

# Cambridge International AS Level

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**ENGLISH GENERAL PAPER****8019/02**

Paper 2 Comprehension

**For examination from 2028**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **14** pages. Any blank pages are indicated.

**Generic Marking Principles**

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

**English & Media-Specific Marking Principles**

**(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))**

**Components using level descriptions:**

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

**Components using point-based marking:**

Point-based marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. corrasion/corrosion).

**Guidance on using levels-based mark schemes**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **adequately** meets the level statements, award the highest mark.
- If the candidate's work **just** meets the level statements, award the lowest mark.

**Marking grid A**

Level	Selection of information and development of argument	Marks
4	<ul style="list-style-type: none"> <li>• Good integration of a range of ideas from the resource with their own ideas.</li> <li>• Convincing development of ideas into arguments, with a strong sense of audience and context.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Application of different ideas from the resource and their own ideas.</li> <li>• Development of ideas into arguments, with awareness of audience and context.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Some selection of ideas from the resource and/or their own ideas.</li> <li>• Development of some ideas, and some features of argument, with occasional lapses in audience or context.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited selection of ideas from the resource.</li> <li>• Ideas are simple or undeveloped. Limited attempts to create arguments, with minimal awareness of audience and context.</li> </ul>	1–2
0	No creditable response.	0

**Marking grid B**

Level	Communication using written English	Marks
4	<ul style="list-style-type: none"> <li>• Communication is clear and concise.</li> <li>• Consistent use of persuasive language features and appropriate register.</li> <li>• Mostly in the candidate's own words.</li> </ul>	4
3	<ul style="list-style-type: none"> <li>• Communication is generally clear with some concision.</li> <li>• Evidence of persuasive language features and generally appropriate register.</li> <li>• Some use of own words.</li> </ul>	3
2	<ul style="list-style-type: none"> <li>• Communication is limited by range or clarity and may lack concision.</li> <li>• Occasional evidence of persuasive language features and appropriate register.</li> <li>• Some reliance on phrases from the resource.</li> </ul>	2
1	<ul style="list-style-type: none"> <li>• The response can be understood, but may lack clarity and/or concision.</li> <li>• Limited use of persuasive language features and inconsistent register.</li> <li>• May frequently include lifted sections from the resource.</li> </ul>	1
0	No creditable response.	0

**Section A**

Question	Answer	Marks
1(a)(i)	<p><b>State the meaning of each of the following words as they are used in the material:</b></p> <p><b>emphatically (Mr Jansen's Year 13 class)</b></p> <p>resolutely / absolutely / fiercely / firmly / strongly / surely / certainly / soundly / determinedly / steadfastly / solidly / decidedly / rigidly / purposefully / forcefully / forcibly / strenuously / unequivocally</p> <p>Accept a definition if it shows understanding of the meaning of the word.</p>	<b>1</b>
1(a)(ii)	<p><b>State the meaning of each of the following words as they are used in the material:</b></p> <p><b>trivial (Alfonso's question-and-answer session)</b></p> <p>minor / small / lesser / slight / unimportant / insignificant / inconsequential / inconsiderable / negligible / paltry / petty / trifling</p> <p>Accept a definition if it shows understanding of the meaning of the word.</p>	<b>1</b>
1(b)	<p><b>Use the Additional information to explain why Maria 'refused' to put herself forward for election, despite Mr Jansen's encouragement.</b></p> <p>Award <b>one mark</b> for the reason from the Additional information, and <b>one mark</b> for an explanation.</p> <p><b>Reason:</b> Maria/she is hoping to achieve top grades in her ballet and her piano examinations this year.</p> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• She probably thought that the extra responsibility of being class representative would be too much.</li> <li>• Being class representative might adversely affect her performance in these examinations.</li> <li>• Both examinations will require hours of practice outside college hours.</li> <li>• As a final year student, she knew she would have a lot of homework.</li> <li>• She may find the need to take notes during the meeting, and have a tight deadline for publishing them, difficult to find time for.</li> </ul> <p>Accept any other valid response that identifies the reason and gives an appropriate explanation.</p>	<b>2</b>

Question	Answer	Marks
1(c)	<p><b>Use Erika's leaflet and the Additional information to explain <u>two</u> reasons why her fellow students might think she is unreliable.</b></p> <p>Award up to <b>two marks</b> for each reason.</p> <p>She claimed to have never let any of them down when it comes to getting things done (leaflet) (1) but she was supposed to help Rhiannon organise a charity event two years ago, but kept making excuses. (Additional information) (1)</p> <p>She stated that classmates could come to her and she would take the time to listen to them (leaflet) (1) but once, on finding a classmate in tears, she told the girl she was too busy to stop and talk. (Additional information) (1)</p>	<b>4</b>
1(d)(i)	<p><b>Use the information in Alfonso's leaflet and the Additional information to:</b></p> <p><b>identify the exaggerated claim regarding Alfonso's skills.</b></p> <p><b>Justify your choice.</b></p> <p>Award <b>one mark</b> for the identification of the exaggerated claim and <b>one mark</b> for the justification of why this is exaggerated.</p> <p><b>Exaggerated claim:</b> I am exceptional at winning arguments. (1)</p> <p><b>Justification:</b> In the debating society, he has been on the winning side <u>only 35 per cent</u> of the time. (1) Accept: about a third of the time / well under half the time / lost two-thirds of the time.</p>	<b>2</b>
1(d)(ii)	<p><b>Use the information in Alfonso's leaflet and the Additional information to:</b></p> <p><b>identify the promise Alfonso might be forced to break.</b></p> <p><b>Justify your choice.</b></p> <p>Award <b>one mark</b> for the identification of the promise and <b>one mark</b> for the justification of why Alfonso might break it.</p> <p><b>Promise:</b> Alfonso guaranteed he would attend all (council) meetings (to represent the class). (1)</p> <p><b>Justification:</b> There may be a <u>clash</u> between the <u>debating society</u> and council meetings / the debating society meets on alternate <u>Mondays</u> after lessons finish <u>but</u> council meetings are held on the third <u>Monday</u> of each month and therefore there might be a clash. (1)</p>	<b>2</b>

Question	Answer	Marks
1(e)	<p><b>Mr Jansen tells Mrs Daniels that Erika’s performance ‘didn’t exactly impress’.</b></p> <p><b>Use Erika’s question-and-answer session to explain <u>two</u> reasons why Mr Jansen was not impressed.</b></p> <p>Award up to <b>two marks</b> for each developed explanation.</p> <p>Points might include:</p> <p>He might disapprove of Erika being so quick to agree with Classmate 1’s assertion that the behaviour policy is not fair (1) without any thought behind her response / suggesting she might go along with anything her classmates say, just to be seen to agree with them. (1)</p> <p>He might be shocked at Erika’s suggestion that the college should scrap all the punishments, (1) thinking that it would have a negative effect on the college / this suggestion even surprised Classmate 2, who clearly didn’t agree that students should be allowed to do anything. (1)</p> <p>He might not be impressed by Erika’s uncomfortable performance / hesitation / looking unsure, (1) might undermine her contribution to council meetings / which could reflect badly on his class / make it difficult for her to report back reliably to the class after the meetings. (1)</p> <p>He might be concerned by Erika’s lack of preparation regarding what she might be asked / her inability to think things through and respond to unexpected situations, (1) leading to her making rash statements / looking as though she is not taking the election process / her potential role at all seriously. (1)</p> <p>Accept any other valid point.</p>	<b>4</b>
1(f)	<p><b>Mr Jansen tells Mrs Daniels that Alfonso ‘has much more sensible ideas’.</b></p> <p><b>Identify <u>two</u> pieces of evidence from Alfonso’s question-and-answer session to support Mr Jansen’s opinion.</b></p> <p>Award <b>one mark</b> for each relevant point to a maximum of <b>two marks</b>.</p> <p>Relevant points include:</p> <ul style="list-style-type: none"> <li>• He clearly understands the importance of sanctions in the smooth running of college. (1)</li> <li>• He <u>only</u> proposes abolishing the trivial sanctions. (1)</li> <li>• He is able to compromise / work out what is best for all concerned groups. (1)</li> <li>• He offers a specific example of the sort of sanctions he thinks is unnecessarily harsh. (1)</li> <li>• He has started to get his classmates to think the same way as he does / Classmate 2 readily agrees / seems pleased he has selected this particular sanction. (1)</li> </ul> <p>Accept any other valid point.</p>	<b>2</b>

Question	Answer	Marks
1(g)	<p><b>In your opinion, suggest <u>two</u> reasons why the ballot boxes are placed in the college reception rather than in the classrooms.</b></p> <p>Award <b>one mark</b> for each relevant point to a maximum of <b>two marks</b>.</p> <p>Points may include:</p> <p>Students are voting on 'neutral territory'. (1)</p> <p>Placement of the ballot box in the college reception will prevent any intimidation / tampering / interference. (1)</p> <p>There will always be a receptionist (to observe proceedings) / the class teacher is not always in their classroom (to observe proceedings). (1)</p> <p>Being in reception would help to emphasise the cross-college nature of the operation / creates a more collegiate feel. (1)</p> <p>Accept any other valid point.</p>	<b>2</b>



**Section B**

Question	Answer	Marks
2(a)(i)	<p>Identify a word or phrase from <b>Text 1</b> which suggests the same idea as each of the following:</p> <p>in a way that involves positive action. Look at the paragraph which starts ‘Martine writes,’ (paragraph 2).</p> <p>actively</p>	1
2(a)(ii)	<p>Identify a word or phrase from <b>Text 1</b> which suggests the same idea as each of the following:</p> <p>accepted because of having existed for a long period of time. Look at the paragraph which starts ‘All around the world,’ (paragraph 5).</p> <p>well established</p>	1
2(b)	<p>Identify <b>two</b> reasons why Martine wanted to start community repairs. Look at <b>Text 1</b>, the paragraph which starts ‘Martine writes,’ (paragraph 2).</p> <ul style="list-style-type: none"> <li>• [She wanted to] do more than only write about it [waste reduction/ sustainability]. (1)</li> <li>• [She wanted to] change people’s throwaway behaviour / wanted to reduce waste. (1)</li> </ul>	2
2(c)(i)	<p>Use <b>Text 1</b> to:</p> <p>identify <b>two</b> pieces of evidence that explain why electrical waste is an important environmental issue.</p> <p>Electrical waste (e-waste) is one of the fastest growing waste streams / 62 million tonnes of e-waste produced in 2022. (1)</p> <p>Only 12 per cent of small electrical devices are recycled. (1)</p>	2
2(c)(ii)	<p>Use <b>Text 1</b> to:</p> <p>identify <b>two</b> ways in which society contributes to the issue of electrical waste.</p> <p>Award <b>one mark</b> for each relevant point to a maximum of <b>two marks</b>.</p> <p>Relevant points include:</p> <ul style="list-style-type: none"> <li>• People don’t learn how to make simple fixes / people don’t learn how to fix things from parents or at school. (1)</li> <li>• Repair is not seen as an exciting activity. (1)</li> <li>• Advertising stimulates us to buy new products. (1)</li> </ul> <p>Accept any other valid points.</p>	2

Question	Answer	Marks
2(d)	<p><b>Use <u>Text 1</u> to summarise the reasons why community repair is a good solution to the issue of electrical waste.</b></p> <p><b>Answer in about 40 words using continuous prose.</b></p> <p>Award <b>one mark</b> for each relevant idea to a maximum of <b>four marks</b>.</p> <p>Relevant points include:</p> <ul style="list-style-type: none"> <li>• The community collaborates to fix things. (1)</li> <li>• It motivates people towards a more sustainable lifestyle by not buying new products. (1)</li> <li>• It is affordable and/or easy to fix broken electrical items. (1)</li> <li>• It encourages people to repair not discard items. (1)</li> <li>• Community repair is able to fix 53 per cent of all products brought to events. (1)</li> </ul>	<b>4</b>
2(e)(i)	<p><b>Use your own words to explain what the writer means in <u>Text 1</u> by each of the words or phrases in bold:</b></p> <p><b>The Repair Café concept was <u>initiated</u> by Martine Postma, who in October 2009 organised the very first Repair Café in Amsterdam (paragraph 1).</b></p> <p>started, begun, launched, created, founded, inaugurated, kicked off, introduced</p> <p>The new word should fit within the sentence to replace the word in bold.</p> <p>Do not accept organised.</p>	<b>1</b>
2(e)(ii)	<p><b>Use your own words to explain what the writer means in <u>Text 1</u> by each of the words or phrases in bold:</b></p> <p><b>Secondly, it is not seen as an exciting activity; it's not <u>held in high esteem</u> (paragraph 4).</b></p> <p>well regarded, much admired, revered, looked up to, valued, respected, venerated</p> <p>The new word should fit within the sentence to replace the word in bold.</p>	<b>1</b>

Question	Answer	Marks
2(f)	<p><b>Use <u>Text 2</u> to explain <u>two</u> ways in which the volunteers have benefited from volunteering at community repair cafés.</b></p> <p>Award up to <b>two marks</b> for each explained benefit. Award <b>one mark</b> for each idea.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• After feeling isolated, (1) Sophie has formed a bond with other volunteers at the repair café. (1)</li> <li>• Sophie has gained a sense of joy from fixing items for others, (1) and even when their items are unable to be fixed, she is rewarded by hearing that they've had a great time. (1)</li> <li>• Harriet feels she's teaching her sons to repair items when they're older, (1) which will reduce the number of items going to landfill in the future (an issue she feels strongly about). (1)</li> <li>• Peter is able to support his community. (1) He describes the repair café as therapy. (1)</li> </ul>	<b>4</b>

Question	Answer	Marks
2(g)	<p><b>Write an email to your principal persuading them that the school should start a community repair centre to help local people to repair rather than replace electrical items.</b></p> <p><b>Use your own words to write your email based on what you have read in Section B, and also include your own ideas.</b></p> <p><b>In your email you should:</b></p> <ul style="list-style-type: none"> <li><b>outline the importance of repairing electrical items rather than replacing them</b></li> <li><b>explain and justify why it would be good for your school.</b></li> </ul> <p><b>You are advised to write about 120–150 words.</b></p> <p>The bullet points for ‘in your email you should’ are to help candidates to focus on relevant aspects. There is no requirement that candidates should cover these bullet points completely or equally. It is likely that responses that don’t cover these aspects at all will not have fulfilled the task.</p> <p>The word count of 120–150 words is advisory. Examiners should read the whole response and award marks accordingly.</p> <p>Information from material for Section B might include:</p> <ul style="list-style-type: none"> <li>Global trend: ‘the concept has gained popularity around the world’. (Text 1 paragraph 1)</li> <li>Challenging throwaway consumerism: ‘help change people’s throwaway behaviour’ (Text 1 paragraph 2), ‘motivates people to lead a more sustainable lifestyle’. (Text 1 paragraph 4)</li> <li>Size of the problem: ‘Electrical waste (e-waste) is one of the fastest growing waste streams globally. ... 62 million tonnes of e-waste produced in 2022’. (Text 1 paragraph 3 – persuasive for scale of problem)</li> <li>Usefulness of repair centres in tackling the problem: ‘33 per cent (20.4 million tonnes) were small devices, the most common products seen at community repair events’ (Text 1 paragraph 3), ‘community repair initiatives are able to fix 53 per cent of all products brought to events’. (Text 1 paragraph 5)</li> <li>Change the next generation of consumers: ‘They don’t learn it from their parents or at school. ... I wanted to change that’ (Text 1 paragraph 4), ‘show my children a solution’. (Text 2 Harriet)</li> <li>Saving people money [by not buying new electronic items]: ‘a repair need not be ... expensive but can be ... affordable’ (Text 1 paragraph 4), repairs are ‘free of charge’. (Text 2 Peter)</li> <li>Reducing waste: ‘how much ends up in a landfill’. (Text 2 Harriet)</li> <li>Donations of money for repairs: ‘people ... are generous and donate’, (Text 2 Sophie) ‘repair sessions ... free of charge. Any donations we receive’. (Text 2 Peter)</li> <li>Students trained in repairs makes sure that the skills are passed on to the next generation: ‘I hope my two boys grow up with ... the confidence to fix things for themselves’. (Text 2 Harriet)</li> <li>Any other relevant idea from the material for Section B.</li> </ul>	12

Question	Answer	Marks
2(g)	<p>Credit should be given to <b>own ideas</b> that link to the <b>purpose</b> or adapt ideas to show <b>benefits</b> or make a <b>persuasive argument</b>.</p> <p>Ideas might include:</p> <ul style="list-style-type: none"> <li>• Enhance the school's role in the community. (persuasive benefit to the school)</li> <li>• Positive publicity for the school. (persuasive reputational benefit to the school)</li> <li>• A fee/donation could create additional revenue. (persuasive benefit to the school and students)</li> <li>• Student engagement could feed into either vocational education or extracurricular achievements at the school. (persuasive benefit to students)</li> <li>• Encourage cross-generational relationships. (students working with experts) (persuasive benefit to students and their families)</li> <li>• Students acquire new skills and feel empowered as a result. (persuasive benefits to the students)</li> </ul> <p>Award marks based on the quality of the response using marking grids A and B.</p>	

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