a good opportunity to move with the times / they should not be discouraged by the earlier failure of a scheme to establish a website (1) because <u>local/rural</u> internet coverage has improved / people's ready access to the internet via smartphones has increased since then (1) meaning the project should now be technically viable. (1) – MAX. 2 Local news would become dynamic, with stories updated regularly / as they came in / not just once a week (1) satisfying Mr. Gabriels, who takes very seriously his commitment to providing <u>reliable</u> local news. (1) The extensive social media campaign on launch is likely to be especially engaging to the younger audiences (1) which have the lowest current readership / the newspaper needs to ensure a viable future. (1) Giving readers the opportunity to interact with the content / post comments is new (1) and might appeal to the 50% of people currently claiming the content is 'not relevant to me' / the 35% stating it is 'boring' / allows the newspaper staff to get to know its readers' views / interests / to improve the news (in a live environment). (1) 3 × 2	6

Question	Answer	Marks
1(c)	Referring to Question 2: ‘How often would you access local news online?’ and its graph <u>only</u>, identify evidence which suggests Mr. Gabriels is incorrect when claiming that ‘everyone wants to access stories online’. Credit any two of the following or any other valid point. <u>30 or younger</u> <u>Only</u> 70% of the youngest age group / those respondents aged 30 or under said they would access local news online <u>daily / every day</u>. (1) The group aged 30 or under is the <u>only</u> group in which <u>100% / they all</u> stated they would access local news online (at least once a month) / the <u>only</u> group in which not a single respondent said they would ‘never’ access local news online. (1) <u>31 to 60</u> 30% of survey respondents in the middle age group / aged 31 to 60 would <u>never</u> access local news online. (1) <u>61 or older</u> 50% of those aged 61 and over said they would never access local news online. (1) Only 10% of those aged 61 or more would access the local news online daily. (1) 2 × 1	2
1(d)	Identify the <u>two</u> pieces of the Additional information which are the <u>least</u> relevant when Mr Gabriels is deciding whether to adopt Strategy 1 or Strategy 2. Point 4. / The previous editor of the <i>Trimarua Times</i> now lives in the USA, following her retirement. (1) Point 8. / Mr Gabriels would like to be able to offer paid one-year work-experience placements to recent university graduates hoping to embark on careers in journalism. (1)	2

Question	Answer	Marks
1(e)	Referring <u>only</u> to the <u>method</u> of data collection outlined in the material, suggest <u>three</u> reasons why the results might be unreliable/inaccurate. Credit any three of the following or any other valid point. <u>Only about/Fewer than</u> 600 people of 500 000 inhabitants / 200 000 households of the area were questioned. (1) The survey was conducted on only two days in the same week. (1) Being working days only, there was no weekend ‘traffic’. (1) It is likely there were only older people/very young families in the main shopping area mid-week. (1) <u>Workers/professionals</u> would only be likely to be present at lunchtimes/might not have had time to stop and answer questions. (1) The percentages making the additional comments (on price and current content) are not sub-divided by age group (as the other results are). (1) We only know the percentages / don’t know the exact numbers of people surveyed in each age group (1). One group of respondents might be (significantly) larger than another. (1)	3
1(f)	With reference to Point 1 of the Additional Information, suggest <u>two</u> alternative ways for Mr Gabriels to reduce the newspaper company’s costs. Do <u>not</u> refer to Strategy 1 or Strategy 2. Credit any two of the following or any other valid point. He could look for a better deal on printing and/or distribution. (1) He could hire younger/less experienced/fewer staff. (1) The business could move to cheaper premises. (1) Staff could work from home/remotely. (1) The newspaper could be published less frequently. (1)	2

Question	Answer	Marks
2(a)(i)	From the material, identify <u>two</u> reasons why Sada Mire felt she ‘stood out more than usual’ in her first archaeology class at Sweden’s Lund University. Credit any two of the following. The class was full of <u>blond and blue-eyed</u> students (1). Archaeology is <u>not</u> a field <u>many migrants study</u> (1). She felt <u>out of place</u> as a <u>Somalian</u> (1). She had <u>never seen</u> an <u>archaeologist</u> (1) or <u>held an archaeological object</u> before (1).	2
2(a)(ii)	From the material, identify Sada Mire’s feelings when the stone axe was passed to her. Credit any two of the following. She was <u>astonished</u> to see the <u>label</u> reading ‘<u>Somaliland</u>’/learn that the <u>axe</u> was from her <u>own country</u> (1). She <u>felt</u> that she <u>belonged in that classroom</u> / it was giving her a <u>message</u>, that she <u>belonged in that classroom</u> (1). She was <u>curious to know more</u> about its <u>provenance</u> (1).	2
2(a)(iii)	From the material, identify <u>one</u> of the goals of Sada Mire’s new digital museum. Credit either of the following points. (To bring together) <u>all</u> Somali <u>objects and materials</u> in <u>one platform</u> (1) OR For people <u>across Africa</u> to <u>feel the same connection</u> to the subject (as she did) (1).	1

Question	Answer	Marks
2(b)	Referring to lines 22 to 32, describe the importance of the hominid discoveries. Answer <u>in about 30 words</u>. Credit any three of the following points. The first <u>Neanderthal</u> discovered suggested the <u>link between humans and apes</u> (1). However, they would probably <u>not have liked</u> to be seen as the <u>sole</u> link (1) due to <u>their sophistication</u> (1). Homo erectus/Java man/this first 'upright-ape-man' was <u>labelled</u> as <u>the 'missing link'</u> (1). <u>Further</u> hominid finds <u>followed in Asia</u> (1) <u>supporting</u> the concept of <u>Charles Darwin's theories</u> / on <u>natural selection</u> (1) and <u>humans evolving from one common ancestor</u> (1). Any relevant content well over 30 words should be totally disregarded. Examiners should draw a vertical red line at that point.	3
2(c)	Explain the significance of Heywood Walter Seton-Karr's finds (lines 33 to 38). Answer <u>using your own words</u> as far as possible. Credit any three of the following points. Seton-Karr was among the first/inspired other archaeologists (1) to consider searching in Africa (1). He brought back large numbers of stone items (to London from Somaliland) (1). He announced to the world (1) his finding of 'the Garden of Eden'/the cradle of humanity (1). Important museums, presumably Lund among them (1), were keen to get hold of the Somaliland pieces (1). There were further (important) breakthroughs (1) (in Africa) after this date (1).	3

Question	Answer	Marks
2(d)	Describe what the author learned when surveying the same area where Seton-Karr stumbled on the stone axes (lines 39 to 45). Answer <u>using your own words</u> as far as possible. Credit any two of the following points. She quizzed senior village figures (regarding Seton-Karr) (1) in anticipation (1) of possible lasting recall (over the years) (1). The name was not familiar to them, (1) unsurprisingly (1) but (they reported/knew that) the British had sought precious stones in the region (1). Expeditions from abroad omitted (1) to let indigenous people know their intentions – (1) occasionally, this occurs even today (1). The leader of the village promised (to her) (1) to look after the region (1) now home (too) to recently discovered rock art (1) from five millennia ago (1).	2

Question	Answer	Marks
2(e)	Identify the achievements made by the founders of the new archive. Credit any three of the following points. They have revealed the <u>hidden history</u> of <u>African</u> collections (long) <u>forgotten in western</u> museums (1) including a wealth of <u>art, technology and human history</u> (1). (The application of) <u>technology / photogrammetry and 3D virtual tours</u> can be used to <u>bring objects from the past to life</u> (1) and make them <u>more meaningful / more relevant</u> to <u>modern</u> societies / viewers (1). They <u>work with important western museums</u> holding African collections, (including in the UK) (1) but <u>digital</u> work is undertaken by <u>teams based in Africa</u> (1), thereby making use of the (new) <u>tech-savvy generation</u> (1). Hopefully this will <u>inspire Africans</u> to <u>own their heritage and its stories</u> (1).	3
2(f)	Identify the evidence Sada Mire offers in support of her claim that the project ‘is not just about the past’ (lines 54 to 64). Answer in about 40 words. Credit any four of the following points. Amid ever-increasing <u>consumerism, threatening climate and resources</u> (1), <u>traditional methods</u> of managing <u>resources / nature</u> are being <u>lost</u> (1). <u>Pottery skills</u> are <u>passed down</u> through the <u>female</u> generations (1). <u>Survival</u> of such <u>families</u>, overcoming <u>challenges</u>, is <u>at risk</u> (1) as people (now) <u>prefer machine-produced</u> pottery and <u>imported / plastic</u> items (1). The museum hopes to <u>reinvigorate</u> such <u>craft technologies</u>, (1) <u>neglected at home</u> or <u>lost in storage</u> (in big museums), (1) so at <u>risk of loss</u> for the <u>first time</u> in history (1). Any content above 40 words will not be credited. Examiners should draw a vertical red line at that point.	4

Question	Answer	Marks
2(g)	Identify what Sada Mire sees as the <u>most</u> significant impact of her digital African archive project. Credit any two of the following points. The project <u>brings together</u> the <u>people and stories</u> (1) reflecting <u>human life</u> and its <u>most beautiful</u> feature – (1) the <u>ability</u> to <u>adapt</u> to <u>change and challenges</u> – (1) encouraging us <u>not to lose sight of humanity</u> itself. (1)	2
2(h)(i)	From lines 13 to 32, identify the <u>exact</u> meaning of the word or phrase which mean the following: beginning to form. taking shape	1
2(h)(ii)	From lines 13 to 32, identify the <u>exact</u> meaning of the word or phrase which mean the following: appeared on the scene. came into the picture	1
2(h)(iii)	From lines 13 to 32, identify the <u>exact</u> meaning of the word or phrase which mean the following: achieved greater recognition. gained more ground	1