

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/22**

Paper 2 Comprehension

February/March 2025**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 February/March 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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.












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 credible 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

Question	Answer	Marks
1(a)	<p>Considering the advantages, explain why the commemorative statue is <u>more</u> likely to be chosen.</p> <p>Do <u>not</u> refer to the new road bridge.</p> <p>Answer in continuous prose. Credit any of the following or any other valid points:</p> <p>Berti Andersen is an award-winning sculptor of international reputation, suggesting the statue would be of high quality/value for money/attract more tourists to the capital city, Mosman.</p> <p>Andersen is from Karimba/trained at art college in Mosman and the late King Viktor was a keen supporter of the local arts scene.</p> <p>The sculptor has also overcome his deafness and the late king supported several disability charities in Karimba.</p> <p>The size and dynamic nature of the proposed statue should become a focal point for visitors to Mosman/the gallery, and locals, to meet</p> <p>and significantly improve the current bleak state of the square (since the demolition of the old fountain).</p> <p>It is the <u>cheaper</u> option by some margin/the costs are fixed, only requiring \$1 million of <u>taxpayers’/the population’s</u> funds in addition to the royal contribution (of \$5 million)</p> <p>which aligns with King Viktor’s apparent desire not to over-burden the taxpayers of Karimba.</p> <p>The statue itself will cost nothing for people to view, aligning with the departed monarch’s move to make the royal residences accessible to visitors/his donations to the country’s finances.</p>	10

Question	Answer	Marks
1(a)	<p>The ongoing maintenance costs will be minimal, similarly posing limited funding challenges/meaning the statue will continue to look good for many years to come.</p> <p>Creating the high-profile statue solely from recycled materials actively reflects Karimba's new government's desires to improve the country's environmental record/the late king's interest in the environment (his solar energy farm).</p> <p>There is obvious support for the commemorative statue and its proposed sculptor from Bernardo, a politician who presumably holds some influence/will be seen in the television broadcast.</p> <p>The company making the television programme is based in Mosman/no longer based in Nelia (for reasons unknown), so may be biased in its presentation, impacting the vote in favour of the statue.</p> <p>Since <u>5 million people/20%</u> of Karimba's population live in Mosman, the statue will have the <u>greater reach</u> in terms of access and impact, while those from the smaller cities also have reasonably easy access by means of connecting flights to Mosman, increasing its likely reach still further. <i>[These points could also be argued negatively, since 80% don't live in Mosman/flights may be expensive etc.]</i></p> <p>Since Mosman has Karimba's only international airport, it is reasonable to assume that an attraction located in Mosman and next to an existing one is more likely to attract (international) tourists.</p>	

Question	Answer	Marks
In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations, that make use of analytical skills.		
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>Explain <u>three</u> disadvantages of choosing the new road bridge.</p> <p>Do <u>not</u> refer to the commemorative statue.</p> <p>Credit any three of the following or any other valid point:</p> <p>Concerns were raised by wildlife campaigners relating to the bridge's impact on the river estuary eco-system (1) which might lead to protests/further delays/worsen Karimba's environmental credentials further/does not reflect King Viktor's known interest in animals (1).</p> <p>The proposed new road bridge will be situated a long way/at the opposite end of the country from the capital city, Mosman (1) and will <u>only</u> directly improve the lives of up to 2.5 million people/10% of Karimba's population/far <u>fewer</u> people will be directly benefitted by the scheme/outcome (1).</p> <p>The project is the (much) <u>more</u> expensive/its final costs are unknown (1), putting more demand on <u>taxpayer funding</u> to complete (1).</p> <p>Revenue from the tolls is not guaranteed (1) if prices are set too high (as yet unknown) (1) as drivers could still take the existing/longer route and avoid them (1). (Max. 2)</p> <p>Long-term maintenance and repairs will be costly (1), posing further financial demands on the <u>government/public</u> (for many years to come) (1).</p> <p>The expected uplift in Froyan's economic fortunes may be optimistic (1) since its post-industrial status/poverty may outweigh improved journey times/a bridge may make little difference to a region designated by the government as being in need of significant help (1).</p> <p>Nelia is an unattractive city (1) and may be off-putting as an entry point to Froyan for prospective new businesses/visitors (1).</p> <p>The nearest <u>international</u> airport is at Mosman/400km away (1) so the <u>expected</u> additional tourism to the region may not materialise/the region is still difficult to access (1).</p> <p>The bridge is to be named after the late king (1) which may anger the growing number of anti-monarchists in Karimba/which residents of the poorest region may find insulting (1).</p> <p>3 × 2</p>	6

Question	Answer	Marks
1(c)(i)	<p>With reference to the Additional Information <u>only</u>, state the <u>one</u> piece of information which is the <u>least</u> relevant when deciding which proposal to choose.</p> <p>Point 8/ The television programme will illustrate both of the proposals in exactly the same way: using sketches and 3D models. (1)</p>	1
1(c)(ii)	<p>With reference to the Additional Information <u>only</u>, state the <u>one</u> piece of information which suggests that Justina’s claim that ‘decision-makers in Mosman have done absolutely nothing to help us here’ is untrue.</p> <p>Point 7/ (Recognising Karimba’s growing inequality,) Simone Gilovski’s new government has designated Froyan as a ‘Priority Development Target Zone’ for her five-year term in office. (1)</p>	1
1(d)(i)	<p>With reference to the television interview extracts <u>only</u>, explain why Justina has a vested interest in favouring the new road bridge.</p> <p>Credit any two of the following:</p> <p>Justina owns a restaurant/business in Froyan (1).</p> <p>The new bridge should bring more custom for <u>her</u> (restaurant) (1).</p> <p><u>She wants</u> to see (more) tourists coming to Froyan (1) to try the local food/eat in her restaurant (1).</p> <p>1 × 2 or 2 × 1</p>	2
1(d)(ii)	<p>With reference to the television interview extracts <u>only</u>, identify the comment by Bernardo which supports Justina’s claim that her ‘region is too often neglected’.</p> <p>(Bridge or no bridge,) I’ve certainly no desire to go to Froyan,/ wherever that might be – no one really cares! (1)</p>	1

Question	Answer	Marks
1(e)	<p>In your opinion, explain <u>two</u> possible problems with the format of the proposed referendum, as outlined in the Background.</p> <p>Credit any two of the following developed points, or any other valid developed point:</p> <p><u>Limiting</u> the referendum to those over 30 years of age (1) neglects the <u>young</u> people in the population/those likely to be impacted in the longer term. (1).</p> <p>It is likely that <u>not everyone</u> will see the television programme (1) as it will only be screened <u>once</u> (1) so they may be <u>uninformed</u> of the details of the two projects proposed (1). – max. 2</p> <p>The referendum will take place <u>six weeks after</u> the broadcast (1) so people may have <u>forgotten</u> the details/all about it (1).</p> <p>The referendum is to be conducted <u>online only</u> (1). We do not know the internet penetration rate of Karimba/this may exclude those in rural areas/the elderly (1). / The Froyan region, being poor, suggests fewer people may have internet access/understand how to vote online (2). – max. 2</p> <p>2 × 2</p>	4

Question	Answer	Marks
2(a)(i)	<p>Identify <u>two</u> of the main aims of ‘Operation Mincemeat’ during the Second World War, as stated in lines 1–6.</p> <p>Credit any two of the following points:</p> <p>To <u>convince the Germans</u> that the Allied forces were <u>planning to invade Greece</u> (rather than Sicily) (1).</p> <p>Planting <u>forged documents</u> upon a <u>dead body</u> (before setting him adrift in Spanish waters) (1)</p> <p>with the aim of the <u>papers</u> ending up in <u>German hands</u> (1).</p>	2

Question	Answer	Marks
2(a)(ii)	<p>Identify <u>two</u> reasons given for the success of the deception (lines 9–13).</p> <p>Answer in about 20 words using continuous prose.</p> <p>Credit any two of the following points:</p> <p>The naval intelligence officers involved were <u>engrossed in the story</u> (1).</p> <p>They invented a <u>believable narrative</u> for the <u>dead/homeless man</u> (1)</p> <p>and <u>gave him</u> a completely new <u>identity/life/name</u> (1).</p> <p>As William Martin, Glyndwr Michael ‘gained’ military <u>rank and a future wife</u> (1).</p> <p>Examiners should place a vertical red line after 20 words but consider the remainder of any incomplete phrase/idea which concludes after that point.</p>	2
2(b)	<p>Suggest what each of the <u>three</u> pieces of ‘wallet litter’ was intended to show about ‘Major Martin’ (lines 19–25).</p> <p>Answer in about 30 words using continuous prose.</p> <p>Credit any three of the following points:</p> <p>The <u>bank</u> manager’s <u>letter</u> shows that he was in <u>debt</u> (1).</p> <p><u>Club/theatre tickets</u> showed his <u>fondness for going out</u> (1).</p> <p><u>Letters</u> (from ‘Pam’) were evidence of his wartime <u>love affair/romance/fiancée/relationship/commitment</u> (1).</p> <p>Examiners should place a vertical red line after 30 words but consider the remainder of any incomplete phrase/idea which concludes after that point.</p>	3

Question	Answer	Marks
2(c)	<p>Explain why Macintyre uses the term ‘hidden hero’ in connection with the people who devised the plan (lines 26–29).</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>Credit any two of the following points:</p> <p>Those involved existed at second-hand (1)</p> <p>by means of their fiction (1).</p> <p>They could not actively be involved (1)</p> <p>in the physical fighting (1)</p> <p>so envisaged their roles (1)</p> <p>fighting secretly alongside the military (1).</p> <p>Macintyre considers it poignant (1)</p> <p>and astonishing/highly admirable (1)</p> <p>that these individuals played a vital but unacknowledged role/the officers succeeded in secret (1).</p>	2
2(d)	<p>Explain the importance of creativity in Operation Mincemeat (lines 30 to 35).</p> <p>Answer <u>in about 40 words</u> using continuous prose.</p> <p>Credit any four of the following points:</p> <p>The planners needed to think like writers/draw on their creative <u>skills/resources</u>/creativity was needed to <u>invent</u> the /William Martin’s life/ backstory/fictional identity/the Mincemeat plot (1).</p> <p>Many writers were involved, (as the film highlights) (1).</p> <p>James Bond <u>author</u> Ian Fleming probably devised several outline deception plans./ Ironically, James Bond <u>writer</u> Ian Fleming was behind/inspired the deception. (1)</p> <p>Many excellent 20th-century authors also served in the secret services (1).</p> <p>(Like authors,) spies <u>persuade</u> others of their invented truth (1).</p> <p>Examiners should place a vertical red line after 40 words but consider the remainder of any incomplete phrase/idea which concludes after that point.</p>	4

Question	Answer	Marks
2(e)	<p>Identify the <u>two</u> ways in which the theatre company updated the story for modern audiences (lines 43–48).</p> <p>Answer <u>in about 20 words</u> using continuous prose.</p> <p>Credit any two of the following points:</p> <p>They cast a male character as female, and vice versa (1).</p> <p>A <u>man sings the love song</u> from Martin's fiancée's letters (1).</p> <p>Examiners should place a vertical red line after 20 words but consider the remainder of any incomplete phrase/idea which concludes after that point.</p>	2
2(f)(i)	<p>Explain how creating Martin could be seen as 'morally doubtful' (lines 49–51).</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>It's not difficult to become carried away (1)</p> <p>with the fairy-tale features of the narrative/exciting narrative of spying in a period of conflict/hostilities (1).</p> <p>They needed to locate a person (1)</p> <p>whose absence nobody would notice, (1)</p> <p>a corpse/dead person to be dealt with (1)</p> <p>and their real existence completely erased. (1)</p>	2
2(f)(ii)	<p>Explain how Michelle Ashford justifies 'the less ethical aspects of the story' (lines 56–59)</p> <p>Answer <u>using your own words</u> as far as possible.</p> <p>Credit any two of the following points:</p> <p>(In the film) she was eager to reflect (1)</p> <p>Montagu's inner turmoil/dilemma (1)</p> <p>over the moral ambiguities (1).</p> <p>The Mincemeat team may have had no other option (1).</p> <p>(They were) working at a time of international fighting (1)</p> <p>and such conflict frequently demands (1)</p> <p>(very) difficult decisions (being taken) (1).</p>	2

Question	Answer	Marks
2(g)	<p>Explain the present-day justifications offered for having used the dead man in Operation Mincemeat.</p> <p>Credit any three of the following points:</p> <p>The gravestone (in Huelva, Spain) acknowledges both the man's <u>original name and his faked identity</u>. (1)</p> <p>The (engraving on the) gravestone recognises that he <u>served his country</u> (during the war). (1)</p> <p>The invasion plan ultimately succeeded/the Allies successfully invaded Sicily. (1)</p> <p>The Germans believed Sicily to be a <u>decoy</u> in the invasion plans. (1)</p> <p>(Unlike fiction,) this invention produced tangible results/significantly changed the progress/outcome of the war. (1)</p>	3
2(h)(i)	<p>Referring to lines 14–25 only, identify the <u>exact</u> word or phrase in the material which means: impeded</p> <p>stymied (1)</p>	1
2(h)(ii)	<p>Referring to lines 14–25 only, identify the <u>exact</u> word or phrase in the material which means: wily</p> <p>shrewd (1)</p>	1
2(h)(iii)	<p>Referring to lines 14–25 only, identify the <u>exact</u> word or phrase in the material which means: appropriate for</p> <p>befitting (1)</p>	1