



Cambridge O Level

ENGLISH LANGUAGE**1123/21**

Paper 2 Reading

October/November 2021**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.

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This document consists of **15** 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)	Identify and write down the information in the passage which describes the origins and development of circuses in former times, and the development and spread of circuses in more modern times. 1 mark for each correct point to a maximum of 12 marks Place the tick where the point is made. The origins and development of circuses in former times 1 Given point: <i>Juggling skills (have their origins in Egypt and China)</i>	12	<i>For all points:</i> <i>examples (alone)</i> <i>the inclusion of examples without 'for example', 'like', 'such as', etc. to distinguish the example from the overarching point</i>
	2 acrobatic traditions (performances of extraordinary human feats of balance, agility and coordination / in Ancient Greece / Rome / medieval Europe.) Allow lift of lines 5 to 7 'Acrobatic traditions (found... Europe)'		<i>'Acrobatic traditions found in modern circuses' (alone)</i>
	3 (In Rome a circus was a) building / construction used for entertainment (involving sports / animals)		<i>Circus Maximus / horse-riding etc. (examples alone)</i> <i>lift of lines 8–11 'people...spectators'</i>
	4 (circuses were associated with) spectacle		<i>flooding circus / sea battles (examples alone)</i>
	5 (circuses were also) social centres / a chance to catch up with friends Allow lift of line 14 'Circuses were social centres, (a tradition...one.)'		<i>the Hippodrome / 60 000 spectators (examples alone)</i> <i>lift of lines 16–17 'it had an estimated capacity ... catch up with friends'</i>
	6 (Ancient Greek / Roman theatre made use of) comic characters / (development of the) clown Allow lift of lines 18–19 'Ancient Greek ... behaviour.' Allow lift of lines 19–21 'A development ... human.'		

Question	Answer	Marks	Not Allowed Responses
1(a)	The development and spread of circuses in more modern times		
	7 Given point: <i>horse-riding shows were performed in a circle</i>		
	8 (addition of / other) traditional performance arts / acts (by Astley / acrobatics, juggling <u>and</u> music) // produce / production / creation of a whole show / whole circus (with a ringmaster) Allow lift of lines 25–26 '(The next development...with) the addition (by Astley) of other...arts (acrobatics ... riding stunts)'		<i>any further content</i>
	9 different / types of / a range / variety of / (circus / performance) venues (developed) // (circus / performance) venues developed Allow lift of lines 28–29 '(As styles of ... the) types of performance venues.'		<i>lifts of lines 30–32 'The first ... venue.'</i> <i>open air / custom-made buildings / tents (examples alone)</i> <i>lots of / many venues</i> <i>any further content</i>
	10 (permanent circuses) spread / went to Europe // (permanent circuses were) throughout Europe		<i>Astley / Amphitheatre Anglais / Paris (example alone)</i> <i>there were eighteen other... Europe</i>
	11 (circus craze) reached / went to the USA		<i>President / Washington (example alone)</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	12 (Phinias Barnum introduced the) travelling circus (with circus trains) Allow lift of lines 36–38 ‘(The American...of a) travelling circus (he was the first...town to town)’		<i>circus trains (example alone)</i> <i>any further content</i>
	13 (By the twentieth century there were) travelling circus(es) in many / other parts of the world Note: for the above wording award points 12 (unless previously awarded) and 13		<i>South Africa / South East Asia / Moscow State Circus / Chinese State Circus (examples alone)</i>
	14 wild animals (such as lions and elephants) were introduced Allow lift of lines 44 – 45 ‘(Horses...point) wild animals (such as lions and elephants) were introduced’		<i>lions / elephants / tricks / menagerie in tents / paraded through the street (examples alone)</i> <i>any further content</i>
	15 entertainment (based) <u>solely / only</u> on human (skills) Allow lift of lines 47 – 49 ‘(Public opinion...provide) entertainment ... human skills.’		<i>any further content</i>
	16 (They) combined traditional circus with modern theatrical skills (to convey...music) // traditional and modern circuses were combined with / using aesthetic impact / lighting and music		<i>Cirque Du Soleil (example alone)</i> <i>traditional and modern circuses combined (alone)</i>

Question	Answer	Marks	Guidance
1(b)	<u>Summary</u> Now use your notes from 1(a) to write a summary of the origins and development of circuses in former times, and the development and spread of circuses in more 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	

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	Not Allowed Responses
2	Re-read paragraphs 5 and 6 and give two opinions from paragraph 5 and one opinion from paragraph 6.		
	Paragraph 5: (and) it is amazing (to realise that) the President / George Washington (himself) attended a circus (in Philadelphia)	1	<i>any further content</i>
	Paragraph 5: the film of that name / The Greatest Showman (released in 2017) was sensational	1	<i>any further content</i>
	Paragraph 6: Public opinion rightly started to suggest that circus animals were being exploited // circus animals were being exploited (alone)	1	<i>any further content</i>
	Accept own word versions which include all the relevant detail. For example Paragraph 5: (Finding out that) George Washington went to a circus (which) is astonishing Note: the two opinions from Paragraph 5 can be given in either order.		

Question	Answer	Marks	Not Allowed Responses
3(a)	From paragraph 1 Hetta tells us that she's 'not quite seven'. What evidence is there to show this? she (had) made up / invented / had a fairy as a companion // she (had) made up / invented stories about Moonblossom / a fairy // she had an imaginary friend Allow lift of lines 2–3 '(I amused myself and) making invented (as my companion)'	1	<i>she amused herself by staring out of the window (alone)</i> <i>she made up stories / invented a fairy (alone)</i> <i>any further content</i>

Question	Answer	Marks	Not Allowed Responses
3(b)	Why did Hetta ‘not mind’ being ignored by her brother? he / her brother / Will was special to Hetta / her // Hetta / she thought he / her brother / Will was special (as a small child she would have done anything for him)	1	<i>lift of lines 4–5 ‘It’s hard to convey quite how special he was to me (but ... anything for him).’</i> <i>she was used to it</i> <i>he / her brother / Will was special (alone)</i>

Question	Answer	Marks	Not Allowed Responses
4(a)	From paragraph 2 ‘Besides being so valiant... Will had initiative.’ What does this tell us about Hetta’s impression of Will? Answer in your own words.		
	he was brave / courageous / fearless / heroic / bold	1	
	he had good / inventive / smart / clever ideas // he thought of new / fresh things (to do) // he makes plans to / could solve problems / find solutions / get things done // he was resourceful / enterprising / independent / took charge (of a situation)	1	<i>protective / confident / determined / adventurous</i> <i>he would fight anyone</i> <i>he was smart / clever / inventive (alone)</i> <i>he made plans (alone)</i> <i>he was decisive / imaginative</i>
	This is an OWN WORDS question. Key ideas are to be found in the words VALIANT and INITIATIVE. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.		<i>valiant – brave</i> <i>initiative – clever</i>

Question	Answer	Marks	Not Allowed Responses
4(b)	Why did Will have to go five miles to find a place to swim? the river / water <u>near their aunt's / the / their house</u> was (too) shallow (for swimming) / only good for fishing / not deep enough for swimming // the river <u>nearby</u> was (too) shallow (for swimming) / only good for fishing / not deep enough for swimming Allow lift of lines 10–11 'While the river....too shallow for swimming'	1	<i>too shallow for swimming (alone)</i> <i>good enough for catching fish (alone)</i> <i>not good enough for swimming (alone)</i> <i>any further content</i>

Question	Answer	Marks	Not Allowed Responses
5	From paragraph 3 Give <u>two</u> reasons why Will carried Hetta on his back.		
	(i) it was a long way / (about) five miles (to the castle) // because of the distance (to the castle) // the castle was far away // because she couldn't walk that far	1	<i>to prevent Hetta getting tired</i>
	(ii) the track / path / way was rocky / (very) difficult to negotiate / walk on // (very) difficult terrain // to prevent Hetta / her falling down / over	1	<i>lift of line 13 'Will carried me ... long way.'</i> <i>to prevent Hetta getting wet / injured (alone)</i> <i>dangerous</i> <i>any further content</i>
	Accept lift of lines 14–15 'rocks (which)...negotiate' 1 mark for each correct response Accept in either order. Credit correct responses where they appear, even if both are in the same limb, or if a correct response straddles both limbs.		

Question	Answer	Marks	Not Allowed Responses
6(a)	From paragraph 4 The otter was ‘Confused by the barking dogs chasing it and by its own sense of peril’. Explain in your own words the effect of the barking dogs on the otter.		
	it was puzzled / bewildered / mixed up (by the barking dogs) // it lost its focus / sense of direction // it didn’t know / understand (what was happening / what to do)	1	<i>afraid / terrified / uneasy / panicking / anxious / shocked</i>
	(it felt it was) in danger / at risk / might be hurt / attacked / killed // it was scared for its life // it was trying / needing to save itself / keep itself safe / focused on survival	1	
	This is an OWN WORDS question. Key ideas are to be found in the words CONFUSED and (sense of) PERIL . Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context. Do not insist on paraphrase of ‘the barking dogs chasing it’ or ‘its sense of’.		<i>confused – puzzle peril – risk</i>
6(b)	Why do you think Will made ‘a kind of sling’ to lift the otter out of the water? to make it easier (to lift the otter / it out of the water) // it would be difficult to lift (the otter / it otherwise) // so that he wouldn’t hurt the otter / it // to protect himself (from the otter / it) // the otter was slippery / Will didn’t want the otter to slip out of his hands / to drop it // to avoid touching it / making physical contact // to carry / so Will / he could carry the otter / it (more) carefully / gently Accept it was the best he could do in a hurry / with the resources he had (to save the otter)	1	<i>to save the otter (alone)</i> <i>comfort / comfortable (alone)</i>

Question	Answer	Marks	Not Allowed Responses
7(a)	From paragraph 5 What did Hetta think would happen if she kept crying? Will / her brother would lose his temper / be angry / furious // Hetta / she would rouse Will's / her brother's temper	1	<i>lift of lines 27–28 'I was indeed quiet ... rousing it.'</i> <i>he had a temper</i> <i>he would lose his temper</i> <i>she / Hetta would rouse his temper</i> <i>Will would have shouted at her</i>
7(b)	After the dogs had run off, in what two ways did the otter show it was still frightened?		
	(i) (it occasionally made a) high-pitched crying sound / noise Allow lift of line 28 '(Swaddled in the towel the poor creature ... a) high-pitched crying sound.'	1	<i>any further content</i>
	(ii) (it / its body made frantic) twitches / jerks Accept (it / the otter was) shuddering / rolling back its lips (to expose pink gums) Allow lift of lines 23–24 '(The otter lay...docile) shuddering (from time to time) / rolling back its lips (to ... gums).'	1	<i>rank smell of fear exuding from its damp pelt</i> <i>any further content</i>
	1 mark for each correct response Accept in either order. Credit correct responses where they appear, even if both are in the same limb, or if a correct response straddles both limbs.		
7(c)	The creature became 'calm and still.' Give one word used earlier in the paragraph which conveys a similar idea. docile Allow the use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted, e.g. <i>the word is 'docile'</i>	1	

Question	Answer	Marks	Not Allowed Responses
8	From paragraph 6 Both the aunt and Hetta were ‘bored’ playing the card game. (i) Why did the aunt play? (ii) Why did Hetta play?		<i>lift of line 35 ‘all I wanted was to know what was happening at the vet’s’</i>
	(i) to take Hetta’s / her mind off (what was happening at the vet’s / to) the otter // to distract Hetta / her from what was happening at the vet’s / to the otter // to stop Hetta / her worrying about what was happening at the vet’s	1	<i>because Hetta was worried / upset (about the otter) //</i> <i>to keep Hetta company / entertain Hetta //</i> <i>to stop Hetta thinking about what had happened</i>
	(ii) (she / they knew / had been taught) it was rude not to / it was polite / well-mannered // out of politeness / (good) manners / respect (for her aunt) // Hetta / she didn’t want to cause offence (to her aunt) Allow lift of lines 37–38 ‘(but) our mother...manners (and I knew...myself.)’.	1	<i>she didn’t want her aunt to play alone</i> <i>any further content</i>

Question	Answer	Marks	Do not accept
9	From paragraphs 1–7 For each of the words or phrases 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 (strongly)	1	
9(b)	B (to save itself)	1	
9(c)	A (bad)	1	
9(d)	C (rejected)	1	
9(e)	C (unfocused)	1	

Question	Answer	Marks	Not Allowed Responses
10	Re-read paragraph 5, which contains expressions telling us about (a) how Hetta's brother spoke to her, and (b) the otter. Give: - the meaning of each expression as it is used in the passage - the effect of each expression as it is used in the passage.		
10(a)	Will 'snapped' at me. (line 26)		
	Meaning: (Will / he) spoke / shouted abruptly / tersely / sharply / bluntly / angrily / bossily / in temper // burst out (in anger / angrily) // abruptly quieted / silenced Hetta / his sister / her	1	<i>shouted (alone)</i> <i>shouted / spoke unexpectedly / suddenly</i> <i>lost his temper / scolded / criticised</i>
	Effect: Will / he is impatient / annoyed (with Hetta) / irritated (by Hetta) / has had enough (of Hetta) // (to show) impatience / irritation // Will / he is anxious / worried / tense (about the otter) // Will / he is taking his feelings out on Hetta // Will / he is unsympathetic / insensitive / quick-tempered Accept her / his sister / she for Hetta	1	<i>Will / he is hostile / aggressive unhappy / angry (with Hetta)</i> <i>Will / he has a temper</i>
10(b)	'Swaddled' in the towel (line 28)		
	Meaning: (the otter / it was) wrapped / cuddled / rolled up / covered (up) (in the towel)	1	
	Effect: (the otter / it was) being treated like a baby / gently / carefully // (the otter / it was) being cared for / comforted / (made to feel) safe / protected // (the otter / it was) fragile / vulnerable // (it shows that) Will cares (about it / the otter) // Will had sympathy (for the otter / it)	1	<i>to provide warmth</i> <i>the otter was calm / still / comfortable / wet / shuddering / afraid / in shock</i> <i>no energy / weak</i>