



## Cambridge O Level

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ENGLISH LANGUAGE

1123/21

Paper 2 Reading

May/June 2020

MARK SCHEME

Maximum Mark: 50

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**Published**

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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This document consists of **11** 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.

**Subject specific marking principles**

| <b>Compulsory Annotations</b>                          | <b>When to use</b>  |
|--|---|
| <b>Tick</b><br><i>this is the main annotation tool</i> | to show <ul style="list-style-type: none"> <li>• correct response or merit (but not relevance in <b>Question 1(b)</b>)</li> <li>• example of coherence in <b>Question 1(b)</b></li> </ul>                     |
| <b>Large green dot</b>                                 | <ul style="list-style-type: none"> <li>• relevant point in <b>Question 1(b)</b></li> </ul>  |
| <b>T</b> (in a box): Text box                          | to show <ul style="list-style-type: none"> <li>• how the mark for <b>Question 1(b)</b> has been reached</li> <li>• mark awarded where a correct answer has been crossed out with no second attempt</li> </ul> |
| <b>Seen</b>  | <ul style="list-style-type: none"> <li>• to indicate where applicable every screen in the question booklet has been seen, e.g. where there is no tick because a response is incorrect.</li> </ul>             |
| <b>Optional Annotations</b>                            | <b>When to use</b>  |
| <b>REP</b>   | <ul style="list-style-type: none"> <li>• repetition of summary point in <b>Question 1(a)</b></li> <li>• <b>not</b> to be used in <b>Question 1(b)</b></li> </ul>  |
| <b>BOD</b>   | <ul style="list-style-type: none"> <li>• benefit of the doubt</li> </ul>  |
| <b>Slash</b>   | <ul style="list-style-type: none"> <li>• use to separate out responses when there is more than one</li> </ul>   |

| Question                           | Answer  | Marks     |
|------------------------------------|---|-----------|
| <b>Section1: Reading for Ideas</b> |   |           |
| 1(a)                               | <p><b>Identify and write down how coconut trees and coconuts are used, and the problems associated with the production of coconut trees and coconuts, as outlined in the passage.</b><br/>one mark for each correct point to a maximum of 12 marks<br/>Award points in any order.</p> | <b>12</b> |
|                                    | <p><b>How coconut trees and coconuts are used</b><br/><b>1</b> <i>to make food (given)</i></p>  |           |
|                                    | <b>2</b> to make drink(s)   |           |
|                                    | <b>3</b> in the beauty industry   |           |
|                                    | <b>4</b> leaves (are woven together to) thatch roofs  |           |
|                                    | <b>5</b> timber / trunks make houses / boats / bridges / huts   |           |
|                                    | <b>6</b> coir / fibre from husks (is ideal) for manufacturing   |           |
|                                    | <b>7</b> (used in certain) religious ceremonies   |           |
|                                    | <b>8</b> appear in coats of arms // displayed as national emblems   |           |
|                                    | <p><b>The problems associated with the production of coconut trees and coconuts</b><br/><b>9</b> <i>(In some countries) a new kind of bacteria is wiping out (coconut) trees (given)</i></p>  |           |
|                                    | <b>10</b> seed vaults are less successful with coconut seeds (than with other fruits)   |           |
|                                    | <b>11</b> trees take around five years to mature  |           |
|                                    | <b>12</b> harvesting by hand very dangerous   |           |
|                                    | <b>13</b> farmers don't have money to invest in seed vaults   |           |
|                                    | <b>14</b> initiatives (designed) to help workers (in the coconut industry) are slow to filter through   |           |
|                                    | <b>15</b> contain lower amounts of antioxidants than vegetables and other fruit   |           |
|                                    | <b>16</b> oil contains (even) high(er) levels of saturated fats (than butter) // likely to increase 'bad' cholesterol // likely to increase the kind of cholesterol which causes heart disease and stroke   |           |
|                                    | <b>17</b> many calories // coconut consumption is likely to result in weight gain   |           |

| Question  | Answer  | Marks     |
|---|---|-----------|
| <p><b>Additional information</b></p> <p>Candidates should be awarded marks for giving overarching points from the text as outlined in the Mark Scheme. If an overarching point is given with an additional example which is clearly indicated as an example by the use of a word or expression such as ‘for example’ or ‘like’, then take this an overarching point having been given and award the mark. However, if examples are given as if they <b>are</b> the overarching points, then withhold the mark. Take commas, semi-colons, colons, dashes and brackets as indicating an example which spoils the overarching point.</p> |   |           |
| 1(b)  | <p><b><u>Summary</u></b></p> <p><b>Now use your notes from 1(a) to write a summary of how coconut trees and coconuts are used, and the problems associated with the production of coconut trees and coconuts, 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> |

| Question | Answer                                    |      | Marks  |  |
|----------|---|------|--|--|
| 1(b)     | <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 stylish 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 detail / 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    |
|----------|---|----------|
| 2        | <b>Re-read paragraphs 4, 5, and 6, and give one opinion from each of these paragraphs.</b><br><br>Paragraph 4: (although) using animals in this way is undoubtedly cruel. | <b>1</b> |
|          | Paragraph 5: (Obviously,) everyone hopes this situation will change (in the near future.)   | <b>1</b> |
|          | Paragraph 6: it is clear that some people are being taken in (by clever marketing)  | <b>1</b> |

| Question  | Answer   | Marks    |
|---|--|----------|
| <b>Section 2: Reading for Meaning</b>   |  |          |
| 3(a)  | <b>From paragraph 1</b><br><b>What did the writer often do when she was a little girl?</b><br><br>Run / scarper / dash off // be on the move                         | <b>1</b> |
| 3(b)  | <b>What was the mother’s ‘constant prediction’?</b><br><br>That the writer / she would get lost<br><b>Allow</b><br>She got lost                                      | <b>1</b> |
| 3(c)  | <b>The writer was ‘fearsomely but thrillingly alone’. Explain in your own words how she felt.</b><br><br>she was afraid / apprehensive / terrified                   | <b>1</b> |
|   | but also<br>happy / delighted / pleased / excited<br><br><b>Allow</b><br>any paraphrases which capture the idea of two conflicting, simultaneous feelings / emotions | <b>1</b> |
| This is an OWN WORDS question. Key ideas are to be found in the words FEARSOMELY and THRILLINGLY. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context. |  |          |

| Question | Answer   | Marks    |
|----------|--|----------|
| 4        | <b>From paragraph 2</b><br><b>The writer says: ‘I would have to look after myself.’ Give the expression used later in the paragraph which conveys the same idea.</b><br><br>Left to my own devices (what would I eat?) | <b>1</b> |

| Question | Answer  | Marks    |
|----------|---|----------|
| 5        | <b>From paragraph 3</b><br><b>Why did the writer run away from home later in childhood?</b><br><br>A meal I / she didn’t want AND a disagreement about clothing | <b>1</b> |



| Question | Answer   | Marks    |
|----------|--|----------|
| 6(a)(i)  | <b>From paragraph 4</b><br><b>(i) What was the 'small, misty, white bundle'?</b><br><br>The writer's / her baby sister // a baby (with auburn hair)          | <b>1</b> |
|          | <b>(ii) Why do you think the writer describes the bundle as 'misty'?</b><br><br>She saw it / her through frosted glass / the glass (in the door) was frosted | <b>1</b> |
| 6(b)     | <b>Why do you think the writer let the door 'slam with a satisfying thud'?</b><br><br>(to show) she was angry  | <b>1</b> |

| Question   | Answer   | Marks    |
|--|--|----------|
| 7(a)   | <b>From paragraph 5</b><br><b>Explain why it was ironic that the writer 'stopped at the crossroads.'</b><br><br>it was as far as she was allowed to go (alone) // it was her boundary // she wasn't allowed to go beyond the crossroads / it | <b>1</b> |
|  | but she was running away from home (to be free)  | <b>1</b> |
| <p>Look for (i) the idea of the crossroads representing rules or prohibition which contrasts with (ii) the idea of her breaking free / rules.<br/>Although both ideas are needed to bring out the full meaning of irony allow marks to be awarded separately, e.g. it was as far as she was allowed to go (alone) = 1<br/>She was running away from home (alone) = 1</p> |  |          |
| 7(b)   | <b>Which two things about her mother's appearance show how upset she was?</b><br><br>(She had run from the house in) her bare feet   | <b>1</b> |
|  | Her face was wet with tears  | <b>1</b> |
| 7(c)   | <b>When the writer was found, what did her mother do which surprised the writer?</b><br><br>she embraced her // she murmured 'Don't go,' in my / her hair  | <b>1</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 8        | <p><b>From paragraph 6</b></p> <p><b>'her grip on my shoulder transmitted her awareness that I was always going to leave' Explain in your own words what is happening here.</b></p> <p>The grip on the shoulder / holding the shoulder tightly</p> <p>sent (to) // passed (on) // showed</p> | 1     |
|          | <p>knowledge / realisation / understanding that her daughter would leave one day</p>   | 1     |

This is an OWN WORDS question. Key ideas are to be found in the words TRANSMITTED and AWARENESS. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.

| Question | Answer   | Marks |
|----------|--|-------|
| 9        | <p><b>From paragraphs 1–5</b></p> <p><b>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.</b></p> |       |
| 9(a)     | C (way)  | 1     |
| 9(b)     | A (empty)  | 1     |
| 9(c)     | B (desperately)  | 1     |
| 9(d)     | C (stiff)  | 1     |
| 9(e)     | D (wait)   | 1     |

| Question   | Answer   | Marks    |
|--|--|----------|
| 10   | <p>Re-read paragraphs 3 and 4, which contain phrases about (a) the writer's coat and (b) the writer's shoes.<br/>Explain:</p> <ul style="list-style-type: none"> <li>• the <u>meaning</u> of each phrase as it is used in the passage</li> <li>• the <u>effect</u> of each phrase as it is used in the passage.</li> </ul> |          |
| <p>Reward any plausible explanations.</p> <p>Candidates should be awarded a mark for an appropriate response to the 'effect' part of the question, even if no mark is scored for the 'meaning' part, and vice versa.</p> |  |          |
| 10(a)  | <p><b>'fastening the brown buttons, one by decisive one.'</b> (lines x)</p> <p><b>Meaning:</b> she did / buttoned up her coat</p>  | <b>1</b> |
|  | <p><b>Effect:</b> shows her determination // she had made up her mind</p>  | <b>1</b> |
| 10(b)  | <p><b>'my shoes scuffed – always scuffed no matter how often they were polished'</b> (line y)</p> <p><b>Meaning:</b> her shoes were always worn / damaged / marked / never looked smart (even though they were polished often)</p>   | <b>1</b> |
|  | <p><b>Effect:</b> shows she was(an) active/ boisterous / untidy / adventurous (child)</p>  | <b>1</b> |