



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/22

Paper 2 Comprehension 22

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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 **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.

Question	Answer	Marks
1(a)	<p>Credit any of the following or any other valid point.</p> <p>Kamford: Nisha is a high achiever in her schoolwork and would probably relish the challenging work and environment/ as well as being likely to stand a reasonable chance of meeting the academic entry requirements.</p> <p>She does not like group work or making presentations and thus the traditional style of tuition and assessment would suit her. (Might be negative, as it would be good for her to have to participate and improve on important skills, such as delivering presentations).</p> <p>The reputation of the university and likelihood of obtaining employment later, with a degree under her belt, is likely to be attractive.</p> <p>The high fees are slightly offset by cheaper living costs, with university accommodation provided throughout the course, likely to appeal to her, as her family is not especially well off.</p> <p>Nisha's parents might not worry too much, as she would live in accommodation within the university.</p> <p>Quality of the facilities is very high, such as laboratories and libraries, which all contribute to a great learning environment/giver Nisha the best possible experience.</p> <p>BUT</p> <p>Nisha's concern over her likely results in one of her subjects, if correct, might preclude her from entry.</p> <p>She might struggle with the interview situation, as she suffers from anxiety/lacks confidence.</p> <p>She also lacks outstanding extra-curricular credentials, being more of a leisure participant in the singing and basketball at school.</p> <p>She dislikes failure and can suffer from stress and thus may be reluctant to put herself forward for such a competitive process/ and to study for years in such a pressurised environment.</p> <p>Results concentrated on one-off examinations in the final year might prove to be too much pressure for her.</p> <p>The aerospace connection is not of particular interest to her future career plans, which involve building roads and bridges.</p> <p>Fees are the highest and Nisha's family is not especially well off.</p> <p>Nisha is likely not to fit in with the competitive extra-curricular scene, as her interest in basketball seems to be more for leisure than achievement.</p> <p>Participating in the debating club is unlikely to interest her as she lacks confidence/ does not like to speak in front of others.</p> <p>The high achievements of alumni are not in fields linked to her aspirations in the construction industry (although may arguably benefit her as useful contacts later?)</p> <p>The reputation of the university and wealthy backgrounds of other students might be intimidating, especially given her lack of social confidence.</p>	10

Question	Answer	Marks
1(a)	<p>Frostal: Nisha’s academic credentials should be more than sufficient to gain entry, with some confidence/even with a potential ‘wobble’ in one subject; here, being the ‘middle option’ is a potential advantage.</p> <p>The academic reputation is high and likely to provide a stimulating environment, while not being overly pressured, the university encouraging students to maintain a sound work-life balance and assessing performance in yearly exams, thus spreading the demands and stress important exams can cause.</p> <p>Students come from a range of backgrounds and thus it should be easy for Nisha to make friends.</p> <p>The working methods are likely to suit her, with lectures and seminars not putting too much pressure on her lack of social confidence but perhaps giving her the opportunity to participate and improve on important skills, such as delivering presentations.</p> <p>Extra-curricular activities are numerous and women’s sport especially good, matching her interests on the sporting side (basketball) and allowing her to participate at her own level/ and thus gain a break from studying.</p> <p>Sharing a rental house after her first year might be good for her socially. The optional year’s placement in related industry may well be appealing, given her future career plans, especially with good employment prospects from this scheme (and the university more generally).</p> <p>The new science block might be appealing, offering up-to-date facilities. Nisha might apply for one of the bursaries, helping her with costs, were she to be successful and she is likely to be among the best-qualified applicants, so has a good chance.</p> <p>The major city/lively learning environment will be a new experience for her, which may allow her to thrive.</p> <p>BUT</p> <p>The lively atmosphere of the big city might intimidate Nisha, coming from a rural area and she is unlikely to value the appeal of a busy social scene.</p> <p>Nisha’s parents will worry about her living in a big city like Frostal, especially when she has to seek accommodation in the city which may involve her living in an undesirable area.</p> <p>The cost of private and shared rental accommodation is likely to be off-putting to Nisha (probably highest overall of the three and the bursary is not guaranteed).</p> <p>Pognia: The course would probably be less stressful and demanding, perhaps allowing Nisha to develop her social skills.</p> <p>Easier entry requirements, with her concerns over one of her subjects. Students come from a range of backgrounds and include many who, like Nisha, do not have families or schools with much, or any, experience of sending children to university, so may well be the most supportive and inclusive.</p> <p>She may be able to try out some new/different extra-curricular activities, such as swimming.</p> <p>Accommodation costs are probably low, given that (basic) on-site rooms are provided throughout the courses.</p>	

Question	Answer	Marks
1(a)	<p>Safer than a city location (its campus base is the ‘smallest’ of the three), so her parents need not be so concerned / easiest transition from a rural area. Having to share a room for much of the time (first year especially) might benefit Nisha socially.</p> <p>Two tutors with expertise in civil engineering will suit Nisha’s career aspirations, as they may have useful advice and contacts.</p> <p>Assessment by coursework and examinations is likely not to be too stressful (subjective) and group work would improve her confidence and ability to work with others.</p> <p>Compulsory charity work might appeal to Nisha, given her modest background. (She may wish to do something to help the poor community she comes from.)</p> <p>BUT</p> <p>Large-group lectures and only occasional seminars would not seem to suit Nisha’s character or academic ability.</p> <p>The individual support mentioned is the least available at any of the three establishments (but arguably positive as it’s online).</p> <p>Assessment (of practicals) by group work is unlikely to appeal to Nisha, given her social awkwardness.</p> <p>The on-site entertainments are unlikely to be of particular appeal, especially as there does not seem to be any scope for pursuing music or basketball.</p> <p>The campus itself is rather isolated from the nearest big town, so other facilities may be some distance away and it may be costly and/or time-consuming to go there (including for charity work).</p> <p>Accommodation is rather basic and involves sharing for most students, which may not suit Nisha.</p> <p>Pognia’s acceptance of lower grades and its less prestigious reputation for research and teaching mean that Nisha may not be stretched sufficiently/reach her full potential and may not find the working environment stimulating/ not easily find work later.</p>	

Question	Answer			Marks
1(a)	Levels	Mark(s)	Descriptors	
	4	9–10	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 		

Question	Answer	Marks
1(b)	<p>Kamford: Nisha's concern over her likely results in one of her science subjects (1), (if correct,) might preclude her from entry (1). She might struggle with the interview situation (1), as she suffers from anxiety (1). She also lacks outstanding extra-curricular credentials (required) (1)/may not fit in with the competitive extra-curricular scene (1), being only a participant/having just a leisure interest in the choir and basketball. (1) She dislikes failure /can suffer from stress (1) and thus may be reluctant to put herself forward for such a competitive process (1)/and to study for years in such a pressurised environment (1). Results concentrated on one-off examinations in the final year (1) might prove to be too much pressure for her (1). The aerospace connection is not of particular interest to her future career plans (1), which involve building roads and bridges (1). Fees are the highest of all (1) and Nisha's family is not especially well off (1). Participating in the debating club is unlikely to interest her (1) as she lacks confidence/ does not like to speak in front of others (1). The high achievements of alumni are not in fields linked to science/her aspirations (1) in the construction industry (1). The reputation of the university/wealthy backgrounds of other students might be intimidating (1), especially given her lack of social confidence (1).</p> <p>Frostal: The lively atmosphere of the big city might intimidate Nisha (1), coming from a rural area (1) and her rather reserved nature/lack of confidence socially (1) means she is unlikely to value the appeal of a busy social scene (1). Nisha's parents will worry about her living in a big city like Frostal (1), especially when she has to seek accommodation in the city (1). The high cost of private (shared) rental accommodation (probably makes this the most expensive package overall) and is likely to be off-putting to Nisha (1) as she comes from a modest background/poor area (1) / the bursary is not guaranteed (1) and may involve her living in an undesirable area of the city (1), which would probably upset her parents/exacerbate their concerns (1).</p> <p>Pognia: Large-group lectures and only occasional seminars (1) would not seem to suit Nisha's character/academic ability (1). The individual support mentioned is only online (note: some are seeing this as an advantage)/the least available at any of the three establishments (1) which may leave her feeling isolated (1). Assessment of practicals by group work is unlikely to appeal to Nisha (1) since this is something which she does not enjoy/an area where she lacks confidence (1). The on-site entertainments are unlikely to be of particular appeal (1), especially as there does not seem to be any scope for pursuing music or basketball (1).</p>	8

Question	Answer	Marks
1(b)	<p>The campus itself is rather isolated from the nearest big town (1), so other facilities may be some way away (1) and it may be costly and/or time-consuming to go there (including for charity work) (1). Accommodation is rather basic and involves sharing for most students (1), which may not suit Nisha's personality (1). Pognia's acceptance of lower grades/its less prestigious reputation for research and teaching (1) mean that Nisha may not be stretched sufficiently/reach her full potential (1) and may not find the working environment stimulating (1) and may find it most difficult to find (good) employment (quickly) after graduation (1).</p>	
1(c)	<p>Points 2 and 8 are irrelevant. (The attraction of tourists to Kamford is unlikely to affect Nisha's choice and Nisha aims to study Engineering, so the employability of graduates in arts, humanities and social sciences at Pognia will not affect her.)</p> <p>Credit first two attempts only.</p>	2
1(d)	<p>Accept any three of the following, or any other valid point. These might involve visits by science staff/alumni/students to schools (1), (social) media campaigns (1), promotion of appropriate role models (1), links to any government initiatives (1), arranging visits and/or short study courses (1), including summer schools (1), for female school students within a university environment (1), and allowing access to university facilities (academic, such as laboratories) for prospective female science students in the local area (1). It is also possible to set targets for increasing admissions from women in science (1) and to set up bodies to monitor progress in this area (1). Transparent application procedures (gender blind/STEM subjects) might also be considered (1). Any relevant content well above 30 words should be totally disregarded. Examiners should draw a vertical red line at that point.</p>	3
1(e)	<p>Reasons to study such subjects include personal interest and fulfilment (1); the development of critical and analytical skills (1); empathy and transferable skills (1); developing an understanding of humanity and society applicable to modern times (1); cultural appreciation (1), and specific relevance of content to certain specific jobs and careers (1). Credit any other valid point.</p>	2

Question	Answer	Marks
2(a)	A study <u>last year</u> (1) found watching television for <u>more than</u> three hours <u>per day</u> (1) is associated with <u>poor(er)/difficulties with/delayed</u> language acquisition/skills (1) in 11-year-olds (1).	3
2(b)	Credit any five of the following: (How you are viewed on the internet) (1): Employ available facilities to control traces of your online activity (1), take care with the information and/or views you make public (1). Anything circulated (online) may never disappear (1) and can be passed on by others. (1) (Seeking assistance) (1): Learn how to disclose concerns to website operators (1), to stop specific users and/or remove material. (1) Talk to a person (1) about anything on the internet which troubles you. (1) (Withstand intimidation) (1): Avoid being intimidated into posting/doing anything with which you would normally feel uncomfortable (1) and retain your principles. (1) (Anything sent) is impossible to retrieve. (1)	5
2(c)	Loss of control (1) and loss of focus on other (more) important things. (1)	2
2(d)(i)	To reduce the amount of time spent on social media.	1
2(d)(ii)	Credit any sensible suggestion linked to reducing time spent online/on social media. Examples might include: setting a bedtime/curfew so that the screen is not looked at a certain amount of time before bed (1), making a pact with a friend or family member (1), taking up another activity which might be a distraction and/or more fruitful (1), making time to communicate with friends in real life (1).	1
2(e)	Credit any two of the following or any other valid point. Success may be difficult to measure (objectively) (1), social media has not been around for very long (1) so the long-term impacts of and recovery rates from addiction are not yet known to researchers (1), not all addicts will access therapy (1) or even be aware that they need professional help (1). Any relevant content well above 20 words should be totally disregarded. Examiners should draw a vertical red line at that point.	2
2(f)	Credit any three of the following: Normal brain function can be disrupted (1) by seeing LED lights/blue light from screens/devices//prior to/before bedtime/ settling down to sleep (1) such that one does not feel ready for sleep (1) and melatonin, the hormone which controls sleeping, is not activated (1). As a result, people stay awake for longer (1) and sleep less per night (1). Allow: 20% of youths awoken at night time with a desire to look for messages/notifications on social media (1).	3
2(g)(i)	detrimental: harmful, damaging, injurious, dangerous, deleterious, ruinous, malign, adverse, pernicious, undesirable, unfavourable, (seriously) negative, devastating	1
2(g)(ii)	warranted: required, merited, necessitated, needed, justified, necessary, <u>strongly</u> advised	1

Question	Answer	Marks
2(g)(iii)	mundane : humdrum, dull, boring, everyday, tedious, monotonous, prosaic, uneventful, unremarkable, commonplace, routine, workaday, pedestrian, uninteresting, repetitive, mediocre	1
2(g)(iv)	overdue : late, behind schedule, delayed, awaited	1
2(h)(i)	Child poverty can have a detrimental impact on behaviour at school, leading to reduced success in education.	1
2(h)(ii)	The team's performance in the first half of the match was so poor that a substitution was warranted .	1
2(h)(iii)	When the same football team won the competition for the seventh time in eight years, their success seemed somewhat mundane .	1
2(h)(iv)	The rent payment on his house was overdue by two weeks.	1