



Cambridge O Level

ENGLISH LANGUAGE

1123/21

Paper 2 Reading

May/June 2022

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **18** 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.

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).

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	<p>Identify and write down what are the causes of climate change, and the consequences of climate change, according to the writer. 1 mark for each correct point to a maximum of 12 marks Place the tick where the point is made.</p>	12	<p>for all points:</p> <ul style="list-style-type: none"> examples (alone) <p><i>the inclusion of examples without 'for example', 'such as', 'like' etc to distinguish the example from the overarching point</i></p>
	<p>Causes of climate change</p> <p>1 Given: industrialised countries rely on fossil fuels</p>		
	<p>2 individuals / homes produce greenhouse gases in (domestic) gas / oil boilers // (individuals / homes) produce greenhouse gases in domestic gas / oil boilers</p> <p>Allow lift of lines 8–10 'Individuals also contribute...oil boilers (that...temperature)'</p>		<i>any further content</i>
	<p>3 trees (are frequently) cut (down) // deforestation</p> <p>Allow inclusion of <u>to make way for / to clear land for industrial complexes / sprawling cities</u> (explanation of tree cutting)</p> <p>Allow lift of lines 15–16 '(However,) trees... cut (down... them)'</p>		<p><i>trees remove carbon dioxide from the air (alone)</i> <i>trees release oxygen (alone)</i></p> <p><i>any further content</i></p>
	<p>4 animal farming (because grazing animals emit greenhouse gas / methane from their digestive system) // (levels of) meat consumption</p> <p>Allow lift of lines 16–18 '(Another...is) animal farming (because...systems)'</p>		<p><i>we need to think about reducing our meat consumption cattle / sheep etc (examples alone)</i></p> <p><i>any further content</i></p>
	<p>5 <u>modern / current / new / nowadays</u> farming (methods) // (use of) toxic pesticides</p> <p>Allow lift of lines 20–21 'modern farming (methods...atmosphere)'</p>		<p><i>any reference to levels of output</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not Allowed Responses
1(a)	6 emissions / (toxic) fumes / gases from planes Allow lift of lines 22–23 ‘Emissions from planes, (released... climate change)’		<i>any further content</i>
	7 (sharp) rise in (the number of) flights (taken) // increase in air travel Allow lift of lines 23–25 ‘(Furthermore, in recent times, there has been a sharp) rise in...taken’		<i>increased affluence / budget airlines (examples alone)</i>
	8 (travelling in) polluting vehicles (<u>such as</u> petrol and diesel cars) // vehicles produce unacceptable levels of (dangerous) emissions Allow lift of lines 28–29 ‘(Travelling in) polluting vehicles (<u>such as</u> ...change)’		<i>petrol / diesel cars (examples alone)</i> <i>any further content</i>
	Consequences of climate change 9 Given: ice is melting		
	10 (earth’s supply of) <u>fresh / drinking</u> water (for human and animal consumption) is decreasing // (earth’s supply of) (fresh / drinking) water <u>for human and animal consumption</u> is decreasing. Allow lift of lines 32–34 ‘(Since...of) drinking water (for...consumption) is decreasing (in many parts... <u>including</u> ...India)’		<i>Peru / China / India (examples alone)</i> <i>any further content</i>
	11 flooding (in coastal areas) Allow lift of lines 35–37 ‘Flooding (is ...areas)’		<i>excess water pours into coastal areas (alone)</i>
	12 (the depths of the) oceans warm up Allow lift of lines 37–38 ‘(As the Earth’s surface) warms up...oceans’		<i>holiday makers (example alone)</i> <i>Earth’s surface (alone)</i> <i>any further content</i>
	13 seafood stocks dwindle / decrease // people who rely on oceans for food have no / less food // people who rely on oceans for livelihood have no / less income / fewer jobs Allow lift of lines 39–40 ‘Seafood...dwindle (devastating...livelihood)’		<i>any further content</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	14 wildlife and their habitats are affected in an adverse / negative / bad way // wildlife and their habitats are threatened		<i>Antarctic penguin / polar bears (examples alone)</i> <i>wildlife in danger of extinction / suffer population decrease (examples alone)</i>
	15 (some / many) creatures / species (which) <u>carry dangerous / fatal diseases</u> thrive / increase (in higher global temperatures) // numbers of creatures / species (which) <u>carry dangerous / fatal diseases</u> multiply / increase (in higher global temperatures)		<i>mosquito / bark beetle (examples alone)</i>
	16 extreme / dangerous / deadly weather events / conditions		<i>fires / tornadoes / heatwaves / Australian bush fires (examples alone)</i> <i>natural disasters (alone)</i>

Question	Answer	Marks	Not Allowed Responses
1(b)	<p><u>Summary</u></p> <p>Now use your notes from 1(a) to write a summary of the causes of climate change, and the consequences of climate change, according to the writer.</p> <p>Candidates have now fleshed out their notes into a piece of formal, continuous prose.</p> <p>Candidates are advised to write between 150–180 words including the 10 words given.</p> <p>Marks are awarded for producing a piece of writing which is relevant and coherent.</p>	10	

Summary – Task Fulfilment 10 marks		
Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> 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	<p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> 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	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> 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	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> 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	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> Content included is of little relevance, with noticeably unnecessary details/repetitions <p>Little attempt to present the points with no concept of linking devices</p>
Band 0	0	<p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> A totally irrelevant response <p>Insufficient material to reward</p>

Question	Answer	Marks	Not Allowed Responses
2	<p>Re-read paragraphs 2, 3, and 4, and write down one piece of advice given by the writer from each of these paragraphs.</p> <p>Paragraph 2: Homeowners should be encouraged to switch to sustainable heat sources (such as solar panels.)</p>	1	<i>any further content</i>
	<p>Paragraph 3: (but) we all need to think about reducing (our) meat consumption (to help in the fight against climate change)</p>	1	<i>any further content</i>
	<p>Paragraph 4: Travellers should choose airlines (which have) committed to reducing carbon emissions (by, for example, switching to electrification)</p> <p>Accept own word versions which include all relevant details.</p> <p>e.g. Paragraph 3: all of us should consider eating less meat</p>	1	<i>any further content</i>

Question	Answer	Marks	Not Allowed Responses
3(a)	<p>From paragraph 1</p> <p>Why was the writer's mother reluctant to take a job outside the home?</p> <p>the writer / he would be alone (after school / and he was eight years old) // (it would mean) leaving me / him alone (after school / and he was eight years old)</p> <p>Allow Lift of line 3 '(my mother reluctant to take a job outside the home which) would mean leaving me alone (after school)'</p>	1	<p><i>I was eight years old (when my father died)</i></p> <p><i>his / my father was dead / had died</i></p> <p><i>any further content</i></p>
3(b)	<p>Where did Paul live Monday to Friday?</p> <p>(in the) house/home of the writer (and his mother) / writer's mother // with the writer / writer's mother // (in the) writer / writer's mother's house / home //</p>	1	<p><i>in the university / city / weekday / University accommodation (to students) (in) his / the / their house (in) his / the mother's house</i></p>
3(c)	<p>Why did the writer's mother agree to 'give a room' to Hugo?</p> <p>The writer's mother / she thought / assumed / believed Hugo / he would be (a bit) like Paul / as nice / agreeable as Paul // Hugo / he was Paul's friend</p>	1	<p><i>it was a special favour</i></p> <p><i>Hugo / he was (a bit) like Paul</i> <i>Hugo / he was kind like Paul</i></p> <p><i>She liked Paul</i></p> <p><i>Lift of line 8 'If he's anything like you, Paul,' (she said,) 'he'll do.'</i></p>

Question	Answer	Marks	Not Allowed Responses
4	<p>From paragraph 2</p> <p>Give two ways in which the writer would benefit from Hugo’s help with his homework.</p> <p>(i) Hugo / he guided / helped the writer / him / me (through the work / Maths / exercise) in half the time (he / I would normally have taken) // it would take / it took half the time (it normally would)</p>	1	<p><i>Lift of lines 12–13 ‘Hugo came over, sat in the chair beside me and guided me through the exercise in half the time I would normally have taken’ (single event only)</i></p>
	<p>Allow it took (much) less time // it was (much) quicker // he did it more quickly</p> <p>Hugo / he always made the subject(s) / Latin / French / Physics / Maths come alive / interesting / compelling / relevant //</p> <p>the subject(s) / Latin / French / Physics / Maths always came alive</p> <p>Allow Lift of lines 14-16 ‘(As time went on, Hugo helped me with my Latin, French and Physics homework, as well as Maths); he always made the subjects come alive.’</p> <ul style="list-style-type: none"> • 1 mark for each correct response • Accept in either order • Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs 	1	<p><i>quick / quickly (alone)</i></p> <p><i>Hugo / he helped him with his subjects / Latin / French / Physics / Maths (alone)</i></p> <p><i>Hugo / he made the subjects / homework fun / entertaining / easy / (more) understandable / enjoyable</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>From paragraph 3</p> <p>What was unusual about the way Hugo laughed?</p> <p>he shook silently // he / it was silent / made no sound</p> <p>Allow Lift of lines 17-18 'When he laughed...silently'</p>	1	<p><i>It wasn't loud / he didn't laugh loudly / he didn't laugh like Paul</i></p> <p><i>he laughed quietly</i></p> <p><i>he had a great sense of the ridiculous</i></p> <p><i>his head bent forward onto his chest (alone)</i></p> <p><i>he shook (alone)</i></p> <p><i>any further content</i></p>
5(b)	<p>The writer was able to do a few of the poses because of his 'age and suppleness'. Explain in your own words why he was able to do a few of the poses.</p> <p>(because) he / the writer was young / youthful / wasn't old / was a child / was eight years old</p>	1	
	<p>and / he / the writer (could) move easily / well // could bend easily / well // (and) was bendy / pliant / flexible / elastic</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words AGE and SUPPLENESS. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	1	<p><i>fit / healthy / in shape / nimble</i></p> <p><i>age – young</i> <i>suppleness – flexible</i></p>

Question	Answer	Marks	Not Allowed Responses
5(c)	<p>Hugo ‘had a great sense of the ridiculous.’ Give two ways in which Paul practised yoga in a manner that was ‘ridiculous’.</p> <p>(i) rolled about on the carpet</p>	1	
	<p>(ii) he grunted <u>and</u> gasped</p> <p>Allow Lift of lines 21-22 ‘(but) Paul rolled about on the carpet, grunting and gasping’ = 2 marks</p>	1	<p><i>any further content</i></p> <p><i>he managed to complete one of the poses (with help)</i></p>
	<p>(iii) Hugo / his friend pushed his legs into position</p> <p>Allow Lift of lines 22-23 ‘(Finally,) with help from Hugo, (who) pushed his legs into position (he managed to complete one of the poses)’</p> <ul style="list-style-type: none"> • 1 mark for each correct response to max 2 marks • Accept in any order • Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs. 	1	<p><i>he pushed his legs into position</i></p> <p><i>he needed help to do yoga positions / the poses</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p>From paragraph 4</p> <p>The writer’s mother was ‘wiping her eyes on the edge of her apron’. What was she ‘wiping’ away?</p> <p>tears (of laughter)</p>	1	<p><i>She was crying</i></p> <p><i>water</i></p>
6(b)	<p>Paul’s expression was one of ‘disbelief’. Give one word used earlier in the paragraph which conveys the idea of ‘disbelief’.</p> <p>incredulously</p> <p>Allow use of a correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. the word is <u>incredulously</u>.</p>	1	
6(c)	<p>‘This started us all off again.’ What did they all start doing?</p> <p>laughing</p>	1	<p><i>(doing) yoga</i></p>

Question	Answer	Marks	Not Allowed Responses
7(a)	<p>From paragraph 5</p> <p>Hugo ‘mimed applause’. Why do you think he had to mime?</p> <p><u>the writer</u> couldn’t hear him because the vacuum cleaner / Hoover was on / was noisy //</p> <p><u>the writer</u> couldn’t hear him because he was using the vacuum cleaner / Hoover //</p> <p><u>the writer</u> couldn’t hear him over the noise of the vacuum cleaner / Hoover //</p> <p>because of the vacuum cleaner the applause wouldn’t have been heard by <u>the writer</u></p>	1	<p><i>he / the writer was using the vacuum cleaner (alone)</i></p> <p><i>the vacuum cleaner / it was (too) noisy (alone)</i></p> <p><i>the writer couldn’t hear him (alone)</i></p>
7(b)	<p>Hugo had ‘devised a therapy’ for the writer. Explain in your own words what Hugo had done for the writer.</p> <p>Hugo / he had thought of / up / out //</p> <p>Hugo / he had worked out / planned / dreamed up / engineered / come up with / designed / created / invented</p> <p>a cure / treatment / a solution / remedy //</p> <p>a way / a plan to help his problem / stammer //</p> <p>a way in which he could speak without a stammer / more easily</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words DEvised and THERAPY. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	1	<p><i>found / discovered / explained / presented medicine</i></p> <p><i>a series of exercises</i></p> <p><i>sing the line of the song / tap his fingers / speak words in syllables etc</i></p> <p><i>a way to help him (alone)</i></p> <p><i>devised – thought up</i></p> <p><i>therapy – cure</i></p>

Question	Answer	Marks	Not Allowed Responses
8	From paragraphs 1-5 For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage.		
8(a)	B attractiveness	1	
8(b)	A unhealthy	1	
8(c)	C said	1	
8(d)	D honestly	1	
8(e)	B matched	1	

If more than one answer is given, do not award the mark, even if one of them is correct, unless their intended answer is clearly indicated.

Allow any form of indicating the correct answer, e.g. a tick.

Question	Answer	Marks	Not Allowed Responses
9	<p>Re-read paragraph 5, which contains phrases about the writer.</p> <p>Explain:</p> <ul style="list-style-type: none"> • the meaning of each phrase as it is used in the passage • the effect of each phrase as it is used in the passage. 		
9(a)	<p>'I longed desperately (for someone to help me)' (lines 33-34)</p> <p>Meaning: he <u>really</u> wanted (for someone to assist / help him / make him stop stammering) // he was <u>very</u> keen / <u>very</u> eager (for someone to assist / help him / make him stop stammering) // he <u>strongly</u> desired (for someone to assist / help him / make him stop stammering) // he yearned (for someone to assist / help him / make him stop stammering) // he was / had been waiting anxiously</p> <p>Accept first person for he / him</p> <p>Effect: he is unhappy / insecure / miserable / suffering / disheartened / fed up // it is an important / serious issue / problem (in the writer's / his life) //</p> <p>the reader / we feel(s) sorry / sympathy / pity (for him)// (it creates an effect of) sympathy for the writer / him</p> <p>Note: Focus can be on the writer or the reader</p>	<p>1</p> <p>1</p>	<p><i>he (had) wanted for a long time</i></p> <p><i>he (had) always wanted (refers to time only)</i></p> <p><i>he really needed</i></p> <p><i>devastated / desperate / embarrassed</i></p> <p><i>use of '(un)confident' (text)</i></p> <p><i>empathy</i></p>

Question	Answer	Marks	Not Allowed Responses
9(b)	'behind the secrecy (of the reading stand)' (line 43)		
	Meaning: hiding / without anyone seeing / knowing noticing (what he's doing / his tapping fingers) // only he could see / knew (what he was doing / his fingers tapping)	1	<i>secretly</i> <i>(he was) blocked (alone)</i>
	Effect: he has <u>something</u> to hide // he doesn't <u>want</u> anyone (else) to know / see // Note: Effect here needs a reason why he is hiding, while Meaning is simply that he is hiding he feels insecure / embarrassed / self-conscious / not confident	1	<i>there was a barrier (between him and the students)</i> <i>he has a secret (text)</i> <i>what he is doing should not be known (meaning)</i> <i>sympathy</i> <i>ashamed / nervous / anxious / afraid</i>