



Cambridge O Level

ENGLISH LANGUAGE**1123/21**

Paper 2 Reading

October/November 2020**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 2020 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 **16** 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.

Section 1: Reading for Ideas

Question	Answer	Marks	Do not accept
1(a)	Identify and write down the ways in which sport has developed since ancient times, and the benefits of sport in the present day, as outlined the passage. 1 mark for each correct point to a maximum of 12 marks The ways in which sport has developed since ancient times 1 people became interested in pushing the human body to its limits (given)	12	
	2 (ancient art / rock paintings / cave paintings show sport began to evolve from) the desire for competition		<i>Lift of lines 2–3 ‘Furthermore, there are beautiful rock paintings in Libya ... contests’</i> <i>Lift of lines 4–5 ‘1500-year-old cave paintings in France ... competition’</i>
	3 formalised / organized / made into (recognisable) tournaments Allow the lift of lines 6–7 ‘It was in Greece...tournaments (held every four years...to honour Zeus)’		<i>any further content</i>
	4 best / fittest / strongest / most successful sportsmen selected / chosen / picked for military (duties) / the army / battle Allow the lift of lines 8–9 ‘(In ancient times,) the best...in battle’		<i>people / men for ‘sportsmen’</i> <i>better / fitter / fit / strong / good / successful</i> <i>Lift of lines 8–9 ‘the fittest soldiers...in battle’ (alone)</i>
	5 training areas were created / made Allow the lift of lines 11–12 ‘(However, through time) training areas...play sport’		

Question	Answer	Marks	Do not accept
1(a)	6 (By medieval times became) an inexpensive pastime // (became) available / accessible to all // (became) available / accessible to rich and poor		(became) more and more accessible (alone) (became) inexpensive (alone) 'non-aristocratic young men' for all / rich and poor
	7 (emergence of) professional sport / players // investment in players (who are trained to a very high level)		special equipment and clothing (alone) athletes / footballers for 'players'
	8 (technology means that sporting events have / sport has) gone global / worldwide / universal / international / viral // there are more / a larger number of spectators (than ever before)		(sport / sporting events) can be televised and viewed at home (alone) there are many / a lot of spectators large number of spectators (alone)
	The benefits of sport in the present day		
	9 Playing sport leads to people growing in self-confidence (given)		
	10 helps people to maintain a healthy weight // helps people to lose / shed weight / kilos // (physical exercise / sport) burns (up) calories		examples (cricket, golf, walking) (alone)
	11 (multiple / many / other) health benefits // reduces / lowers the chance / risk of (developing) illness / disease / health/medical conditions Allow the lift of lines 30–32 '(multiple) health benefits...including...heart disease (...body's cholesterol)' Note: the above lift must contain the word 'including' or similar expressions, e.g. 'such as', 'for example'		prevents illness / disease makes / keeps us healthy reference to heart disease / stroke / diabetes / cholesterol (examples alone)
	12 (produces / creates / makes) endorphins // (produces / creates / makes) chemicals in the brain which trigger / cause a positive feeling in the body		positive feeling (alone) chemicals in the brain (alone)

Question	Answer	Marks	Do not accept
	13 (sport / exercise / endorphins lead(s) to / create(s) a more) positive outlook (on life) / a (long-term) boost in mood / lower rates of depression		
	14 <u>team</u> sports / <u>team</u> work fosters selflessness // <u>team</u> sports / <u>team</u> work teaches how to make sacrifices, (for the greater good of the team) / be less selfish		<i>sport fosters selflessness (alone)</i> <i>team sport fosters selfishness</i> <i>teaches you/how to play as/in a team (alone)</i> <i>Lift of the lines 39-40 'In team sports sometimes...of the team'</i>
	15 learn (how) to lose / to fail // learn to cope with failure / to cope with defeat // it teaches us (how) to lose / to fail / defeat Allow run-on into lines 44–45 'This might be...friendships'		<i>the opportunity to lose / fail (alone)</i> <i>experience failure (alone)</i>
	16 learn to respect the decisions / opinions of referees / umpires / coaches // instils / teaches respect for (other legitimate) authority		
	17 (achieving / reaching one's) personal best // personal achievement // achieving one's best Allow the lift of lines 48–49 '(When someone...) a sense of well-being may come from achieving one's personal best'		<i>sense of well-being (alone)</i>

Question	Answer	Marks	Do not accept
1(b)	<u>Summary</u> Now use your notes from 1(a) to write a summary of the ways in which sport has developed since ancient times, and the benefits of sport in the present day, 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	

Question	Answer	Marks	Do not accept
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	

Question	Answer	Marks	Do not accept
2	Re-read paragraphs 1, 3, and 4, and give one opinion from each of these paragraphs. From Paragraph 1: (Furthermore) there are beautiful rock paintings in Libya (from 8000 years ago depicting swimming and archery contests)	1	<i>any further content</i>
	From Paragraph 3: we all love watching (spectator) sports	1	<i>any further content</i>
	From Paragraph 4: our greatest gift is our health	1	<i>any further content</i>

Section 2: Reading for Meaning

Question	Answer	Marks	Do not accept
3(a)	From paragraph 1 Why was the wheat ‘particularly high’ that year? (In April) it (had) rained a lot // there was heavy / high rainfall Allow Lift of lines 1–2 ‘In April it had rained a lot, and by mid-June the stalks were higher and more luxuriant than ever’	1	<i>It had rained</i> <i>any further content</i>
3(b)	Why do you think the writer had ‘no idea how hot’ it was? He was too young (to understand degrees centigrade / temperature) // degrees (centigrade) didn’t mean much because / when he was nine / young / a boy / small / a child // he was (only) nine (years old) // he was (just) a boy / small / a child	1	<i>He was too young to know (that) it was hot</i> <i>He was too young to understand why it was hot</i> <i>Lift of line 4</i> <i>‘degrees...at that age’</i> <i>Lift of lines 4–5 ‘I had no idea how hot it was’</i>

Question	Answer	Marks	Do not accept
4(a)	From paragraph 2 What was the most surprising effect of the hot weather? It (had never before) killed the cattle Allow The sun / heat took away your breath, your strength // The sun / heat took away your breath // The sun / heat took away your strength Note allow both correct answers, i.e. reference to cattle and to sun/heat even though 4(a) asks for one effect (Allow their / people’s / his for ‘your’)	1	<i>any mention of stones, etc., plants, etc., earth, etc. even as additional information to an otherwise correct response</i> <i>Lift of lines 6-7 ‘The heat had got into the stones...cattle’</i>

Question	Answer	Marks	Do not accept
4(b)	Why was the countryside ‘deserted’? The <u>adults</u> didn’t leave their houses / go out (until six / the evening) // <u>adults</u> shut themselves up indoors / stayed indoors / were inside (with the blinds drawn) // It was too hot for <u>adults</u> to go out	1	Lift of line 10 ‘They shut themselves up indoors (with the blinds drawn)’ Lift of lines 10–11 ‘(But) the heat was not enough ... deserted countryside’ they / people / everyone for adults

Question	Answer	Marks	Do not accept
5(i)	From paragraph 3 Give two reasons why the writer was ‘at a standstill’. His sister had fallen / fell off her bicycle Allow Lift of line 16 ‘(Further down the hill) my sister had fallen off her bicycle’	1	His sister had fallen (off / over) / fallen down the hill
5(ii)	He tried / had to decide whether (or not) to go back // He tried / had to decide whether (or not) to help her / his sister // He was uncertain / unsure whether (or not) to go back // He was uncertain / unsure whether (or not) to help her / his sister Allow Lift of lines 17–18 ‘(while) I tried to decide...to look after her’ 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	He had to / needed to go back to help her Lift of lines 17–18 ‘I could hear my mother’s voice playing in my head – ‘Are you or are you not her older brother?’

Question	Answer	Marks	Do not accept
6(a)	From paragraph 4 The writer says his sister ‘exploded into a wail’. Explain in your own words what his sister did. She suddenly / all at once / instantly / immediately / abruptly / unexpectedly / without warning / burst / erupted / could not hold it in / noisily / loudly	1	<i>began / started / gave / broke down / quickly (alone)</i>
	started to cry / weep / howl / whine / sob // was in tears / tearful // ALLOW: singular ‘a cry (of pain)’ NOTE: For ‘exploded’ look for an idea of suddenness or loud sound	1	<i>yell / shout / scream / cry out / cry for help / angry / having a tantrum / complained / annoyed / upset (alone)</i>
6(b)(i)	Give two reasons why the writer’s sister was unhappy. Her glasses were broken Allow Lift of lines 20–21 ‘(My glasses!) My glasses are broken!’ Lift of lines 21–22 ‘It was the third time...holidays’	1	<i>any further content</i> <i>any further content</i>
6(b)(ii)	Her ankle was sore // she had hurt her ankle Allow Lift of line 24 ‘(My sister was upset because) her ankle was sore’ 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	<i>She was rubbing her ankle</i> <i>She hurt herself</i> <i>any further comment</i>

Question	Answer	Marks	Do not accept
7	From paragraph 5 How did the writer know that he and his sister were approaching ‘the top of the hill’? He / they saw (a slice of) sky Allow Lift of line 28 ‘(All I had in front of my eyes was wheat, but) when I saw a slice...to go’	1	<i>any further comment</i>

Question	Answer	Marks	Do not accept
8(a)	From paragraph 6 The writer says ‘I was feigning a courage I did not feel’. Explain in your own words what he was doing. He was pretending / acting / faking / making out / bluffing // he was trying to show / seem / appear / look // he was showing / portraying / seeming / appearing / looking ...but he wasn’t / but it wasn’t true	1	<i>building up / finding / boosting / trying to convince / motivate himself</i>
	to be brave / bold / fearless / unafraid / strong / daring // to show guts / nerve / bravery / grit // he was not scared / afraid / a coward He was putting on a brave face = 2	1	<i>to be confident / determined / motivated</i>
8(b)(i)	The writer climbed into the first room in the house. Give two pieces of evidence which show that the house was ‘abandoned’. pigeons / birds were living in it // pigeons / birds flew away/off (when the writer entered) Allow Lift of line 37 ‘(there was a great fluttering of wings as) a flock of pigeons took off’	1	<i>the fluttering of pigeons’ wings (alone)</i> <i>any further content</i>

Question	Answer	Marks	Do not accept
8(b)(ii)	(wild) plants grew through the (tiled) floor / tiles Allow Lift of lines 38–39 ‘(I had to struggle...) plants had sprung (up) through the (tiled) floor’.	1	<i>any further content</i> <i>any mention of collapsed floor even as additional information to an otherwise correct response in either limb</i> <i>there were plants growing in the house (alone)</i> <i>there was a forest of wild plants (alone)</i> <i>wild plants were on the floor (alone)</i>
8(c)	The writer says ‘I tried to work my way’ to the balcony. Give the single word used later in the paragraph which conveys the same meaning. manoeuvre Allow the use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted, e.g. ‘the word is ‘manoeuvre’	1	

Question	Answer	Marks	Do not accept
9	From the whole passage For each of the words below, circle the option (A, B, C or D) which has the same meaning that the word or phrase has in the passage.		
9(a)	D (thickly)	1	
9(b)	B (hot)	1	
9(c)	B (trick)	1	
9(d)	C (broken)	1	
9(e)	A (remembered)	1	

Question	Answer	Marks	Do not accept
10	Re-read paragraphs 4 and 6, which contains sentences telling us about the writer. Give: - the <u>meaning</u> of each sentence as it is used in the passage - the <u>effect</u> of each sentence as it is used in the passage		
10(a)	'And every time, who did my mother blame?' (line 22) Meaning: In order to score the mark, candidates have to include reference to both 'every time' <u>and</u> 'blame'. Candidates can EITHER (i) restructure the rhetorical question into a statement and recast 'every time' <u>or</u> 'blame' <u>Examples:</u> My mother always blamed me = 1 My mother accused me = 0 (no inclusion of EVERY TIME) Every time, my mother said it was my fault = 1 My mother blamed me every time = 0	1	<i>all the time / each time / every occasion</i> <i>criticise / complain / punish</i>

Question	Answer	Marks	Do not accept
10(a)	OR (ii) repeat the rhetorical question structure and recast <u>both</u> 'every time' and 'blame' <u>Examples:</u> Without fail who did my mother hold responsible? = 1 Who did my mother always accuse? = 1 Every time, who did my mother accuse? = 0 Note: Accept any paraphrase which captures these ideas, e.g. EVERY TIME: always / without fail / inevitably / constantly / no matter what BLAME: accuse / hold responsible / his fault		
	Effect: (shows he feels) it isn't fair / he isn't fairly treated / it's unjust // he feels / he is frustrated / annoyed / angry / irritated / fed up / unhappy / upsetting / weary / exasperated // he has a lot of responsibility // his mother expects too much of him / favours his sister Allow the effect on the reader: the reader / we feel(s) sympathy / unfairness / injustice / bad for him Note Single-word answers cannot score here	1	<i>he is sad / bothered</i> <i>he felt guilty / responsible</i> <i>the reader feels empathy (alone)</i> <i>the reader feels bad (alone)</i>

Question	Answer	Marks	Do not accept
10(b)	'I was paralysed in the doorway.' (line 41) Meaning: he couldn't move (forward / back) / didn't move // he was unable to move / immobilised // he stood still / was still / at a standstill Note: allow other images e.g. he froze / was frozen / was rooted to the spot Note: Accept any paraphrase which captures these ideas	1	<i>he stopped walking</i> <i>he was trapped / stuck</i> <i>he couldn't go on / turn back</i> <i>he was too scared to go on / across</i> <i>he was numb / dumbfounded</i> <i>he didn't know what to do</i>
	Effect: (to show) he was frightened / terrified / scared / shocked / horrified / helpless / powerless / fearful / afraid / panic-stricken Allow the effect on the reader: the reader / we feel(s) tension / suspense // it creates tension / suspense Accept single-word answers here: horror / fear / suspense	1	<i>surprised / startled / alarmed / worried / nervous / uncertain / uneasy / stressed / amazed / doesn't know what to do / confused / it is dangerous</i>