



Cambridge International AS Level

ENGLISH GENERAL PAPER

8021/21

Paper 2 Comprehension

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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 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>In your opinion, which one of the retail units is Luco most likely to choose? State <u>and</u> explain <u>five</u> advantages of your chosen retail unit.</p> <p>You should concentrate on your chosen retail unit and <u>not</u> refer to the other retail units.</p> <p>Credit any valid material. Candidates are at liberty to interpret any of the data provided in other ways from those suggested below.</p> <p>Unit A</p> <p>Right by the entrance to the park (1) so plenty of passing footfall as a popular place. (1)</p> <p>Located in the pedestrianised zone (1) so pleasant to go window shopping there/ admire the products and be tempted in. (1)</p> <p>The three shops opposite probably match the status of his business (1) as they appear to be high-end retailers too.</p> <p>The shortest minimum rental period (1) so the one he can leave the quickest if things don't work out. (1)</p> <p>Knows that it could be ready to move in immediately (1) as has been thoroughly cleaned. (1)</p> <p>If Luco puts in a kitchen (1) he will get money off his rent. (1)</p> <p>He might potentially be able to take over the unoccupied retail unit next door (1), which could be the most cost-effective way to expand even further. (1)</p> <p>Were there to be an event in the park (1), this location would lend itself the most for Luco to provide a pop-up. (1)</p> <p>Unit B</p> <p>People crossing the Main Street and going to/ from the stations have to pass by (1) so potentially the unit with the highest footfall. (1)</p> <p>Most convenient location for Luco (1) when he uses a bus or train to get to work himself. (1)</p> <p>Thus, this location might please Luco's green credentials the most (1) as most of his trade would most likely be like-minded people.</p> <p>Next to a church (1) so people arranging their wedding ceremony will go past and see he does wedding cakes. (1)</p> <p>Customers arriving by car can park right outside the shop (1) so most convenient location for them. (1)</p> <p>The cheapest one to rent (1) so he will minimise his financial exposure in the first year. (1)</p> <p>Will leave him with much of the bank loan (1) so he could use the rest of the loan to rent another unit quite quickly to get the space he needs. (1)</p> <p>Easy to get to the bank and post office as opposite end of the only crossing (1) so easy for customers to access cash if decide to make a bigger financial commitment than they originally thought. (1)</p>	10

Question	Answer	Marks
1(a)	<p>Unit C</p> <p>The biggest unit (1) so he would have enough space to make all his retail dreams happen. (1)</p> <p>Getting all the elements of his business going as soon as possible (1) means that he could be making the most money in the shortest time. (1)</p> <p>Likely to be the remnants of a restaurant kitchen in situ (1) so could save him money regarding fittings and fixtures. (1)</p> <p>Intends to take on staff (1) so might get council grants (which could make it affordable). (1)</p> <p>If the bank authorities are happy with Luco's projected figures, the rent for this unit might well not be such a risky financial venture. (1)</p> <p>The business is already described as successful (1) so Luco might have savings to back up the bank loan too. (1)</p> <p>The charity shop's broken window is only a short-term disadvantage (1) so would be unlikely to put him off/ he might offer to repair it himself. (1)</p>	

Question	Answer	Marks												
1(b)	<p>Considering the disadvantages and at least <u>one</u> advantage, explain which <u>one</u> of the two remaining retail units Luco would be most likely to reject.</p> <p>You should concentrate on your chosen retail unit and <u>not</u> refer to the other retail unit.</p> <p>Answer in continuous prose.</p> <p>Credit any valid material. Candidates are at liberty to interpret any of the data provided in other ways from those suggested below. In assessing the answer award marks for a coherent appraisal, clearly expressed, of four or more relevant considerations that makes use of analytical skills and is balanced.</p> <p>For advantages, see 1(a)</p> <table border="1" data-bbox="320 819 1310 1868"> <thead> <tr> <th data-bbox="320 819 435 884">Level</th> <th data-bbox="435 819 1195 884">Description</th> <th data-bbox="1195 819 1310 884">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 884 435 1256">4</td> <td data-bbox="435 884 1195 1256"> <ul style="list-style-type: none"> • Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. • 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. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. </td> <td data-bbox="1195 884 1310 1256">9–10</td> </tr> <tr> <td data-bbox="320 1256 435 1565">3</td> <td data-bbox="435 1256 1195 1565"> <ul style="list-style-type: none"> • 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. • Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. </td> <td data-bbox="1195 1256 1310 1565">6–8</td> </tr> <tr> <td data-bbox="320 1565 435 1868">2</td> <td data-bbox="435 1565 1195 1868"> <ul style="list-style-type: none"> • A modest range of selected points, perhaps some of which are irrelevant or incorrect. • Limited analysis shown in a response consisting of mainly undeveloped material. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. </td> <td data-bbox="1195 1565 1310 1868">3–5</td> </tr> </tbody> </table>	Level	Description	Marks	4	<ul style="list-style-type: none"> • Comprehensive approach demonstrating ability to identify and select relevant information, data, concepts and opinions and maintain a strong focus on the key issues. • 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. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	9–10	3	<ul style="list-style-type: none"> • 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. • Moderate range of arguments, analysis and exemplification covering some of the main issues in the question. • Shows the ability to communicate clearly and accurately in a fluent and organised manner. 	6–8	2	<ul style="list-style-type: none"> • A modest range of selected points, perhaps some of which are irrelevant or incorrect. • Limited analysis shown in a response consisting of mainly undeveloped material. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. 	3–5	10
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	1	<ul style="list-style-type: none"> • Limited range, dubious choice showing restricted appreciation of key issues. • Some simple, mainly unexplained or undeveloped points or perhaps a very narrow range – with little interpretation or analysis and little development or exemplification. • Ability to convey meaning but with limited powers of expression and with some errors in spelling, punctuation or grammar, which impede the flow and hinder communication. 	1–2	
	0	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content. 	0	
<p>Unit A</p> <p>Next to a similar type of shop which could mean any potential trade is split between them.</p> <p>Lower quality goods on offer next door which could impact negatively on the upmarket impression he wants to give of his shop.</p> <p>Unit the other side has been empty for a long time so could be in a very run-down state.</p> <p>which could also be off-putting for potential customers who intend to spend a lot of money on high-end wedding cakes, etc.</p> <p>Cannot park in the street so might be tricky for customers if they buy a lot of things and are parked in the high street.</p> <p>Most expensive per square metre of space so represents the greatest financial risk.</p> <p>Might wonder why it required such a thorough clean in the first place – could it be a problem that might return?</p> <p>Located on a side street so might not be as busy as the high street/ tourists or strangers to the town might miss his shop if they don't explore the town fully.</p>				

Question	Answer	Marks
1(b)	<p>Unit B The smallest unit, meaning he will have to make compromises expanding his business, which will affect the amount of profit he can make. Displays in his window might not be as impressive and wide-ranging as he would like as the windows will be the smallest too. Longest commitment to renting it required and he does not know how high the rate of inflation might go in subsequent years so he can't make exact financial plans for those years yet. It is not stated what kind of shop was trading from the unit previously and this could pose problems as yet unknown for Luco.</p> <p>Unit C There is nowhere to park a car on this side of the high street so inconvenient for car drivers. It is the furthest to go for anybody using buses or trains so might impact how much they buy and have to carry back to the station. Might have the least passing trade as not located by a crossing or an entrance. Not the right impression for his upmarket customers to see a boarded-up window in the neighbouring unit. It is the most expensive unit, costing more to rent than the bank loan will cover, and the rate will certainly go up next year as this year's is at a discounted rate and he has to commit to two years, when he stated that it is a big risk that he is taking. Might need a lot of cleaning up if only just been vacated. The six months of success Luco has so far experienced might be not enough on which to base such a risk. The previous clientele only spent moderate amounts of money so upmarket customers might take a while to note that the shop replacing the restaurant is now more high-end.</p>	
1(c)	<p>When Luco is choosing which retail unit to rent, state the <u>one</u> piece of the additional information which is of no relevance to his final decision.</p> <p>Point 2</p>	1

Question	Answer	Marks
1(d)	<p>Apart from the strategies outlined in the material, state <u>two</u> other measures that a local town council could take to improve visitor numbers to a town centre.</p> <p>Justify your responses.</p> <p>Credit any of the following points or any other valid material offered. They could introduce a park-and-ride system (1) to make it easier for visitors to get to the centre. (1) They could decorate the streets with flower baskets (1) to ensure that the streets look prettier / more welcoming. (1) They could impose penalties on empty retail units (1) because they become an eyesore for passers-by. (1) They could create more crossings (1) to make movement around the high street easier for pedestrians. (1) They could make more of the pedestrianised area (1) by organising events (such as concerts, food festivals, exhibitions, etc.). (1) References to financial considerations (such as reduced business rates), advertising campaigns (such as promoting the town or initiatives to reduce crime) will be creditworthy.</p>	4

Question	Answer	Marks
2(a)	<p>State what is so special about Yasuni National Park in relation to</p> <p>(i) South America There are more different life forms in Yasuni than anywhere else. (1)</p> <p>(ii) the World Yasuni may well be the most biodiverse place in the world. (1)</p>	2
2(b)	<p>State <u>three</u> reasons why Yasuni National Park’s tropical location is ‘no surprise to biologists’.</p> <p>Answer <u>in about 30 words</u>.</p> <p>The tropics have over 10 times as many species as the Arctic (1). Diversity decreases steadily towards the poles (1). This holds true for land and ocean depths. (1) Any relevant content above 30 words will not be credited.</p>	3
2(c)	<p>Explain how research carried out in the ocean has contradicted the theory that ‘there is more habitable space around the Equator than at the poles’.</p> <p>Credit any 2 of the following points.</p> <p>(In a long-term study looking at present-day biodiversity patterns in 4000 bivalve species,) scientists have found no relationship (1) between habitable area and the number of bivalve species. (1) Jablonski is quoted as saying that habitable area just does not explain marine diversity gradients. (1)</p>	2

Question	Answer	Marks
2(d)	<p>Explain Rapoport’s rule <u>and</u> the problem with it.</p> <p>Answer <u>using your own words</u> as far as possible</p> <p>Species living in oceans in the tropics are greatly affected by temperature, (1) therefore they are limited (1) to the tiny areas of water that rate at the correct temperature. (1) On the other hand, species that live in colder water can put up with a wider temperature spectrum, (1) meaning that they can extend their territory more. (1) This might be the reason why many species are crammed into the tropics. (1) However, this rule appears not to be consistent (1) as too many exceptions to it exist. (1) It does not seem to be a very good rule. (1)</p> <p>KEY PHRASES TO AVOID: The idea here is that ocean-dwelling species in the tropics are very sensitive to temperature, so are restricted to small ranges where the water is just right, whereas species in cooler waters can tolerate a broader range of temperatures so spread out. This could explain why large numbers of species are packed together in the tropics, but it doesn’t seem to hold consistently. ‘There are more exceptions to this rule than strong examples,’ says Jablonski, ‘which means it’s not much of a rule.’</p>	7
2(e)	<p>State why the tropics are described as a ‘cradle of biodiversity’.</p> <p>Answer <u>in about 10 words</u>.</p> <p>Speciation rates could be much higher in the tropics. (1) Any relevant content above 10 words will not be credited.</p>	1
2(f)	<p>Describe what Jablonski and his team discovered.</p> <p>Answer <u>in about 50 words</u>.</p> <p>Credit any 5 of the following points.</p> <p>75% of current marine bivalve genera started in the tropics (1) before spreading out towards the poles, though also remaining in the tropics, (1) proving they are a cradle. (1) Old genera exist in the tropics, (1) meaning extinction rates are lower there too, (1) so they are also a museum. (1) Their findings therefore support the ‘out of the tropics’ theory. (1)</p> <p>Any relevant content above 50 words will not be credited.</p>	5
2(g)	<p>State how Jablonski tried to counter the findings of Buzas and Culver.</p> <p>He pointed out that the Caribbean underwent a major extinction event 2 to 3 million years ago, which might partly account for their findings. (1)</p>	1
2(h)(i)	<p>Explain the meaning of the following words or phrases as they are used in the material.</p> <p>You may write each answer in one word or a short phrase.</p> <p>‘a proliferation’ (line 63): a rapid increase/ a rapid reproduction in numbers, a large number (of something), an abundance, a profusion ‘detractors’ (line 64): critics, disparagers, slights, debunkers, fault-finders, mockers, denouncers/ people who criticize, disparage, slight</p>	2

Question	Answer	Marks
2(h)(ii)	<p>Use these words or phrases in <u>two</u> separate sentences to illustrate their meanings as used in the material. Your sentences should not deal with the subject matter of the material.</p> <p>In recent years, there has been a proliferation of new pop singers emerging from South Korea who have come to dominate the dance music charts worldwide.</p> <p>In the eyes of its detractors, the new hotel is not the physical manifestation of the architect's cutting-edge design ideas but simply an eyesore on the horizon.</p>	2