



Cambridge O Level

ENGLISH LANGUAGE

1123/01

Paper 1 Reading

For examination from 2024

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **16** pages. Any blank pages are indicated.

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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 1

This question tests the following reading assessment objectives (16 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R1	1
1(b)	R1	2
1(c)	R1	2
1(d)	R1	2
1(e)	R2	1
1(f)	R2	3
1(g)(i)	R1	1
1(g)(ii)	R1	1
1(h)	R2	3
Total		16

Question	Answer	Marks	Guidance
1(a)	<p>In what way is the structure of redwood trees ‘the opposite of most trees’ (line 2)?</p> <ul style="list-style-type: none"> branches do not get smaller towards the top (of the tree) / branches get larger towards the top (of the tree) / branches grow (increasingly) more complicated towards the top (of the tree) / more massive towards the top (of the tree) 	1	
1(b)	<p><u>Using your own words</u>, explain what the text means by ‘ancient giant of the forest’ (line 3).</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase.</p> <p>The tree / Nameless is:</p> <ul style="list-style-type: none"> very old huge / very tall 	2	
1(c)	<p>Give <u>two</u> features of the enormous trunk of Nameless that would make it difficult to begin to climb this particular tree (lines 5–9).</p> <ul style="list-style-type: none"> bark is soft and crumbly no branches on its lower reaches 	2	Do not credit cylinder / enormous
1(d)	<p>Give <u>two</u> details that show the ‘relentless speed’ (line 18) with which a redwood tree can grow, according to the text.</p> <ul style="list-style-type: none"> a redwood can grow from a seed into a tree that’s (an astonishing) 16 metres tall in (just) its first 20 years (of life) / in (just) its first 20 years (of life), a redwood can grow in height by nearly a metre annually it can exceed 75 cm in diameter (at chest height) in fewer than 60 years 	2	
1(e)	<p>Explain what Mo is thinking when he ‘looked again at the lowest branch of a smaller tree standing next to Nameless’ (line 22)?</p> <ul style="list-style-type: none"> Mo is thinking about whether he can get up Nameless that way / planning to use it to access Nameless 	1	

Question	Answer	Marks	Guidance
1(f)	<p>(i) How does Mo feel about trying to climb Nameless (lines 22–34)? (ii) Give <u>two</u> details from the text to support your answer.</p> <p>Reward any positive feeling however expressed:</p> <ul style="list-style-type: none"> positive / determined / excited / confident / enthusiastic / sees it as a challenge to be faced (1) <p>Any two details from:</p> <ul style="list-style-type: none"> Mo leaps into the smaller tree without warning / Mo leaps into the smaller tree without hesitation (1) Ten minutes later, Mo arrived at the top of the smaller tree / Mo only takes 10 minutes to get to the top of the smaller tree so he can start the climb quickly (1) Mo did not give up when faced with a seemingly impossible task at the start / Mo studied the situation (1) 	3	
1(g)(i)	<p>During his climb, Mo discovered a problem which he had not seen when he was on the ground.</p> <p>What was the problem?</p> <ul style="list-style-type: none"> There was a gap between the trees / it wasn't possible to walk across from one tree to the other 	1	
1(g)(ii)	<p>What did Mo decide to do to solve the problem?</p> <ul style="list-style-type: none"> to jump from one tree to the other 	1	Do not credit: edge closer / focus his mind / think the gap was not large / force his hand

Question	Answer	Marks	Guidance
1(h)	<p>Explain <u>using your own words</u> Marwood’s different feelings about Mo climbing Nameless.</p> <p>Give <u>three</u> details from anywhere in the text to support your answer.</p> <p>Marwood feels:</p> <ul style="list-style-type: none"> • at first is: amazed / can’t believe Mo’s going to try to climb it [You aren’t going to try to climb it, are you?’ asked Marwood incredulously.] • increasingly: scared / nervous, worried, he doesn’t think it is a good idea, thinks Mo is being stupid [‘I really don’t think that’s very smart,’ Marwood warned from below] • becomes: angry that Mo is putting him through this [‘I can’t watch,’ Marwood shouted furiously from below] • by the end is: pessimistic / sure something awful is going to happen [‘I can’t watch,’ ... and closed his eyes] <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> • 3 marks for an explanation which shows a secure understanding of Marwood’s different feelings • 2 marks for an attempt at an explanation which shows some understanding of the different feelings Marwood has • 1 mark for some awareness of how Marwood feels. The explanation may be partial. <p>The explanation must be predominantly in the candidate’s own words.</p>	3	

Question 2

This question tests the following reading assessment objective (9 marks)

R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Assessment objectives tested	Marks for assessment objectives
2(a)	R4	1
2(b)	R4	1
2(c)	R4	2
2(d)	R4	2
2(e)	R4	3
Total		9

Question	Answer	Marks	Guidance
2(a)	<p>Read this extract from the text:</p> <p>‘He felt gravity go to zero. The world stopped. Mo watched the branch of the large redwood approach in slow motion and saw his fingers extend towards it.’ (lines 45–46)</p> <p>What does the writer want to suggest to us about the situation at this point in the story?</p> <ul style="list-style-type: none"> • critical/tense moment / anything could happen / dramatic moment / turning point / potential for disaster / risking his life 	1	
2(b)	<p>Explain why the writer uses the word ‘stronger’ rather than ‘strong’ in the expression ‘a stronger branch’ (line 49).</p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • shows Mo is still not safe even after landing / branch he landed on was weak and likely to break <p>OR</p> <ul style="list-style-type: none"> • suggests that none of the branches are safe or strong – all have the potential to break; can make his position slightly safer but not safe <p>OR</p> <ul style="list-style-type: none"> • the branch is comparatively stronger / stronger in relative terms, but not strong (in absolute terms) 	1	
2(c)	<p>What <u>two</u> impressions does the writer want to convey to the reader in the sentence:</p> <p>‘There was foliage everywhere – above, below, and on all sides – layer upon layer of leaves, like tents within tents.’ (lines 51–52)?</p> <p>Award one mark for each up to a maximum of two marks:</p> <ul style="list-style-type: none"> • totally surrounded (by leaves and greenery) / being in the middle (of the leaf canopy) • thickness of leaves / sense of protection / shelter • difficult to get through the layers of leaves / each time you break out of one space you are in another bigger one 	2	

Question	Answer	Marks	Guidance
2(d)	<p>Read this sentence from the text: ‘Climbing upwards slowly and steadily through the labyrinth, Mo lost sight of the ground.’ (lines 53–54)</p> <p>What effect does the writer suggest about the tree by using the word ‘labyrinth’ to describe it?</p> <p>Award one mark for each up to a maximum of two marks:</p> <ul style="list-style-type: none"> • complexity / elaborate structure • disorientating design / maze-like / confusing • heroic classical quest / trap or threat within / in another world • confusing / hard to find your way through / easy to get lost / no clear way through 	2	

Question	Answer	Marks	Guidance
2(e)	<p>Identify <u>one example</u> of how the writer uses language effectively to convey Mo’s feelings after Mo has lost sight of the ground (lines 54–59 ‘It felt as if ... sunlight.’)</p> <p>Explain the impression the writer creates in the example you have identified.</p> <p>Responses might use any of the following relevant choices:</p> <ul style="list-style-type: none"> • as if he was passing through a membrane: moving through a barrier, breaking a cell wall, reminiscent of birth / hatching • entering another world: discovering a new planet, coming out into a different medium, space exploration, adventure • senses were overwhelmed: incapable of processing all the different sensations; bombarded and defenceless, as if buried or drowned beneath a huge mass of something • flaky, grey-green, and brownish plants: indistinct murky colours of unidentified vegetation that breaks away easily, making identification difficult, unfamiliar and unsettling • drippy, frizzy, stringy and hairy: thin but prolific, trailing and curling in all directions, sense of struggling to describe the uncontrolled living mess of vegetation • lacework of branches: criss-crossed limbs of the redwood creates gaps, delicate and beautiful as if crafted • glowed (with varied shades of green): radiating light from within, sense of warmth and satisfaction 	3	

Question	Answer	Marks	Guidance
2(e)	<p>Award up to 3 marks.</p> <p>3 marks for:</p> <ul style="list-style-type: none">• clear understanding of how writer achieves intended effect• relevant example precisely identified / example identified by accurate labelling <p>2 marks for:</p> <ul style="list-style-type: none">• some understanding of how writer achieves intended effect• relevant example precisely identified / example identified by accurate labelling <p>1 mark for:</p> <ul style="list-style-type: none">• relevant example precisely identified / example identified by accurate labelling		

Question 3(a)

This question tests the following reading assessment objectives (10 marks)

R1 demonstrate understanding of explicit meanings

R5 select and use information for specific purposes

and the following writing assessment objectives (10 marks)

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

Question	Answer	Marks	Guidance
3(a)	<p>Summarise what would appeal most to guests about a stay at the Treehotel, according to Text B.</p> <p>You must <u>use continuous writing</u> (not note form).</p> <p>Use your own words where appropriate.</p> <p>Avoid copying long sections of the text.</p> <p>Your summary should be no more than 150 words.</p> <p><u>Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u></p> <p>Use the Marking Criteria for Question 3 (Table R, Reading and Table W, Writing).</p> <p>INDICATIVE READING CONTENT</p> <p>Candidates may refer to any of the points below:</p> <ol style="list-style-type: none"> 1 relaxing (place) / calming / switch off 2 (looking at) the landscape / viewing platform 3 living out childhood dream 4 forest location / getting back to nature 5 innovative design(s) / amazing architecture 6 feel like you are entering another world 7 underfloor heating / accommodation is warm in winter 8 no one can see into the accommodation / the accommodation is private 9 option to sleep in open without being bitten by mosquitoes 10 range of different treehouses / collection of different treehouses 11 window in the ceiling / 360-degree views (from inside) 12 village walking tours / meeting locals 13 built sustainably / environmentally friendly (toilet) / built with sensitivity to wildlife / built on land originally sold from logging 	20	

Marking criteria for Question 3(a)**Table R, Reading**

Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> A wide range of relevant ideas (R1) Ideas are skilfully selected and used (R5)
4	7–8	<ul style="list-style-type: none"> A good range of relevant ideas (R1) Ideas are carefully selected and used (R5)
3	5–6	<ul style="list-style-type: none"> A range of relevant ideas (R1) Relevant ideas selected; may include excess material (R5)
2	3–4	<ul style="list-style-type: none"> Some relevant ideas used; may include indiscriminate selection (R1 and R5)
1	1–2	<ul style="list-style-type: none"> Some ideas referred to; limited evidence of selection (R1 and R5)
0	0	<ul style="list-style-type: none"> No creditable content

Table W, Writing

Use the following table to give a mark out of 10 for writing.

Level	Marks	Description
5	9–10	<p>A relevant response that is expressed clearly, fluently and mostly with concision.</p> <ul style="list-style-type: none"> The response is well organised. (W2) The response is the candidate's own words and/or structures where appropriate with a range of vocabulary which clarifies meaning. (W3)
4	7–8	<p>A relevant response that is expressed clearly with some areas of concision.</p> <ul style="list-style-type: none"> The response is organised. (W2) The response is the candidate's own words and/or structures where appropriate. (W3)
3	5–6	<p>A relevant response that is generally expressed clearly.</p> <ul style="list-style-type: none"> There is some evidence of organisation. (W2) The response is mainly the candidate's own words and/or structures where appropriate. (W3)
2	3–4	<p>A relevant response that can generally be followed.</p> <ul style="list-style-type: none"> There are areas of the response expressed in the candidate's own words and/or structures. (W2 and W3)
1	1–2	<p>The response lacks clarity.</p> <ul style="list-style-type: none"> There is occasional use of own words and/or structures. (W2) There may be long explanations or the response may be brief. (W3)
0	0	<ul style="list-style-type: none"> No creditable content.

Question 3(b)

This question tests the following reading assessment objective (5 marks)

R2 demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Notes
3(b)	<p>Imagine you are Kent Lindvall, one of the owners of the hotel.</p> <p>You are interviewed by a local news programme about the effect that hotels are having on the forest environment.</p> <p>Give your answer to the interviewer’s question, using information from the text.</p> <p><u>Interviewer’s question:</u> Some local people think that the Treehotel might have a negative effect on our forest environment.</p> <p>What is your opinion and why?</p> <p>INDICATIVE CONTENT</p> <p>Responses might use any of the following ideas.</p> <p>A1: Kent Lindvall believes the Treehotel will not have a negative effect and/or is likely to have a positive effect on the forest environment because:</p> <ul style="list-style-type: none"> • Land was bought from someone planning to use it for logging [development of point: trees would have been cut down otherwise / saved the land from logging / preserved land for the future] • Treehotel was built sustainably / built with features to guard against damage to wildlife [development of point: not just concerned about local environment, also wider commitment to environment] • Activities allowed are not environmentally damaging / activities like snowmobile safaris are not allowed / sociable/friendly walking tours to meet locals are encouraged [development of point: noise pollution avoided / guests are guided and/or follow set routes for walks / guests develop understanding of feelings of community around the forest] 	5	

Question	Answer	Marks	Notes
3(b)	<ul style="list-style-type: none"> • Lindvalls are deeply committed to forest environment [development of point: not in their interests to spoil the environment since that is part of the appeal of the hotel / hotel offers an opportunity to share passion for environment with guests and educate them] • Aesthetically pleasing designs were carefully planned by architects / hotel rooms are well-hidden [development of point: complement the environment / do not spoil the views] • Limited facilities / only 5 accommodation pods / sharing owner's facilities [development of point: no future development planned so will not be the worry of future impact / not adding wasteful shower blocks / cooking facilities – energy efficient] 		

Table R, Reading

Use the following table to give a mark out of 5 for reading.

Level	Marks	Description
3	4–5	<ul style="list-style-type: none"> • Consistent and relevant perspective offered. • Ideas are developed and supported.
2	2–3	<ul style="list-style-type: none"> • Generally relevant perspective offered. • Some attempt to support or develop.
1	1	<ul style="list-style-type: none"> • Some awareness of opinion or attitude.
0	0	<ul style="list-style-type: none"> • No creditable content.

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