



# Cambridge O Level

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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 50

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**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 **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.

**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><b>Identify and write down</b> the origin and development of paper production in former times, and the problems associated with paper production in modern times, as outlined in the passage.</p> <p>1 mark for each correct point to a maximum of 12 marks</p>	<b>12</b>	<p><b>For all points:</b></p> <ul style="list-style-type: none"> <li>– <i>examples (alone)</i></li> <li>– <i>the inclusion of examples without ‘for example’, ‘such as’, ‘like’, ‘including’ etc. to distinguish the example from the overarching point</i></li> </ul>
	<p><b>The origin and development of paper production in former times</b></p> <p><b>1 Given Point:</b> <i>first production occurred in China and was accidental</i></p>		
	<p><b>2</b> (There is archaeological evidence that paper made from rags was) deliberately manufactured // (There is archaeological evidence that paper made from rags was) manufactured for use by the (Chinese) military (almost 3000 years ago)</p>		<p><i>Complete lift of lines 3 – 5 ‘There... military’</i></p> <p><i>manufactured / made <b>by</b> the (Chinese) military</i></p>
	<p><b>3</b> systematic / standardised papermaking / process (of manufacturing in China)</p>		<p><i>Cai Lun, an inventor, standardised the composition of paper / adding mulberry tree bark to rags</i></p>
	<p><b>4</b> more (and more) uses for it (in China) // more uses were found (in China)</p>		<p><i>Song Dynasty...money / Tang Dynasty...tea bags (examples)</i></p>
	<p><b>5</b> (papermaking) techniques (had) spread (from China) to other countries</p>		<p><i>papermaking techniques had spread to Korea, Vietnam and Japan (alone)</i></p>

Question	Answer	Marks	Not Allowed Responses
1(a)	6 In <u>Arab countries</u> (papermaking) machines for bulk manufacturing were invented / designed (there)		<i>In Arab countries (papermaking) machines were installed in factories in many cities... (alone)</i>
	7 paper mills sprang up across / in <u>Europe</u> // paper was being made in <u>Europe</u> / all across the <u>European</u> continent		<i>paper mills were built in Spain (alone) printing important books / increase in learning in Europe</i>
	8 <u>only</u> wood was used (to make paper / it)		<i>wood was only used to make paper</i>
	9 machine which could produce paper at high speed / quickly (in large quantities, using a continuous belt to churn it out)		
	<b>The problems associated with paper production in modern times</b> 10 <b>Given point:</b> <i>the industry is heavily reliant on water</i>		
	11 forests / trees have been cut (down, reducing the diversity / variety of the forest / animal and plant life) // deforestation		<i>reforestation (alone)</i>
	12 harmful chemicals (used) to bleach / whiten (paper / it have become a source of environmental concern) // chemicals (used) to bleach / whiten (paper / it) have become / are a source of environmental concern		
1(a)	13 (environmental cost to) <u>filling</u> (our) landfill (sites) (with paper)		
	14 (when) paper / it degrades (on a landfill site), it emits methane (which is more toxic than other greenhouse gases) / toxic gas		
	15 de-inking / removing (printing) ink from paper / recycling uses chemicals which damage the environment / cause environmental problems // de-inking / removing (printing) ink from paper / recycling (paper) uses harmful chemicals		<i>de-inking is bad for the environment</i>
	16 (vast amounts of paper for business use has led to the problem of) secure storage of confidential data		<i>storage of data (alone)</i>

Question	Answer	Marks	Not Allowed Responses
1(b)	<p><b><u>Summary</u></b></p> <p><b>Now use your notes from 1(a) to write a summary of the origin and development of paper production in former times, and the problems associated with paper production in modern times, as outlined in the passage.</b></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>	<b>10</b>	

<b>Question 1(b) Summary – Task Fulfilment 10 marks</b>		
Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> <li>• All content included is relevant, with no unnecessary details/repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylistic linking devices</li> </ul>
Band 4	7–8	<p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details/repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul>
Band 3	5–6	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> <li>• Some of the content included is relevant, with unnecessary details/additions</li> <li>• Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</li> </ul>
Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> <li>• Content included is of limited relevance, with frequent unnecessary details/repetitions</li> <li>• Presentation of the points breaks down, with little coherence and lacking linking devices</li> </ul>
Band 1	1–2	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> <li>• Content included is of little relevance, with noticeably unnecessary details/repetitions</li> <li>• Little attempt to present the points with no concept of linking devices</li> </ul>
Band 0	0	<p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> <li>• A totally irrelevant response</li> <li>• Insufficient material to reward</li> </ul>

Question	Answer	Marks	Not Allowed Responses
2	<b>Re-read paragraphs 2, 4, and 5 and write down one piece of advice given by the writer from each of these paragraphs.</b>		
	<b>From paragraph 2:</b> Preservation of (these) historic books must be continued (if future generations are to appreciate them).	1	
	<b>From paragraph 4:</b> Education about wood conservation should take centre stage in all (our) schools.	1	<i>history books</i>
	<b>From paragraph 5:</b> We all need to think carefully (about) how we can minimise (our) use of paper.	1	



Question	Answer	Marks	Not Allowed Responses
3(a)	<p><b>From paragraph 1</b></p> <p><b>What decision had the writer’s son ‘expected’ his parents to make?</b></p> <p>to settle into / stay in a quiet / uneventful life (in the town where they / we had always lived) // to settle into / stay (in a quiet / uneventful life) in the town where they / we had always lived</p>	1	
3(b)	<p><b>The writer’s son was ‘about to be proved wrong’.</b></p> <p><b>In what way was he ‘about to be proved wrong’?</b></p> <p>they / his parents / we / the writer moved / were going to move / about to move (within weeks) to another country / to (a tiny) island (off the coast of another country) / to a far-distant place //</p> <p>they / his parents / we / the writer were going to live in / about to go to live (within weeks) in another country / on (a tiny) island (off the coast of another country) / in a far-distant place</p>	1	<p><i>they / his parents / we were going to another country (alone)</i></p> <p><i>he moved to another country etc</i></p> <p><i>lift of line 6 ‘as within weeks the move had been made’</i></p>

Question	Answer	Marks	Not Allowed Responses
4(a)	<p><b>From paragraph 2</b></p> <p><b>In what two ways was life at first ‘a delightful repetition of the holiday’ they had once spent on the island?</b></p> <p>(i) we / they swam (out) every day (to the middle of the bay)</p>	<b>1</b>	<i>we / they swam (alone)</i>
	<p>(ii) (in the evenings) we / they had dinner in a restaurant they remembered / knew / loved / used to go</p>	<b>1</b>	<i>we / they had dinner (near the harbour) in a restaurant (alone) any further content</i>
4(b)	<p><b>‘The bay spread out at eye-level around us.’ Why do you think the bay was at ‘eye-level’ around them?</b></p> <p>they / we were floating / swimming (with the sea / water up to their / our necks / head / eyes) //</p> <p>the sea / water was up to their / our necks / head / eyes // their / our necks / heads / eyes were on / at the same level as (the surface of) the sea / water</p>	<b>1</b>	<p><i>complete lift of line 8 ‘we swam out every day to the middle of the bay.’</i></p> <p><i>we / they were in the middle of the bay / out in the sea (alone)</i></p> <p><i><u>it</u> was up to their / our necks / head / eyes</i></p>

Question	Answer	Marks	Not Allowed Responses
4(c)	<p><b>The writer and his wife would have to ‘endeavour to gain approval.’ Explain in your own words what they would have to do.</b></p> <p>they / we would have to try /attempt / make an effort / strive / persevere / work (at) / do whatever it takes</p>	1	<p><i>examples of things they could do e.g., treat people well / be patient / be social (alone) suffer / struggle / put up with make a plan make (alone) / earn</i></p>
	<p>to be accepted / liked / welcomed / thought well of / thought highly of / respected / trusted //</p> <p>to get / win / gain acceptance / good opinion / the favour //</p> <p>to get / win / gain a place in the community / on the island / to fit in</p> <p>Do not insist on re-casting of ‘gain’ This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>ENDEAVOUR</b> and <b>APPROVAL</b>.</p> <p>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>for the locals to get used to them / not be wary of them</i></p> <p><i>endeavor – try approval – acceptance</i></p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>From paragraph 3</b></p> <p><b>The writer was ‘glad there was a hospital on the mainland’. What did he think might happen?</b></p> <p>he / I would / might hurt / damage / injure himself / myself gardening / digging (the baked dry earth) / getting a garden fork into the ground / earth //</p> <p>he / I would / might hurt / damage / injure himself / myself with the fork</p>	1	<p><i>the baked, dry earth had the density of concrete (alone)</i></p> <p><i>the earth / ground was hard (alone)</i></p> <p><i>there could be an accident (alone)</i></p> <p><i>it will affect his health / he will be stressed (alone)</i></p>

Question	Answer	Marks	Not Allowed Responses
5(b)	<b>In what two ways did the couple show they were ‘puzzled’?</b>  (i) their expressions / faces were bemused / confused // their expressions / faces showed they didn’t understand / see / know what was going on // their expressions / faces showed they didn’t understand / see why anyone would want to plant grass / something that wasn’t edible	1	<i>a couple / they leaned over the wall (alone)</i>
	(ii) they shook their heads (and moved on)	1	<i>they moved on (alone)</i>

Question	Answer	Marks	Not Allowed Responses
6(a)	<b>From paragraph 4</b>  <b>The writer says, ‘it always looked as though someone had rearranged the route’. What had happened to give this impression?</b>  the flowers / plants / vegetation (in the gardens / alleys) had grown / grew (higher overnight)	1	<i>trees</i>  <i>the flowers were higher (than the day before)</i>
6(b)	<b>Which short phrase tells us that the writer and his wife were succeeding in their determination to become real islanders?</b>  <b>Accept</b> one or more of the following: <ul style="list-style-type: none"> <li>• (Gradually,) our efforts were rewarded (by morning greetings ...)</li> <li>• (by morning) greetings from stallholders / customers</li> <li>• (and their) smiles, increasing in both number and friendliness, (were extremely encouraging)</li> </ul>	1	<i>were extremely encouraging (alone)</i>  <i>(by) morning greetings (alone)</i>

Question	Answer	Marks	Not Allowed Responses
7(a)	<p><b>From paragraph 5</b></p> <p><b>The café owner acted as a kind of ‘impromptu counsellor’. Explain in your own words how the café owner acted.</b></p> <p>he acted as / was (a) casual / unofficial // he provided / gave / offered unplanned / unscheduled / on the spur of the moment / spontaneously / whenever</p>	1	<p><i>when needed / while they were there</i></p> <p><i>unexpected / surprising</i></p> <p><i>quickly</i></p>
	<p>adviser / guide / mentor // guidance / help / assistance / advice // solved problems</p> <p>This is an <b>OWN WORDS</b> question. Key ideas are to be found in the words <b>IMPROMPTU</b> and <b>COUNSELLOR</b>. 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>unprofessional / unqualified / unpaid</i></p> <p><i>tour guide</i></p> <p><i>counselling</i> <i>wise man / teacher // listener</i></p> <p><i>wisdom</i> <i>writing letters / legal advice / college advice (text)</i></p> <p><i>answer questions</i></p> <p><i>impromptu – unplanned counsellor – guide</i></p>
7(b)	<p><b>Why do you think the café owner ‘chatted about this and that’ before asking people why they had come to see him?</b></p> <p>to make them (feel) confident / comfortable / relaxed / feel at home / at ease / less nervous / less anxious // to take away nervousness / anxiety / lack of confidence // to give confidence</p>	1	<p><i>to be friendly / make them feel welcome / to make friends</i> <i>he was a kind man</i> <i>he was a wise man.</i> <i>‘He was a kind as well as a wise man’</i></p>
7(c)	<p><b>When customers nodded a greeting to the writer and his wife, the other customers ‘always’ noticed. Give one word used earlier in the paragraph which conveys the same meaning as ‘always’.</b></p> <p>invariably</p>	1	

Question	Answer	Marks	Not Allowed Responses
8	<b>From paragraphs 1–5 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.</b>		
8(a)	D complained	<b>1</b>	
8(b)	A starting	<b>1</b>	
8(c)	C frequent	<b>1</b>	
8(d)	B plan	<b>1</b>	
8(e)	B cautious	<b>1</b>	

Question	Answer	Marks	Not Allowed Responses
9	<p>Re-read <b>paragraphs 2 and 4</b>, which contain phrases describing scenes in (i) the restaurant (ii) the street.</p> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>the <b>meaning</b> of each phrase as it is used in the passage</li> <li>the <b>effect</b> of each phrase as it is used in the passage.</li> </ul> <p>(a) 'all heads turned towards us' (b) 'Our next ploy was to be seen often in the village café'</p>		
9(a)	<p>'all heads swung towards us' (line 12)</p> <p><b>Meaning:</b> everyone / all the people / all the customers / all the locals looked / stared at them / us // everyone / all the people / all the customers / all the locals turned (their heads) to them / us</p> <p><b>Effect:</b> he / they / we were the centre of attention // he / they / we were conspicuous / were outsiders / were strangers // he / they / we didn't fit in // (he / they / we) felt intimidated / awkward / uncomfortable / unwelcome //</p> <p>people / the locals were interested in / curious (about) / wary of them / us</p>	1	<p><i>attracted attention</i></p> <p><i>the locals didn't like them / were hostile / intimidating / were unwelcome</i></p> <p><i>nervous / scared</i></p> <p><i>surprised</i></p> <p><i>we realised our position on the island was not what it had been (during our first visit there) (from text)</i></p>

Question	Answer	Marks	Not Allowed Responses
9(b)	'shafts of gold' (line 27)		
	<b>Meaning:</b> (rays / beams / stripes of) sunlight / sun / sunshine (coming through the gaps) // light	1	<i>street lights / flowers</i>
	<b>Effect:</b> beauty / warmth // precious / special (place / scene / square / street / island) // (the) brilliance (of the place / scene / square / street / island) // (the place / scene / square / street / island) makes them / us feel happy / relaxed / positive	1	<i>it was a good day</i>  <i>the sun / it was bright (alone)</i>  <i>it was early in the morning</i>