Cambridge International Education

Cambridge O Level

ENGLISH LANGUAGE **1123/21**

Paper 2 Reading **October/November 2023**

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.

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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.

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English & Media subject specific general 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 descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors 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 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).

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Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	**Identify and write down the ways in which farming methods developed in former times and the disadvantages of intensive farming methods in modern times, as outlined in the passage.** 1 mark for each correct point to a maximum of 12 marks	**12**	**for all points:** • *examples (alone)* • *the inclusion of examples without 'for example', 'such as', 'like', etc. to distinguish the example from the overarching point*
	Ways in which farming methods developed in former times 1 *people started to live in settled communities and grow their own food (given)*		
	2 (to plant crops, early people used) ploughs / ploughs (were used) **Allow** lift of lines 4–5 'To plant crops… were thrown.'		
	3 (the invention of) seed drills **Allow** lift of lines 7–9 'A major breakthrough… ideal depth.'		
	4 a flail (separated the grain from the husk) **Allow** lift of lines 9–11 '(A later development…tool called a) flail (which separated … gathered.)' **Allow** 'fail' / 'frail' for 'flail'		
	5 crop rotation **Allow** lift of lines 13–15 'Crop rotation (was practiced… the next.)'		
	6 fallow // leaving / keeping land empty // letting land rest / recover (by not planting crops on it)		*leaving it empty / letting it rest (alone)*
	7 mechanical agriculture // (powered) machines **Allow** lift of lines 18–20 'The Industrial Revolution… powered by machines (<u>for example</u> the tractor. These replaced… oxen)'		*tractor(s) (example alone)*

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Question	Answer	Marks	Not Allowed Responses
1(a)	8 (invention of the) combine harvester **Allow** lift of lines 21–22 '(Perhaps… a versatile and ingenious) vehicle which combines the harvesting operations.'		
	Disadvantages of intensive farming methods in modern times 9 *(uses) chemical fertilisers which contaminate the water of rivers and lakes (given)*		
	10 toxins (in the soil are) produced by (chemical) pesticides (used to kill weeds / pests) // (chemical) pesticides (can) adversely / negatively affect animals // (chemical) pesticides (can) enter the human food chain / what we eat **Allow** 'chemical weed and pest controls' for 'pesticides' **Allow** lift of lines 29–30 'Toxins… pesticides used… chain.'		*toxins affect animals adversely / enter the human food chain* *pesticides can affect animals / humans (alone)* *fertilisers = 0*
	11 crop dusting (can) damage(s) / harm(s) human health // spraying crops from an (agricultural) aircraft / the air (can) damage(s) / harm(s) (human) health // people (living in surrounding areas) ingest harmful chemicals from crop dusting **Allow** lift lines 30–34 'Crop…ingest harmful chemicals'		*crop dusting can affect human health (alone)*
	12 cutting down trees / deforestation (to create land) for (intensive) farming threatens our (planet's) eco-system **Allow** lift of line 35 'Cutting… eco-system.'		*cutting down trees / deforestation to create land for intensive farming (alone)* *cutting down trees / deforestation threatens our planet's eco-system (alone)* *contributes to climate change / destroys natural habitats / causes the extinction of entire species (examples alone)*
	13 unemployment (levels increase(s)) // machines replace people		*human costs (alone)*

Question	Answer	Marks	Not Allowed Responses
1(a)	14 (keeping) animals in confined spaces / confinement (often indoors) can be cruel / inhumane **Accept** 'confined spaces' or 'cramped / unhealthy conditions' for both point 14 and point 15 **Allow** lift of lines 43–45 '(Because large numbers of) animals are kept in confined spaces … and inhumane'		
	15 cramped / unhealthy conditions allow diseases to spread (easily) <u>from animals / livestock to human beings / humans / people</u> **Allow 'such** / these spaces / conditions' for 'cramped / unhealthy conditions in point 15 provided this immediately follows 'confined spaces' (for point 14) **Allow** lift of lines 45–46 '(The additional…that) spaces…beings'		*cramped / unhealthy conditions allow diseases to spread easily (alone)*
	16 growing only one crop / monocultures / harvesting crops more than once a year (can) reduce(s) (key) nutrients in the soil / cause a lowering in / lowers biodiversity		*growing only one crop / monocultures (alone)*

Question	Answer	Marks	Not Allowed Responses
1(b)	**Summary** **Now use your notes from 1(a) to write a summary of the ways in which farming methods developed in former times and the disadvantages of intensive farming methods in modern times.** Candidates have now fleshed out their notes into a piece of formal, continuous prose. Candidates are advised to write between 150–180 words including the 10 words given. Marks are awarded for producing a piece of writing which is relevant and coherent.	**10**	

Summary – Task Fulfilment 10 marks		
Band 5	9–10	Excellent understanding of the task demonstrated in an impressive response: • All content included is relevant, with no unnecessary details/repetitions • Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices
Band 4	7–8	Good understanding of the task demonstrated in a skilful response: • Almost all content included is relevant, with only occasional unnecessary details/repetitions • Generally fluent and coherent presentation of the points, with appropriate linking devices
Band 3	5–6	Acceptable understanding of the task demonstrated in a competent response: • Some of the content included is relevant, with unnecessary details/additions • Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices
Band 2	3–4	Insecure understanding of the task demonstrated in a rather faltering response: • Content included is of limited relevance, with frequent unnecessary details/repetitions • Presentation of the points breaks down, with little coherence and lacking linking devices
Band 1	1–2	Very little understanding of the task demonstrated in an incoherent response: • Content included i s of little relevance, with noticeably unnecessary details/repetitions • Little attempt to present the points with no concept of linking devices
Band 0	0	No understanding of the task demonstrated in: • A totally irrelevant response • Insufficient material to reward

Question	Answer	Marks	Not Allowed Responses
2	**Re-read paragraphs 5 and 6, and write down two pieces of advice given by the writer in paragraph 5, and one piece of advice given by the writer in paragraph 6.** From paragraph 5: We (really) ought to be(come more) informed about (the many) criticisms of intensive farming.	**1**	
	From paragraph 5: Farmers should (therefore) opt for (more) natural / organic products in the treatment of (their) crops.	**1**	
	From paragraph 6: We (do) need to balance this with (an) awareness of the origins of (our) food. **Accept** advice from Paragraph 5 in either order.	**1**	

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Question	Answer	Marks	Not Allowed Responses
3(a)	**From paragraph 1** **What decision did the writer have to make?** give up <u>or</u> try to get / work / study for her degree // stop studying <u>or</u> continue studying // whether <u>or not</u> to give up her studies // whether <u>or not</u> to continue her studies **Allow** lift of line 2 '(I quizzed myself on what to do -) give up right at the end <u>or</u> try to get my degree'	**1**	*If I/she got my/her degree, I/she would be considered an important person in my/her neighbourhood (as this rarely happened to a child from a poor family)*
3(b)	**Why could the writer not take in 'any of the words' from the books?** she couldn't / she found it difficult / hard to concentrate / focus // **it** was difficult to concentrate // her mind was distracted // she was lost in / deep in / distracted by (her) thought(s) // she was (over)thinking about too many / other things / her decision // she was worried about / distracted by the decision she had to make // questioning herself on what to do // **Allow** lift of line 1 'I found it difficult to concentrate (on my studies)	**1**	*she was not concentrating / not paying attention (alone)* ***she** was distracted / thinking (alone)* *she looked / didn't look at the pages of the books* *she lay in bed staring at the ceiling* *she was confused (alone)* *she was trying to make a / the decision (Q3a)*

Question	Answer	Marks	Not Allowed Responses
4(a)	**From paragraph 2** **Why do you think the writer changed 'names, places and situations'?** (she wanted) to avoid giving away too much personal / private information / information about her background // she didn't want people to know she was writing about herself // to keep herself / them / it anonymous / private / confidential // so that people / her neighbours / her family wouldn't recognise themselves / their home / their neighbourhood // so that her family / home / neighbours wouldn't be identified / known / embarrassed / offended	**1**	*writer was embarrassed* *she didn't want the story to be a narrative / story of her life*
4(b)	**What did the writer do that made her feel 'calmer'?** she absorbed herself in / (completely) focused on her writing / she was (entirely) absorbed in her writing **Allow** lift of lines 8–9 'I spent 20 days (entirely) absorbed in my writing; (I found that I was calmer)'	**1**	*I/she spent 20 days writing a story* *lift of lines 6 to 7 'One morning…my life'*
4(c)	**The writer describes getting to university as 'an astonishing achievement'. Explain in your own words how she feels about getting to university.** **astonishing:** getting to university / it (was) amazing / surprising / astounding / extraordinary / unbelievable / incredible / outstanding	**1**	*it was impressive / splendid / wonderful / shocking / great* *she was shocked / proud / euphoric / happy / pleased*

Question	Answer	Marks	Not Allowed Responses
4(c)	**achievement:** (her) success / accomplishment / attainment / triumph // her doing well // reached her goal / getting this far This is an **OWN WORDS** question. Key ideas are to be found in the words **ASTONISHING** and **ACHIEVEMENT**. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context**.**	**1**	*fulfilment / outcome / experience / goal* *to be where she is now (no sense of challenge in getting there)* *she has done something impossible* *(even) getting there / achieved her goal (text)* *getting to university (question wording)* *astonishing – amazing* *achievement – success (no context)*

Question	Answer	Marks	Not Allowed Responses
5(a)	**From paragraph 3** **What do the words 'usual student rituals' tell us about her graduation day?** it was like / the same as other / all / graduation days // it was a typical / normal / traditional graduation day / student achievement celebration day // all graduation days / they are the same / follow the same pattern / have the same activities // there was nothing different about it compared to other graduation days / others	**1**	*it was normal (alone)* *it was a normal / uneventful **day** (alone)* *nothing out of the ordinary / exciting happened (on her graduation day)* *things happened on the graduation day* *it was a **usual** graduation day (text)* *there were the normal **rituals** (text)*

Question	Answer	Marks	Not Allowed Responses
5(b)	**Give two ways in which the tutor made the writer 'sorry' that she had given him the notebook.** (i) he was / looked puzzled / surprised / bewildered / didn't understand	**1**	*he looked worried / embarrassed* *the story wasn't typewritten*
	(ii) he forgot / left (behind) the notebook / book / story / it (on the table / in the restaurant) // he had to be reminded (to run back and) get the notebook / book / story / it **Allow** lift of lines 20–21 '(Then, when we left the restaurant,) he actually forgot to pick up the notebook (lying on the table and) had to be reminded to run back and get it.'	**1**	*lift 17–20 'I / she was immediately … even typewritten'* *he was not interested in it*

Question	Answer	Marks	Not Allowed Responses
6(a)	**From paragraph 4** **Why was the writer so surprised that the publisher wanted to print her story?** (because) it was the (very) first thing she'd (ever) written **Allow** lift lines 25–26 '(He hadn't realised) it was the … written'	**1**	*she hadn't re-read it (alone)* *she didn't think the novel was good enough*

Question	Answer	Marks	Not Allowed Responses
6(b)	**The writer's mood 'altered'. (i) What was her mood to start with? (ii) What did her mood become?** (i) (she was) joyful / happy / delighted / excited **Allow** lift of line 26 'overwhelmed with joy' (my heart pounding')	**1**	*overwhelmed (alone)* *my/her heart was pounding (alone)*
	(ii) (she was) gloomy / unhappy / sad / down / pessimistic / glum / anxious / worried **Accept** lift of line 28: '(I thought) gloomily'	**1**	*angry / humiliated / scared / nervous* *doubtful / overthinking* *in a few days they will change their minds*

Question	Answer	Marks	Not Allowed Responses
7	**From paragraph 5** **The writer 'moved absent-mindedly' along the shelves. Which one word used later in the paragraph conveys the opposite idea?** focused **Allow** use of a correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. *the word is focused.*	**1**	

Question	Answer	Marks	Not Allowed Responses
8(a)	**From paragraph 6** **'my mother was incredulous and my father began to brag about me'. Explain in your own words how the writer's parents reacted to her success.** **incredulous:** her mother / she couldn't / could hardly believe it // her mother / she was amazed / stunned / astonished / shocked // her mother / she didn't give her credit (for her hard work and success)	**1**	*it was unexpected* *doubtful / proud / happy / ecstatic / incredible* *(her mother was) amazing, etc.* *surprised (not strong enough)*

	brag: her father / he (started to) boast(ed) / show(ed) off (about her) //
	her father / he (started to) talk(ed) proudly / arrogantly / highly (about her) //
	her father / he talked to the whole neighbourhood / everyone about her success //
	her father / he shared / advertised her success / her father / he was proud and / so told the neighbours (about it)
	
	This is an **OWN WORDS** question. Key ideas are to be found in the words **INCREDULOUS** and **BRAG**. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.
		1	*her father / he was proud (alone)*
			
			*her father / he showed **her** off (not verbal)*
			
			incredulous – amazed
			brag – boast

8(b)	**What is it about the novel that makes the writer say:** **'I doubted that I would ever be able to write another'?** she had put her whole heart / all her emotions / energy into it / the story // writing it had taken everything she had // she had put her all into it / the story //	**1**	*she wanted the novel to be good / perfect* *she didn't want anyone to dislike it* *she had written it from her heart* *the novel was very special to the writer / unique* *she had worked hard on it* *nothing she wrote could compare*

Question	Answer	Marks	Not Allowed Responses
9(a)	B (asked)	**1**	
9(b)	C (cure)	**1**	
9(c)	B (shyly)	**1**	
9(d)	D (thumping)	**1**	
9(e)	A (large)	**1**	

Question	Answer	Marks	Not Allowed Responses
10	**Re-read paragraphs 4 and 5, which contain phrases about (a) the publisher's attitude to the novel and (b) the writer's feelings.** **Give:** • **the meaning of each phrase as it is used in the passage** • **the effect of each phrase as it is used in the passage.**		
10(a)	'"Don't touch a comma," he told me.' (lines 23–24)		
	Meaning: (he / the publisher said / told her / me that) she / I should make no corrections / alterations / changes // (he / the publisher said / told her / me that) no corrections / alterations / changes should be made / don't change anything // (he / the publisher said / told her / me that) to leave it as it is // (she / I) shouldn't do anything (to the story)	**1**	*it / the novel will need (only) slight revisions (alone)* *it / the novel was perfect (effect)* *no need to make any major changes (alone)* *do not **touch** anything / do not change a **comma** (text)*

10(a)	**Effect:**
	the novel / her story / her work / it was excellent / (almost) perfect / very good / very well written (and didn't need any changes) //
	
	she is an excellent / very good writer / author //
	
	(the publisher / he) loves it / the novel / her story / her work (as it is) //
	(the publisher / he) is very pleased with it / really liked it / admired it / is impressed
	
	Note: Focus can be on the novel or the writer or the publisher
		1	*it / the novel will need (only) slight revisions*
			
			the novel / her story / her work / it was good (alone)
			
			she is a good writer (alone)
			
			he wants it the way it is (alone)
			
			(the publisher / he) is pleased / satisfied with it / liked it (alone)

Question	Answer	Marks	Not Allowed Responses
10(b)	'the aroma of the books enveloped me' (lines 32–33)		
	Meaning: **'aroma**': the smell / scent / perfume of the books '**enveloped**': surrounded / wrapped / covered / was all over me / her / all around me / her	**1**	*the thought / presence of the books* *welcomed / filled me / was everywhere*
	Effect: (the writer / she / I felt) comforted / comfortable / reassured / at ease / secure / at home / at peace / soothed / relaxed // (the books / library / they were / it was) comforting / comfortable / reassuring / welcoming / calming **Note**: Focus can be on the writer or the library / books	**1**	*the writer / she liked it / felt happy (too weak) / warm* *the writer / she was excited / relieved / loved books* *it was familiar / warm (text)*