



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/22

Paper 2 Comprehension

May/June 2022

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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.

Question	Answer	Marks
1(a)	<p>Considering the advantages and <u>one</u> disadvantage, explain why Paulo and Aneeta would be <u>most</u> likely to choose Aneeta’s Adrenaline-Filled Workouts to develop as their app.</p> <p>You should <u>not</u> refer to the other apps.</p> <p>Answer in continuous prose.</p> <p>Credit any of the following points or any other valid points.</p> <p>Aneeta is very active herself with her 10 km and half marathons runs, both of which require knowledge of how to keep the body physically fit enough to undertake such physical exertions.</p> <p>She would be a good female role model for the benefits of exercise for all those teenage girls who have given up on physical exercise.</p> <p>The tutor’s mark takes into account how useful each app presented could be to society in general, so this app would score highly with him.</p> <p>and it would benefit a wide range of people because the workouts cover all levels of fitness, from basic to advanced, and personalised ones as well.</p> <p>The Ministry of Health is concerned about the population’s general lack of exercise; this app would help to address the problem so it might have greater traction than just a university assignment.</p> <p>It could ensure that there is a plentiful supply of personal trainers to help get people fitter as it helps them improve their earnings by filling up cancellations.</p> <p>There would also be information about such things as eating healthily included which would help improve people’s health as well which could outweigh</p> <p>It is not clear whether Aneeta has any professional qualifications to lead workouts or give nutritional advice so app users might not know if they can trust her.</p> <p>There is another pair who have been working on a fitness app for some months already, so their app might be a better thought-out one/squeeze out Paulo and Aneeta’s app</p> <p>(though the other pair tend to over-rate their abilities, so Paulo and Aneeta might not fear such competition at all).</p> <p>Paulo spent his schooldays trying to avoid physical activity, so he might not be enthusiastic about this app.</p> <p>He is likely to lack any knowledge about this field, so more work would fall on Aneeta’s shoulders</p>	10

Question	Answer		Marks																		
1(a)	<p>and his performance in the presentation might be hindered because of his lack of knowledge/enthusiasm, thus adversely affecting their mark.</p> <p>The app would have adverts for <u>sports-related items</u>, but people are put off downloading apps with adverts.</p> <p>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.</p> <table border="1" data-bbox="316 551 1310 2038"> <thead> <tr> <th data-bbox="316 551 451 607">Levels</th> <th data-bbox="451 551 603 607">Mark(s)</th> <th data-bbox="603 551 1310 607">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 607 451 969">4</td> <td data-bbox="451 607 603 969">9–10</td> <td data-bbox="603 607 1310 969"> <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. </td> </tr> <tr> <td data-bbox="316 969 451 1294">3</td> <td data-bbox="451 969 603 1294">6–8</td> <td data-bbox="603 969 1310 1294"> <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. </td> </tr> <tr> <td data-bbox="316 1294 451 1585">2</td> <td data-bbox="451 1294 603 1585">3–5</td> <td data-bbox="603 1294 1310 1585"> <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. </td> </tr> <tr> <td data-bbox="316 1585 451 1944">1</td> <td data-bbox="451 1585 603 1944">1–2</td> <td data-bbox="603 1585 1310 1944"> <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. </td> </tr> <tr> <td data-bbox="316 1944 451 2038">0</td> <td data-bbox="451 1944 603 2038">0</td> <td data-bbox="603 1944 1310 2038"> <ul style="list-style-type: none"> A mark of zero should be awarded for no creditable content. </td> </tr> </tbody> </table>		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. 	
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)(i)	<p>Referring <u>only</u> to the Additional Information and the descriptions of the apps, explain why Family Fortuna: The Adventures of Adorable Angelfish, if developed by Paulo and Aneeta, might receive the highest mark from fellow students.</p> <p>You should <u>not</u> refer to the other apps.</p> <p>Statistics show that games with the most universal appeal have cute characters (1)</p> <p>and this app would have images of an adorable family of angelfish. (1)</p> <p>Paulo is a keen gamer who has won a regional tournament (1)</p> <p>so his knowledge/expertise makes the game likely to be of excellent quality/to attract other gamers (1).</p> <p>2 × 1 or 1 × 2</p>	2
1(b)(ii)	<p>Referring <u>only</u> to the Additional Information and the descriptions of the apps, explain why A Survival Guide for Students would <u>not</u> be a good choice of app to develop and launch.</p> <p>You should <u>not</u> refer to the other apps.</p> <p>The magazine industry has seen its revenues tumble/Many magazines now exist only online/face huge competition from advertisers (1)</p> <p>so the app would not be financially viable/it is unrealistic to think they could attract advertisers at all (1).</p> <p>Charging a subscription fee may be unpopular (1)</p> <p>as people will need to pay to find out if it's a worthwhile investment (1).</p> <p>2 × 1 or 1 × 2</p>	2
1(c)	<p>Identify the <u>one</u> piece of the Additional Information that is the <u>least</u> relevant when Paulo and Aneeta are deciding which app to develop.</p> <p>Point 4 (The department has been in existence for many years, one of the first of its kind.)</p>	1

Question	Answer	Marks
1(d)(i)	<p>Regarding the assignment being peer assessed, explain why, in terms of personality, Aneeta would benefit from pairing up with Paulo.</p> <p>They are opposites (personalities) (1)</p> <p>so they complement each other/cover all bases (1).</p> <p>He is <u>creative</u> while she is <u>studious</u>.(1)</p> <p>He is an <u>extrovert</u> while she is <u>quiet</u>. (1)</p> <p>He has a <u>charming personality</u> (1)</p> <p>which could win over more students during the presentation/get them higher marks. (1)</p> <p>2 × 1 or 1 × 2</p>	2
1(d)(ii)	<p>Regarding the assignment being peer assessed, explain in your opinion, <u>one</u> disadvantage of students assessing fellow students' work.</p> <p>Credit any of the following points or any other valid points.</p> <p>This system of awarding marks can be abused (1)</p> <p>if students give marks motivated by their personal feelings towards each other. (1)</p> <p>Friends can help each other out (1)</p> <p>by giving too generous a mark. (1)</p> <p>If a student doesn't like a fellow student, (1)</p> <p>they can deliberately mark that person down. (1)</p> <p>Students might be motivated by the fun aspect of the app (1)</p> <p>rather than the assessment criteria. (1)</p>	2
1(e)(i)	<p>Explain why, with reference to the Additional Information, Paulo and Aneeta make a good team.</p> <p>They have known each other for years (1)</p> <p>so they will have a good understanding of each other already/they have probably worked collaboratively before. (1)</p> <p>2 × 1 or 1 × 2</p>	2

Question	Answer	Marks
1(e)(ii)	<p>Explain why, in your opinion, the ability to work collaboratively is regarded by society as an important quality to have.</p> <p>Credit any of the following points or any other valid points.</p> <p>The ability to get on with each other in order to achieve a <u>common</u> goal/be able to negotiate/communicate, etc. (1)</p> <p>whether it be in a work environment or as a family, etc. (1)</p> <p>is needed for society <u>to function/advance</u>. (1)</p> <p>2 × 1 or 1 × 2</p>	2
1(e)(iii)	<p>Explain why, in your opinion, both members of each pair have been instructed to ‘take an active role in the presentation’.</p> <p>Credit any of the following points or any other valid points.</p> <p>It would not be a representative mark for <u>both</u> students (1)</p> <p>if only one presented the app/if one of the pair had a lazy attitude to the task by not helping to present the app/so this gives the <u>markers</u> the chance to see <u>both</u> students in action. (1)</p> <p>It might push a shy student out of their comfort zone (1)</p> <p>so it could be a good learning experience/they could gain more confidence. (1)</p> <p>2 × 1 or 1 × 2</p>	2

Question	Answer	Marks
2(a)(i)	<p>Describe the way of life some 11 000 years ago for hunter-gatherers.</p> <p>Hunter-gatherers <u>became</u> farmers/Their <u>nomadic</u> way of life <u>ended</u>/Constantly <u>moving</u> with animal migrations/the changing seasons <u>ended</u>. (1)</p>	1
2(a)(ii)	<p>Describe the way of life some 11 000 years ago for farmers.</p> <p>Farmers/Humans/They (started to) <u>build/live in permanent dwellings</u>/Communities <u>grew among</u> the crops they <u>learned to cultivate</u>. (1)</p>	1

Question	Answer	Marks
2(b)(i)	<p>Answering in about 30 words, explain how the practice of farming spread across the world.</p> <p>It was not just (thanks to) one early population (1) but (several) groups of people across the region.(1)</p> <p>The world’s first farmers had genetically distinct DNA. (1)</p> <p>Farming was probably invented multiple times/independently <u>and</u> developed gradually. (1)</p> <p>(The migration of) farmers slowly introduced methods <u>and</u> tools across the world. (1)</p> <p>Any relevant content above 30 words should not be considered as part of the answer.</p>	3
2(b)(ii)	<p>Answering in about 30 words, identify the <u>three</u> theories mentioned relating to why people stopped foraging and settled down.</p> <p><u>Competition for food</u> might have made them seek <u>alternative sources</u>. (1) It might have been because of the <u>climate warming up</u>. (1)</p> <p><u>Human</u> brains might have reached <u>new levels</u> of intelligence. (1)</p> <p>Any relevant content above 30 words should not be considered as part of the answer.</p>	3
2(c)(i)	<p>According to lines 23 to 47, identify <u>four</u> advantages of humans becoming farmers.</p> <p><u>Populations grew</u> (fast), allowing for <u>division of labour</u> (1)</p> <p>freeing up time for <u>leisure</u> activities, such as <u>art/pottery/(other) crafts</u>. (1)</p> <p>Their animals provided <u>labour</u>, meat and milk/nutrition <u>and</u> skin/wool/clothing. (1)</p> <p>Following the <u>invention of the wheel</u>, farmers could use <u>oxen</u> (1)</p> <p>to pull <u>ploughs</u> to work the soil <u>more effectively</u> (1)</p> <p>and could use their <u>manure</u> as <u>fertiliser</u>. (1)</p>	4

Question	Answer	Marks
2(c)(ii)	<p>According to lines 23 to 47, explain the disadvantages of humans becoming farmers.</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>Growing populations led to famine (1)</p> <p>if there was a lack of food or water, if animals became ill or insects increased in numbers/if there were any issues regarding food, animals or water. (1)</p> <p>There is evidence that as more people changed to farming (1),</p> <p>there were huge increases and decreases in the local populations. (1)</p> <p>By examining skeletons and teeth (1),</p> <p>we know farmers had inferior quality food to eat (1) and did not live as long as hunter-gatherers (1) as they did not eat such a wide range of food. (1)</p> <p>The passing of centuries saw farmers' bones became fragile and likely to fracture, (1)</p> <p>although foragers' bones had the strength of today's orangutan! (1)</p> <p>The cause is probably their lack of exercise, (1)</p> <p>as they spent their lives within a short distance of home (1)</p> <p>compared to hunter-gatherers wandering around wherever to find food. (1)</p> <p>People spending their lives so near to neighbours and animals (1) allowed diseases to spread (1)</p> <p>as it was a perfect environment for bacteria to do well in/ keep changing. (1)</p>	5
2(d)(i)	<p>Identify the <u>two</u> different effects farming seems to have had on plants.</p> <p><u>Wild</u> plants evolved to <u>depend</u> on <u>humans</u> for <u>seed dispersal</u>/<u>Wild</u> plants <u>lost</u> their <u>ability to drop their seeds</u> on the ground. (1)</p> <p><u>Domesticated crops</u> have <u>grown much larger</u> over time/<u>Maize</u> seeds are <u>15 times bigger</u> than their <u>wild</u> counterparts. (1)</p>	2
2(d)(ii)	<p>Identify the issue modern scientists are trying to resolve.</p> <p>(They are striving to understand) <u>how</u> crops evolved <u>and</u> yields increased/(because) <u>food sustainability</u> is becoming an ever-pressing issue. (1)</p>	1

Question	Answer	Marks
2(e)	<p>Identify <u>three</u> social changes that took place as societies grew larger.</p> <p>Answer <u>in about 30 words</u> in total.</p> <p>The <u>fear of famine</u> would have driven farmers to work harder to <u>create food surpluses</u>. (1)</p> <p><u>Different roles</u> began to emerge, such as <u>toolmakers/butchers</u>. (1)</p> <p><u>Warriors protected</u> the land from <u>wild beasts and robbers</u>. (1)</p> <p>Communities <u>built places of worship</u> (to thank the gods). (1)</p> <p><u>Men</u> were the <u>leaders</u>, so <u>gender inequality</u> grew. (1)</p> <p>Inequality between social classes emerged (1)</p> <p>with farmers at the bottom. (1)</p> <p>Farmers produced surplus food, but the elite controlled it. (1)</p> <p>The <u>largest</u> houses were <u>near</u> the grain <u>storage</u>. (1)</p> <p>Any relevant content above 30 words should not be considered as part of the answer.</p>	3
2(f)(i)	<p>Give the meaning of the following word as it is used in the material. You may write the answer in one word or a short phrase.</p> <p>seismic: profound, tumultuous, ground-breaking, earth-shattering, dramatic</p>	1
2(f)(ii)	<p>Give the meaning of the following word as it is used in the material. You may write the answer in one word or a short phrase.</p> <p>plagued: troubled, tormented, afflicted, dogged, cursed, beset</p>	1