Cambridge International Education

Cambridge O Level

ENGLISH LANGUAGE **1123/22**

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.

Cambridge International is publishing the mark schemes for the October/November 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

© UCLES 2023

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.

© UCLES 2023

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).

© UCLES 2023

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	**Identify and write down the ways in which salt was important in former times, and the ways in which salt is important 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', 'for instance', 'like', etc. to distinguish the example from the overarching point (see Practice scripts)*
	The importance of salt in former times *1 could preserve food (given)*		
	2 areas which produced salt / it became centres of civilisation / became civilised **Allow** lift of lines 3–5 'Areas which produced… centres of civilisation. (For example… 7000 years ago)'		*Solnitsata had a salt mine 7000 years ago (example alone)* *(salt) areas became centres of civilisation (alone)*
	3 (became an important) article of trade // was traded / for trading **Allow** lift of lines 5–7 '(With the spread of civilization) salt became… like the Egyptians / Greeks / Romans'		*important article of trade among Ancient Egyptians / Greeks / Romans (examples alone)*
	4 (in Ancient Egypt) salted birds / fish / animals / creatures (were) placed in tombs as food for the afterlife		*salted food* *food for the dead*
	5 (its scarcity / need made it a) cause of (bitter) war(fare) **Allow** lift of lines 10–12 'The need for salt… it was the cause of bitter warfare; for instance, the Venetians fought the people of Genoa over it'		*war between Venetians and Genoese (example alone)* *war(fare) (alone)*
	6 (used in / a) ritual(s) in war(fare) **Allow** lift of lines 12–13 'Salt was used in rituals in warfare; (one particular ritual involved… plant growth)'		*rituals (alone)* *Roman general Scipio ploughed / scattered / salt over defeated cities (example alone)*

© UCLES 2023

Question	Answer	Marks	Not Allowed Responses
1(a)	7 (used as a) weapon (of/in war)		*American War of Independence / threatening starvation (example alone)*
	8 (a salt) tax / it was taxed **Allow** lift of line 18 'A significant development… tax'		*salt tax in China / India / France (examples alone)* *salt tax caused French Revolution / civil unrest / upset / was unpopular*
	9 (used as) money / currency **Allow** lift of lines 20–21 'Salt was also used as money'		*in 13th century / salt cakes in Tibet used as currency (example alone)*
	Note: allow Point 15 if made in the first half *(the ways in which salt is important in former times)* but only credit once (as in former times, a) huge / great source of income / revenue / money (in many countries)		
	the importance of salt in modern times 10 *a necessary requirement in our diets (given)*		
	11 (important for) beauty and health // **Allow** in beauty and health products **Note: if both beauty and health** are in separate bullets, award one mark. Place a tick at the second bullet.		*in skincare creams / shampoos / bath salts / sea swimming (examples alone)* *lift of lines 27–28 'Salt is found in some skincare creams… indicating that it is important for beauty and health'*
	12 production of / making chlorine (in industry / a highly effective disinfectant) **Allow** lift of lines 31–32 By far the most extensive use of salt nowadays… effective disinfectant'		*chlorine / a disinfectant (alone)* *in the manufacture of everyday products / plastic / textiles / paper*

Question	Answer	Marks	Not Allowed Responses
1(a)	13 (a) cleaning agent / cleaner (which is non-chemical / eco-friendly) // softer / cheaper than chemical cleaner(s) **Allow** lift of lines 33–35 'Salt is widely used as a cleaning agent (for, among other things, stained metal,… than chemical cleaners)'		*a cleaning agent for metal / glassware / carpets / clothing (examples alone)* *'(And) we should all be on the lookout for non-chemical, eco-friendly products'*
	14 keeps roads / highways (safe and) free of ice // melts ice on / de-ices roads / highways **Allow** lift of lines 36–37 '(In countries where… rely on) salt to keep roads safe and free of ice.' **Allow** lift of lines 38–39 'When scattered over frozen highways… of ice and therefore melts it.'		*In Scandinavia, approximately 500000 tonnes of salt are used annually in de-icing (example alone)* *keeps roads/highways safe (alone)*
	15 (as in former times, a) huge / great source of income / revenue / money (in many countries) **Note: allow** Point 15 if made in the first half *(the ways in which salt is important in former times)* but only credit once		*salt mining / Khewra Salt Mine, Pakistan (example alone)*
	16 made its way into / is part of many languages **Allow** lift of lines 43–46 'The word 'salt' has made its way into many languages. (For example, the city of Salzburg… were paid in salt)'		*Salzburg / 'salary' (examples 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 salt was important in former times, and the ways in which salt is important in modern times, as outlined in the passage.** 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**	

Q1(b) 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 is 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

© UCLES 2023

Question	Answer	Marks	Not Allowed Responses
2	**Re-read paragraphs 4 and 5, and write down one piece of advice given by the writer in paragraph 4, and two pieces of advice given by the writer in paragraph 5.**		*ellipses* *advice not given by the writer*
	Paragraph 4**:** (When shopping,) it is good (practice) to look at packaging to check the amount of salt (the food contains).	**1**	*any further content*
	Paragraph 5: (And) we should all (be on the) look(out) for non-chemical / eco-friendly products.	**1**	*any further content*
	Paragraph 5: (However,) we need to listen to critics / those / people who say salt damages vehicles.	**1**	*any further content*

© UCLES 2023

Question	Answer	Marks	Not Allowed Responses
3(a)	**From paragraph 1** **Why was it natural for the writer to go to the doctor's wife to ask for a summer job?**		
	She/I had worked for her the previous summer / the summer before / last year // She/I had looked after her/the (three little) girls / daughters / children the previous summer / the summer before / last year **Allow** lift of lines 2–3 '(Naturally I went to the doctor's wife as) I had worked for her the previous summer looking after her three little girls' **Accept** use of **first person** here and throughout	**1**	*she had worked for her / looked after her (three little) girls / daughters* *she had worked for her in previous summer**s** / previous year**s** / previously / before*
3(b)	**Give two reasons why the writer describes her summer job as 'good news'.** (i) she could start the next day / right away / immediately **Allow** lift of lines 3–5 '(When I mentioned… the doctor's wife asked if I would take her daughters to the beach every day, and if) I could start the next day'	**1**	
	(ii) she was going to be paid more than the previous year / previously / before / last time / first time // she was going to be paid more this time **Allow** lift of line 7 '(She informed me that) she would give me a little more money than the previous year' • 1 mark for each correct response • Accept in either order	**1**	*she would give me (a little) more money (alone)*

Question	Answer	Marks	Not Allowed Responses
3(c)	**The writer's 'mood didn't change' when she spoke to her mother. Why might her mood have changed?**		
	her mother said / thought that (she was lucky because) swimming and sitting in the sun wasn't a real / actual job // her mother said / thought (she was lucky because) it wasn't a real / actual job // her mother was mean / unkind / negative / unsupportive / dismissive / belittling / dissatisfied / harsh / unimpressed / critical / put her down **Allow** lift of lines 7–9 'I went home keen to tell my mother my good news… that I was lucky – swimming and sitting in the sun wasn't a real job.	**1**	*her mother said she was lucky (alone)* *swimming and sitting in the sun wasn't a real job (alone)* *an easy job* *underestimated her / the job (alone)* *her mother was unhappy / rude / grumpy / sarcastic (alone)* ***even with a correct answer** any suggestion her mother was pleased / happy / congratulating*

Question	Answer	Marks	Not Allowed Responses
4(a)	**From paragraph 2** **Why do you think that the writer says she had a 'thousand things' in the canvas bag?**		
	(the) children / girls / sisters / daughters need(ed) / require(d) a lot of / loads of / plenty of / a large number of / many things / items //	**1**	*'they' for children, etc.*
	she brought / the bag contained a lot of / loads of / plenty of / a large number of / many things / items for the children / girls / sisters / daughters **Allow** she enjoys exaggerating / she's exaggerating (for effect / the demands of looking after the girls)	**1**	*she had a lot of / many things in the bag (alone without 'girls'/'children')* *anything / everything / all things / most of things the children needed* *several / a number of / various things* *the bag was full (of items)*
4(b)	**Give two reasons why the writer 'went home exhausted every evening'.** (i) (she found) the writing / the book(s) / what she was reading was/were difficult / hard (to understand) / intellectually demanding // the books were an effort to understand // she wasn't used to the intellectual demands of the book(s) / the writing / the reading // (the books were interesting but) she had difficulty understanding them	**1**	*the books were unfamiliar* *she couldn't understand the books* *it was an effort to read the books (alone)* *lift of lines 14–15 'The books resembled textbooks, but the writing was more interesting, even though it was more difficult to understand' (needs recasting)*

Question	Answer	Marks	Not Allowed Responses
4(b)	(ii) the girls / children / daughters / sisters required / needed <u>a lot</u> of / <u>a great deal</u> of / <u>much</u> / <u>constant</u> / <u>regular</u> attention / care / looking after // she had to give the girls etc. <u>a lot</u> of / <u>a great deal</u> of / <u>much</u> / <u>regular</u> / <u>constant</u> attention / care **Accept** 'all the time' and 'all day' **Allow** lift of line 16 '(And, of course,) the girls required a lot of attention' • 1 mark for each correct response • Accept in either order	**1**	'*they' for girls etc.* *the girls etc. required / needed attention / care / looking after (alone)* *24/7* *more attention / care*

Question	Answer	Marks	Not Allowed Responses
5	**From paragraph 3** **…uneasily, she ventured' to say a few words to the girls. Explain in your own words how Marisa is behaving here.**		
	'uneasily' nervously / awkwardly / uncomfortably / uncertainly / cautiously / unconfidently / hesitantly // Marisa / she was nervous / awkward / uncomfortable / uncertain / cautious / unconfident / hesitant / unsure	**1**	*not at ease / uneasy* *unwilling / shy / embarrassed / scared / careful / reluctant* *she did not want to talk (to the girls)*
	'ventured' Marisa / she tried / made an effort / attempted / set out / took the risk / dared / was brave to say a few words (to the girls) **Note:** Look for a context of talking / speaking This is an **OWN WORDS** question. Key ideas are to be found in the words **UNEASILY** and **VENTURED**. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.	**1**	*went to talk* *tried / made an effort to play with the girls (context)* *uneasily – nervously* *ventured – tried (no context)*

Question	Answer	Marks	Not Allowed Responses
6(a)	**From paragraph 4** **'… unwillingly', Marisa led Linda away. Which one word used later in the paragraph repeats this idea of 'unwillingly'?**		
	reluctant **Allow** use of a correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. *the word is reluctant.* **Accept** minor miscopying e.g. reluctantly	**1**	
6(b)	**'Marisa was holding Linda who was crying.' What caused Linda to cry?**		
	Linda / she had hurt / cut / injured / hit her chin (on the edge of the basin) **Allow** lift of lines 29–30 '(certainly,) she had escaped Marisa's reluctant grasp and hurt her chin on the edge of the basin'	**1**	*she had hurt / cut etc. herself (alone)* *Marisa hurt her / Linda's chin*

Question	Answer	Marks	Not Allowed Responses
6(c)	**Why were Linda's sisters 'looking elsewhere'?**		
	they were pretending / giving the impression that they had nothing to do with / were not involved in Linda's / their sister's / her / the injury / accident / crying / what had happened / the incident // (they were trying) to suggest / seem / appear / look as if they had nothing to do with / were not involved in Linda's / their sister's / her / the injury / accident / crying / what had happened / the incident // (they were trying) to look / to appear / to seem / to act / to pretend they were innocent / not guilty / not at fault / blameless // they didn't want to get blamed / in trouble (for the accident) / be accused (of hurting their sister) **Allow:** **so** the writer didn't think they were involved in the accident / hurt Linda **so** they wouldn't be suspected of / blamed for (causing the accident / hurting Linda)	**1**	*they had nothing to do with the accident / injury / what happened etc. (alone)* *lift of lines 30–31* *They were looking elsewhere '(as if) all this had nothing to do with them' (alone)* *they were pretending **it / 'all this'** had nothing to do with them* *they were denying they had fake smiles (alone)* *the writer didn't think they were involved in the accident*

Question	Answer	Marks	Not Allowed Responses
7(a)	**From paragraph 5** **What had happened to Linda was in 'no way worthy of the commotion' she was making. Describe in your own words Linda's reaction.**		
	what had happened / the cut / it was **'no way worthy of'** did not merit / did not deserve / was not bad enough for / not serious (enough) for / too insignificant for / too small for / out of proportion to / over the top / too extreme / too much / an overreaction / (over)exaggeration / overdramatic / a big deal **Accept for** 'no way worthy': any identification of a minor injury / small cut	**1**	*was not worth (text)* *unnecessary (alone)* *lift 'it was nothing serious' (text)* *was faking / pretending* *a cut / injury*
	'the commotion' (the) fuss / noise / panic / complaining / crying / tantrum / making a drama / making a scene / getting upset / in tears This is an **OWN WORDS** question. Key ideas are to be found in the words **(NO WAY) WORTHY** and **COMMOTION.** Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.	**1**	*she was bothered / emotional / scared* *she / it was dramatic* *(no way) worthy – (did not) merit* *commotion – fuss (no context)*

Question	Answer	Marks	Not Allowed Responses
7(b)	**Which one word used in the paragraph tells us it wasn't easy to calm Linda down?**		
	somehow **Allow** use of a correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. *who somehow got Linda* **Accept** minor miscopying e.g. somhow	**1**	

Question	Answer	Marks	Not Allowed Responses
8	**From paragraph 6** **Why do you think the doctor's wife decided that 'there was no need' for the writer anymore?**		
	the doctor's wife is upset / annoyed / angry that her daughter / Linda was hurt / cut / injured // the doctor's wife thinks her children are not safe with the writer // the doctor's wife is worried / does not want an injury / accident / incident might/to happen again // Linda / her daughter was hurt / cut / injured in the writer's care / when the writer was supposed to be looking after her // (the doctor's wife thinks) the writer didn't look after / take care of her daughter(s) / Linda (properly) // the doctor's wife doesn't trust the writer / has no confidence in the writer // the writer was irresponsible / careless **Accept** 'she' 'and 'her' for the writer and the doctor's wife	**1**	*her daughter / Linda was hurt / cut / injured (alone)* *she is worried / thinks **it** might happen again* ***a correct response with*** *(she said that) her daughters have had too much swimming that summer / have been swimming a lot / have had enough fun (on the beach/swimming)*

Question	Answer	Marks	Not Allowed Responses
9(a)	B (please)	**1**	
9(b)	D (hugged)	**1**	
9(c)	C (flaming)	**1**	
9(d)	A (plainly)	**1**	
9(e)	D (usual)	**1**	

© UCLES 2023

Question	Answer	Marks	Not Allowed Responses
10	**Re-read paragraphs 2 and 5, which contain phrases about (a) the beach and (b) the writer's reaction to what happens to Linda.** **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)	'the lazy sea shimmered' (line 10)		
	Meaning: **Award the mark only** if an answer provides a meaning for **BOTH** 'lazy' and 'shimmered' **Do not** insist on the recasting of 'sea' but accept **'it'** and suitable synonyms, e.g. water, ocean **'lazy'** the calm / still / peaceful / tranquil / smooth sea / ocean / water // there were few / small / no waves // the sea / waves / it was not moving / was slowly moving **'shimmered'** glistened / twinkled / sparkled / dazzled / shone / was brilliant / bright / glowed / gleamed **Allow** reflected the sunshine / sun rays	**1**	*lazy / shimmered / shimmering* *calm**ing** / relax**ing** (effect)* *tired / sleepy / idle* *illuminated / lit up / beamed*

Question	Answer	Marks	Not Allowed Responses
10(a)	**Effect:** (the sea / beach / situation / experience / the day / the atmosphere / it was) relaxing / laid-back / calming / serene / soothing // (it / the sea / beach looked) beautiful / pretty / inviting / welcoming **Allow** the effect on the reader: it makes the reader feel calm / relaxed, etc. **Accept 'calm' / 'peaceful' / 'tranquil'** if the answer is an **effect**: the sea / waves was/were calm / peaceful / tranquil = 0 (meaning) the beach / the atmosphere / the day / the experience / it was calm / peaceful / tranquil = 1 (effect – a general perspective / feeling)	**1**	*tired / sleepy / warm / cosy / quiet / comfortable* *the sea was safe / perfect for swimming* *happy / fun / pleasant / enjoyable* *the weather was calm / fine*
10(b)	'I tore the child from Marisa's arms' (line 32)		
	Meaning: (she) grabbed / snatched / seized / pulled / ripped her / the child / Linda (from Marisa / her) // (she) took her / the child / Linda forcefully / roughly / quickly / immediately / instantly / suddenly / abruptly (from Marisa / her)	**1**	*tore / tear(ed)* *she took the child / Linda (alone)* *she took her angrily / furiously / urgently (effect)* *violently / brutally / aggressively (focus is on emotion rather than action)*

	Effect:
	
	(she is) worried / concerned / anxious / nervous / scared / caring / protective (about Linda / the child) //
	
	(she is) angry / furious (at) / annoyed / stressed (with Marisa / her friend / her) //
	
	(creates a feeling of) urgency / panic / fear / stress
		1	*(she is) aggressive*
			
			commotion
			
			she acted quickly / promptly