



Cambridge International Examinations
Cambridge Ordinary Level

ENGLISH LANGUAGE

1123/02

Paper 2 Reading

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour 45 minutes

MAXIMUM MARK: 50

This document consists of **8** printed pages.



Section 1: Reading for Ideas

Question	Answer	Marks	Guidance
1(a)	<u>Content Points.</u> <u>Passage 1</u> <i>Theatre</i> <u>Identify and write down</u> the information from the passage which describes the stages in the development of theatre, and the reasons for its continuing popularity in the present day. 1 mark for each correct point about the stages of development and reasons, up to a maximum of 12 marks. Stages in the development of theatre Example: <i>In ancient Greece myths / legends narrated by Chorus / chanting</i> • Actor(s) / acting (introduced) // dramatic impersonation of someone in the storyline. • Plots / plays were made more complicated by the addition of a second or even third actor. • Plays were performed in honour of the (Greek) gods (at major / spring festival(s)) • Comedy (introduced) • Sub-plot / second(ary) story introduced by Romans (made plays more sophisticated) • Throughout Europe travelling actors (entertained) // throughout Europe street actors moved from town to town • Permanent theatres / buildings for plays (were built / established) • Various forms of theatre developed worldwide / in other countries / in other continents Reasons for the continuing popularity of theatre in the present day Example: <i>Every performance is different / dynamic</i> • (Plays / theatre / it offer(s)) relaxation • Suspending disbelief / being transported into another life / the story / setting can be / is fascinating • Theatre lovers / audience(s) / people enjoy skill of the actor(s) • Theatre lovers / audience(s) / people empathise with / relate characters (stories) to own lives // use (characters') stories to solve problems / make decisions	12	

Question	Answer	Marks	Guidance															
1(a)	- Emotional experience / catharsis is good for mental health / well being - Brings families together - Technological advances / lighting / special effects make theatre a spectacle (as well as a play) - Offers opportunity to be part of a tradition.																	
1(b)	<u>Summary</u> 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. <table border="1"><thead><tr><th colspan="3">Summary – Task Fulfilment 10 marks</th></tr></thead><tbody><tr><td>Band 5</td><td>9–10</td><td> 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 stylistic linking devices </td></tr><tr><td>Band 4</td><td>7–8</td><td> 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 </td></tr><tr><td>Band 3</td><td>5–6</td><td> 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 </td></tr><tr><td>Band 2</td><td>3–4</td><td> 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 </td></tr></tbody></table>	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 stylistic 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	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 stylistic 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																

Question	Answer			Marks	Guidance
1(b)	Summary – Task Fulfilment 10 marks (continued)				
	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	Guidance
2	Re-read paragraph 4. Identify and write down <u>three</u> opinions from this paragraph. [Accept in any order. 1 mark for each correct response] (It is this dynamic nature of theatre which means that) live performances are (always) better than films. - Theatre acting is (much) more challenging than acting in front of a camera. - This makes theatre a more satisfying emotional experience than cinema.	3	Allow: Own word versions of any opinion. Don't allow: Block lift of lines 31–32 <i>Theatre lovers ... camera.</i>

Section 2: Reading for Meaning

Question	Answer	Marks	Guidance
3(a)	From paragraph 1 Which <u>one</u> feature of the weather was unusual for the time of year? (unseasonal) frost (at night)	1	
3(b)	Why did the baby have cold, wet hands when she was in her pram? She chewed her gloves.	1	Don't allow: Any reference to cold, rain or dampness.

Question	Answer	Marks	Guidance
4(a)	From paragraph 2 The writer ‘hated going to the doctor’. Give the <u>one</u> word used in the paragraph which reinforces this idea. endured	1	Allow: The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted. Don’t allow: More than one word.
4(b)	Give <u>two</u> reasons why the writer didn’t want to go to the doctor. [Accept in any order. 1 mark for each correct response] - she did not want to bother the doctor (unnecessarily) - she did not want to wait in a freezing / cold waiting room // the waiting room would be freezing / cold	2	Allow: Lift of ‘I felt I was bothering the busy doctor unnecessarily’ even though change has not been made from first to third person. Allow: Lift of ‘the thought of sitting in a freezing cold waiting room with her’. Don’t allow: Any reference to ‘choice between comfort and duty’ or ‘not my own health in question’ in either limb.

Question	Answer	Marks	
5	From paragraph 3 ‘I immediately thought how nice it would be if only I dared’. What does this tell you about the writer’s character? The writer / she is timid / shy / doesn’t like to push herself forward	1	

Question	Answer	Marks	Guidance
6	From paragraph 3 How does Lydia change the writer's outlook? She takes control / changes it for the better / makes the writer feel empowered / gives the writer confidence	1	

Question	Answer	Marks	Guidance
7	From paragraph 4 What makes the writer eventually contact the doctor? Octavia's temperature was too high / high enough to see the doctor	1	

Question	Answer	Marks	Guidance
8	From paragraph 4 Explain <u>in your own words</u> how the writer thought the doctor's secretary would react when the writer asked 'if the doctor could visit' (lines 23–24). She thought: - the secretary would be angry - the secretary would tell her off / what to do	2	Don't allow: Lifting Allow: Paraphrases which capture the idea of being annoyed. Allow: Paraphrases which capture the idea of expecting a lecture.

Question	Answer	Marks	Guidance
9	From paragraph 5 There is a contrast created when Octavia 'smiled and wriggled with delight' while the doctor listened to her chest 'for a long time'.		
9(a)	Describe how Octavia was feeling: she seemed happy and well	1	
9(b)	Describe how the doctor was feeling: he knew / was afraid something was wrong	1	

Question	Answer	Marks	Guidance
10	From paragraph 5 The writer says ‘I could see that he had not finished, and did not mean what he said.’ What does this tell us about the writer’s reaction to the doctor? She thinks that the doctor isn’t telling her everything / the full truth // she doesn’t believe the doctor / she’s not taken in / she’s mistrustful.	1	

Question	Answer	Marks	Guidance
11	From paragraph 6 Why did the writer feel ‘relieved a little’? She realised her child wasn’t about to die / it may not be as serious as she fears	1	Allow: Lift of ‘he could not be expecting her to die before next Thursday.’

Question	Answer	Marks	Guidance
12	From paragraph 7 Explain <u>in your own words</u> why the writer says ‘the whole of my former life had been a lovely summer afternoon’ (lines 43–44). She realises: - everything before that day was pleasant. - her life would be more difficult in the future.	2	

Question	Answer	Marks	Guidance
13	From paragraphs 2–6 inclusive 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.		
13(a)	C (later)	1	
13(b)	B (at risk)	1	
13(c)	D (realisation)	1	
13(d)	A (amazed)	1	
13(e)	C (gathered)	1	

Question	Answer	Marks	Guidance
14	Re-read paragraphs 5–7, which contain phrases that tell us about the behaviour or feelings of the writer. Explain: - the <u>meaning</u> of the phrases as they are used in the passage - the <u>effect</u> of the phrases as they are used in the passage. The notes below are guidance: reward any plausible explanations. Candidates should be awarded marks for an appropriate response to the ‘effect’ part of the question, even if no marks are scored for the ‘meaning’ part.		
14(a)	‘sat there calmly aware of how innocent she was’ (line 29)		
	Meaning: the writer was feeling relaxed / not worried about her baby	1	
	Effect: conveys a sense of peace / relief	1	
14(b)	‘as though they were raindrops on a window pane’ (lines 42–43)		
	Meaning: crying continuously / her tears are running down her face / she can’t stop her tears flowing / her tears are wet / small / round (like raindrops)	1	
	Effect: it stresses the extent of her tears / crying / comparing them to rain (on a window pane) makes it more sad / depressing / it makes us more sympathetic	1	