

Cambridge International AS Level

ENGLISH GENERAL PAPER**8021/23**

Paper 2 Comprehension

May/June 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 May/June 2025 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 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 creditable 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
nfp	No further penalty

Question	Answer	Marks
1(a)(i)	<p>Identify the <u>two</u> reasons why Jonah’s language ability did <u>not</u> improve while in Sellacka.</p> <p>Credit the following two points.</p> <p>The host family’s <u>TV shows</u> were hard to <u>understand</u>. (1) Nobody in the house spoke to the visiting student. (1)</p>	2
1(a)(ii)	<p>According to Mrs K, identify the <u>two</u> different ways the Bonngat Private Language School promotes language learning.</p> <p>Credit the following two points.</p> <p>The language school provides the students with <u>high-quality</u> teaching. (1) They organise a city tour <u>guide</u> who teaches the students so many useful <u>phrases</u>. (1)</p>	2
1(b)	<p>Apart from the cost, explain <u>three</u> possible disadvantages for the students of Muttumbox High School if their teachers choose Bonngat Private Language School.</p> <p>Do <u>not</u> refer to the Language Exchange Programme to Sellacka.</p> <p>Credit three of the following developed points or any other valid points.</p> <p>Some of the students going on the trip are vegetarian (1) and Bonngat is known for its traditional meat-based meals. (1) The student requiring a wheelchair would find it difficult (1) to get through the streets of Bonngat as they are known to be very busy. (1) They may be unable to take part in the <u>evening / social</u> activities (1) as the expectations are very high / past students had too much work to complete. (1) The journey would take nine hours. (1) which is a long way for <u>only</u> four days in Bonngat (1) / and concentrating on the intense lessons (after such a trip) would be difficult. (1)</p>	6

Question	Answer	Marks
1(c)	<p>Considering <u>only</u> the advantages, explain why the Language Exchange Programme to Sellacka would be the better option for Muttumbox High School.</p> <p>Do <u>not</u> refer to Bonngat Private Language School.</p> <p>Answer in continuous prose.</p> <p>In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations that make use of analytical skills.</p> <p>Credit four of the following points or any other valid points.</p> <p>Being paired with a young person of a similar age is more likely to expose the Muttumbox High School students to <u>informal</u> language which might help the students to sound more authentic / fluent in their upcoming exams.</p> <p>Sellacka is <u>only</u> five hours away which will undoubtedly result in a more comfortable journey / more time will be spent on language learning instead of travelling.</p> <p>Learning a language with a host family in a more passive way might reduce exam pressure and benefit the students' wellbeing.</p> <p>The staff and students at Sellacka Community School are known to be extremely <u>welcoming</u> and will undoubtedly cherish Mrs Yoder's hard work when she gives the visiting school's presentation.</p> <p>The cost of the trip is <u>\$400</u> per student and if the school is successful with their application for the bursary this would reduce the cost of the trip, making it more affordable for the families.</p> <p>This option provides a <u>longer</u> time span / <u>one week</u> in Jummba, so the students would be fully immersed in the local language which would give them the best opportunity to get a better exam result.</p> <p>Sellacka Community School is well known for its <u>innovative teaching / learning</u> programmes and could provide the Muttumbox teachers with inspiration they desperately need.</p> <p>Muttumbox High School is keen to promote <u>cultural awareness</u> and visiting a school which has won many awards for promoting the local traditions / boasts a memorable / interactive evening of traditional singing and dancing would be a perfect choice.</p> <p>Spending evenings and weekends with the host families will expose the visiting students to the <u>local customs / way of life</u>. This will give them long-lasting memories to share with others, whilst also promoting the great work of the Languages Department.</p> <p>In assessing each answer, use the table below.</p>	10

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(d)	Explain what Mrs Yoder means when she says ‘I’m working flat out’. Credit the following point. She is working as hard as she can / could not do any more. (1)	1
1(e)	Explain why Mrs Yoder might be against a visit to Sellacka Community School. Credit the following two points. There is an expectation that visiting teachers prepare presentations for the whole school / Mrs Yoder would be tasked with preparing the presentation. (1) Mrs Yoder is craving a break / she is too exhausted to do it excitedly. (1) 2 × 1	2
1(f)	In your opinion, explain why it is important to learn a foreign language. Do <u>not</u> repeat material from Section A. Credit any two of the following or any other valid points or any developed point. Feel more comfortable in a foreign country (1) as you will be able to better understand sign posts and instructions. (1) To communicate with foreign language speakers (1) so that you are able to make friends with people around the world / ask for help when abroad. (1) Improve <u>job</u> opportunities / career prospects (1) for example, an international company may prefer multilingual employees. (1) 1 × 2, 2 × 1	2

Question	Answer	Marks
2(a)	Identify <u>one</u> of the reasons why ‘the days of single-dimensional viewing of monuments and museums’ have gone. Credit one of the following points. <u>Modern</u> technologies (are redefining the way we explore and preserve our history and culture). (1) Smart Tourism / smart technology (1)	1
2(b)(i)	Identify the reason why monuments are likely to become outdated soon. Credit one of the following points. The way history is currently being told is not interesting / relevant for the <u>younger generation</u> . (1) The monuments currently use conventional <u>static displays / graphic content</u> . (1)	1

Question	Answer	Marks
2(b)(ii)	<p>Identify the solution offered to prevent a monument from becoming outdated.</p> <p>Credit one of the following points.</p> <p>The visitors must be at the centre of the monument. / Activities must be created that revolve around the visitors. (1)</p> <p>Digital heritage sites / the use of interactive <u>technologies</u> (to enhance the experience). (1)</p>	1
2(c)(i)	<p>Identify the <u>exact</u> word or phrase <u>in the material</u> which means the following:</p> <p>improving (lines 1–7)</p> <p>Credit the following point.</p> <p>enriching (1)</p>	1
2(c)(ii)	<p>Identify the <u>exact</u> word or phrase <u>in the material</u> which means the following:</p> <p>new ideas (lines 1–7)</p> <p>Credit the following point.</p> <p>innovations (1)</p>	1
2(c)(iii)	<p>Identify the <u>exact</u> word or phrase <u>in the material</u> which means the following:</p> <p>fixed (lines 8–14)</p> <p>Credit the following point.</p> <p>static (1)</p>	1
2(d)	<p>According to Prime Minister Narendra Modi, state <u>three</u> benefits of technology.</p> <p>Credit any three of the following points.</p> <p>It is key in <u>engaging</u> with <u>young people</u>. (1)</p> <p>It is a <u>catalyst for inclusion</u> in the development of the country. (1)</p> <p>It adds <u>experiential value</u> to heritage <u>sites</u>. (1)</p> <p>It makes for an interactive <u>and</u> impactful human experience. (1)</p> <p>3 × 1</p>	3

Question	Answer	Marks
2(e)	<p>According to monument-goers, state the <u>two</u> different aims of visiting heritage sites.</p> <p>Credit the following points.</p> <p>To gain knowledge / learn (about the Indian history and culture) (1) Entertainment / escaping everyday life (1) 2 × 1</p>	2
2(f)(i)	<p>Answering <u>using your own words</u> as far as possible, state the meaning of the following <u>five</u> phrases as they are <u>used in the material</u>: (lines 34–43).</p> <p>a multilingual audio guide system</p> <p>Credit the following point.</p> <p>a spoken information program in (many) different languages (1)</p>	1
2(f)(ii)	<p>Answering <u>using your own words</u>, as far as possible, state the meaning of the following <u>five</u> phrases as they are <u>used in the material</u>:</p> <p>the levitating emblem at the reception</p> <p>Credit the following point.</p> <p>a floating symbol in the entrance (1)</p>	1
2(f)(iii)	<p>Answering <u>using your own words</u>, as far as possible, state the meaning of the following <u>five</u> phrases as they are <u>used in the material</u>:</p> <p>visitors travel back in time</p> <p>Credit the following point.</p> <p>guests relive history (1)</p>	1
2(f)(iv)	<p>Answering <u>using your own words</u>, as far as possible, state the meaning of the following <u>five</u> phrases as they are <u>used in the material</u>:</p> <p>bring alive the words</p> <p>Credit the following point.</p> <p>animate/enliven the language (1)</p>	1
2(f)(v)	<p>Answering <u>using your own words</u>, as far as possible, state the meaning of the following <u>five</u> phrases as they are <u>used in the material</u>:</p> <p>making it engaging</p> <p>Credit the following point.</p> <p>creating fun/excitement (1)</p>	1

Question	Answer	Marks
2(g)(i)	<p>Explain how technology is helping to amplify campaigns around the cultural heritage of India (lines 44–49)</p> <p>Answer <u>in about 30 words</u> in continuous prose.</p> <p>Credit any three of the following points.</p> <p>The <u>metaverse/rapid flow of information</u> help to improve the campaigns. (1) The Har Ghar Tiranga <u>project</u> was amplified using digital platforms. (1) (The project) increased the level of <u>patriotism</u> amongst Indian people (1) And, in addition, it raised <u>awareness of the National Flag</u> (1) Fans uploaded selfies (with the flag) onto a dedicated website. (1) <u>Conversations</u> about the campaign went viral on social media. (1)</p> <p>Any relevant content well over 30 words will not be credited. Examiners should draw a vertical red line at that point.</p>	3
2(g)(ii)	<p>Explain how smart technologies are enhancing the experience beyond the actual monument visit (lines 51–58).</p> <p>Answer <u>in about 40 words</u> in continuous prose.</p> <p>Credit any four of the following points.</p> <p>There are now <u>pre- and post-visit</u> stages of the experience. (1) Many sites offer an <u>insight of what awaits</u> when booking. (1) After the visit, <u>trip souvenirs</u> are sent to visitors' phones. (1) Sites hope the memories will be <u>posted</u> on social media. (1) People can visit sites <u>from home</u> with online virtual reality. (1)</p> <p>Any relevant content well over 40 words will not be credited. Examiners should draw a vertical red line at that point.</p>	4
2(h)(i)	<p>State the <u>exact</u> meaning of the following <u>two</u> words as they are <u>used in the material</u>:</p> <p>disseminating (line 25)</p> <p>spreading, broadcasting, distributing, circulating, sharing (something), publishing, presenting, sending out (1)</p>	1
2(h)(ii)	<p>State the <u>exact</u> meaning of the following <u>two</u> words as they are <u>used in the material</u>:</p> <p>emergence (line 30).</p> <p>start, beginning, birth, introduction, rise, appearance, arrival (1)</p>	1