



Cambridge O Level

ENGLISH LANGUAGE

1123/22

Paper 2 Reading

October/November 2022

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.

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	<p>Identify and write down the advantages of cinemas, and the advantages of streaming, as outlined in the passage.</p> <p>1 mark for each correct point to a maximum of 12 marks</p> <p>Advantages of cinema 1 Given point: huge screens (make the film come alive)</p>	12	<p>For all points:</p> <p>– examples (alone)</p> <p>– the inclusion of examples <u>without</u> ‘for example’, ‘such as’, ‘like’, ‘including’, etc. to distinguish the example from the overarching point</p>
	<p>2 surround sound (enriches/improves the depth of sound reproduction, whether dialogue, music or special effects) //</p> <p>speakers (behind the listener) create the sensation/feeling of sound coming from all directions/everywhere</p>		<p>enriches/improves the depth of sound reproduction, whether dialogue, music or special effects (alone)</p>
	<p>3 (sometimes modern) cinemas/they/the experience/furnishings is/are comfortable/luxurious/cosy/sumptuous/deluxe/relaxing //</p> <p>reclining seats, pillows and blankets make the experience comfortable/luxurious/cosy, etc.</p>		<p>modern cinemas are sometimes furnished with reclining seats/pillows/blankets (examples alone)</p> <p>comforting</p> <p>furniture for ‘furnishings’</p>
	<p>4 (the shared experience of) being part of an audience //</p> <p>being collectively immersed/involved/engrossed/absorbed (in the film)</p>		<p>the shared experience (alone)/ being immersed in the film (alone)</p>
	<p>5 a memorable/unforgettable/special evening/afternoon (out)/trip/occasion/experience/time (with family/friends/children) //</p> <p>going to the cinema is memorable/creates memories/is special</p>		<p>cinema is memorable/special/unforgettable (alone)</p> <p>(a) memorable moment(s)</p> <p>wonderful/amazing</p>
	<p>6 (no interruptions offers total) escapism/relaxation</p> <p>// (can) relax/leave everything behind/switch off</p>		<p>no interruptions (alone)</p> <p>peaceful/calming</p>
	<p>7 (audiences can be) part of a (long) tradition</p>		<p>silent films/computer generated images, etc. (examples alone)</p>

Question	Answer	Marks	Not Allowed Responses
1(a)	8 <u>pre</u> -release hype/ <u>pre</u> -release publicity of (cinema) films is (often) accompanied by merchandise //		pre-release hype (alone)
	<u>pre</u> -release hype/ <u>pre</u> -release publicity of (cinema) films heightens anticipation/excitement //		films are accompanied by merchandise (alone)
	merchandise <u>before</u> the film is released heightens anticipation/excitement		clothing/stationery/gadgets (examples alone)
	Advantages of streaming 9 Given point: several people can access a single streaming account		
10 cheap(er)/less expensive (than going to the cinema) //	10 cheap(er)/less expensive (than going to the cinema) //		money saved can make a significant difference to large families/those on a low income
	a (whole) month of streaming costs the same as a (single) cinema ticket		any further content
	11 can be done/used on any/many/several/multiple device(s)		options for watching films are multiplied (alone)
	12 film(s) can be watched/accessed in a variety of/many/several places //		you can use your account on a smart television/tablet/smart phone (examples)
	film(s) can be watched/accessed anywhere with internet/Wi-Fi (connection)		films can be watched in a café/on a train (examples alone)
	13 (watching/streaming a film) can be done at any time		(because only an internet connection is required) films can be watched anywhere/everywhere
	14 (busy people/parents have the opportunity to/can) serialise a film/watch a film in stages/sections/over a period of time //		watch a film in the middle of the night (example alone)
	not necessary to watch a film in one sitting		lift 40–42 'For people such as these... opportunity to serialise a film'
			watch a film in half hour stages/over a few evenings (examples)

Question	Answer	Marks	Not Allowed Responses
1(a)	15 'binge' view(ing)/binge watch(ing) // binge the series/episodes // watch the/a (whole film) series/every episode over a few days/in a short time		streaming services make a film series/release each episode at the same time (alone) binge (alone) binge-view/binge the show /film
	16 (the possibility of) catching up (on something/a film/a series/episode you've missed)		

Question	Answer	Marks	Not Allowed Responses
1(b)	<p><u>Summary</u></p> <p>Now use your notes from 1(a) to write a summary of the advantages of cinemas, and the advantages of streaming, as outlined in the passage.</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>	10	

Question 1(b) Summary – Task Fulfilment 10 marks		
Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> • 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	<p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> • 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	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> • Some of the content included is relevant, with unnecessary details/repetitions • Satisfactory presentation of the points, with limited fluency and coherence and occasional misuse of linking devices.
Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> • 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	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> • Content included is of limited relevance, with noticeably unnecessary details/repetitions • Little attempt to present the points with no concept of linking devices.
Band 0	0	<p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> • A totally irrelevant response • Insufficient material to reward.

Section 2: Reading for Meaning

Question	Answer	Marks	Not Allowed Responses
2	<p>Re-read paragraphs 3, 5, and 7 and write down one piece of advice given by the writer from each of these paragraphs.</p> <p>Paragraph 3: (although) avoid the temptation to buy too many unhealthy snacks in the foyer(!)</p>	1	
	<p>Paragraph 5: (but) don't forget to wear headphones (to avoid disturbing other passengers) or wear headphones to avoid disturbing other passengers</p>	1	
	<p>Paragraph 7: (In fact, it is recommended to) sign up to a streaming account (for this very reason)</p> <p>Allow 'for this very reason' – to binge-view or to binge-view the (whole) series or to watch/binge-view the (whole) series over a few days</p>	1	

Question	Answer	Marks	Not Allowed Responses
3(a)	<p>From paragraph 1</p> <p>What was the first sign to passengers on the ferry that they were approaching land?</p> <p>the ferry/it sounded its hooter // the hooter was sounded // the sound of the hooter</p>	1	<p>even with a correct answer: the ship swayed/ diesel-scented air/ we/they were thrown against the other passengers</p> <p>the ferry made a noise</p>
3(b)	<p>Why were the writer and his wife 'thrown against the other passengers'?</p> <p>the ship swayed/rocked/moved from side to side/tilted/swung/rolled</p>	1	<p>lift of lines 1–2 'The ship swayed and diesel-scented air blew over us/them'</p> <p>the waves were rough/high</p>

Question	Answer	Marks	Not Allowed Responses
3(c)	<p>What did the writer and his wife assume ‘was true’?</p> <p>(that) the harbour was in sight/in view/could be seen // (that) a child could see the harbour</p>	1	<p>a child said/called out the harbour was in sight</p> <p>the harbour was close/near (alone)</p> <p>even with a correct answer: trapped between a lorry (was) loaded with vegetables or there was a car with a family of seven inside and a pile of cardboard boxes on top or they were/he was in a strange country</p>
3(d)	<p>Why does the writer describe his wife as ‘showing remarkable thought-reading talent’?</p> <p>his wife/she repeats/says/puts into words/tells (him) what he has been thinking/is feeling //</p> <p>(when) he is aware of/thinks about being a foreigner/in a strange country/an outsider (and) his wife/she says/tells him she feels like an outsider/foreigner/the same (way)</p> <p>Look for the wife verbalising his thoughts</p>	1	<p>his wife/she could read his mind/thoughts (alone)</p> <p>the writer/his wife/they was/were thinking the same thing (alone)</p> <p>lift of lines 5–7 ‘(But) I/he was aware of being a foreigner ... said my/his wife, showing remarkable thought-reading talent’</p> <p>she repeats/says, etc. what he says</p> <p>any suggestion that the writer spoke</p> <p>she could tell what he was thinking (not verbal)</p>

Question	Answer	Marks	Not Allowed Responses
4	<p>From paragraph 2</p> <p>‘Would it be a disaster?’ What is the ‘disaster’ the writer is referring to?</p> <p><u>not</u> being accepted/<u>not</u> being welcomed //</p> <p>(if) they were <u>not</u> accepted/did <u>not</u> fit in/were <u>not</u> welcomed //</p> <p><u>not</u> adapting/<u>not</u> integrating/<u>not</u> fitting in/<u>not</u> being able to settle //</p> <p>being/remaining outsiders/foreigners</p> <p>Allow they are rejected</p> <p>OR</p> <p>having to leave at the end of/(with)in the year //</p> <p>leaving at the end of/(with)in the year with sadness/regret</p> <p>Note: Some time qualification is necessary with ‘leave’/‘leaving’</p>	1	<p>contradictory answers, e.g. being accepted and/or having to leave at the end of the year //</p> <p>being accepted or not being accepted</p> <p>if/whether they would be accepted (or not)</p> <p>would we/they be accepted by the local community?</p> <p>would we/they be leaving at the end of a year?</p> <p>would we/they be full of sadness/regret?</p> <p>they would leave (alone)</p> <p>they would leave with sadness and regret (alone)</p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>From paragraph 3</p> <p>‘Sunlight streamed into the hold’. What do you think had just happened?</p> <p>the door(s)/gate(s)/exit/front (of the hold/ship) opened/was/were opening</p>	1	<p>The hold opened</p> <p>Windows</p> <p>It was time to disembark (alone)</p>
5(b)	<p>‘We moved cautiously past the revving bikes and roaring lorries’. Give one word used later in the paragraph which conveys the idea of ‘moved cautiously’.</p> <p>edged</p> <p>Allow use of a correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. the word is edged.</p>	1	

Question	Answer	Marks	Not Allowed Responses
5(c)	<p>Some passengers were ‘quite unaware that their embracing was completely blocking the exit’. Explain in your own words how the behaviour of these passengers was completely blocking the exit.</p> <p>they didn’t know/see/realise/recognise/notice/understand // they were oblivious/clueless/inattentive/unconscious</p>	1	<p>they were not aware/being inconsiderate/not thinking of others/did not care</p> <p>ignored</p> <p>forgot where they were/their surroundings</p> <p>they were engrossed/absorbed (alone)</p>
	<p>(that their) hugging/cuddling/putting their arms round/to (their relatives)</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words UNAWARE and EMBRACING. 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 paraphrasing of ‘completely blocking the exit’</p>	1	<p>greeting/meeting/welcoming</p> <p>showing affection</p> <p>unaware – oblivious embracing – hugging</p>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p>From paragraph 4</p> <p>The bus driver was ‘saying repeatedly that he was innocent’. What exactly is he being accused of?</p> <p>driving/crashing/colliding/running/(his/the/a bus) into a (metal litter) bin //</p> <p>hitting/crashing the bin (with his bus/bumper)</p>	1	<p>lift of line 23 ‘In front of us was a bus...into a large metal litter bin’</p> <p>lift of lines 34–35 ‘the driver had caught the bumper on the litter bin by taking the turn too wide’</p> <p>careless/dangerous driving (alone)</p> <p>bumping into the bin (too weak)</p> <p>crashing the bus (alone)</p> <p>damaging the bin/having an accident with the bin (alone)</p> <p>any suggestion it was deliberate</p>

Question	Answer	Marks	Not Allowed Responses
6(b)(i)	In what two ways was the bus driver being attacked? a/the grandmother/an/the old woman (tried to) hit him with her/a (walking) stick	1	the grandmothers/old women were shaking their walking sticks 'she' or 'woman' for grandmother/old woman grandmothers/old women (plural) attacked physically (alone) walking sticks
6(b)(ii)	(the other) grandmothers/old women insulted him/said nasty things to him/scolded him/ridiculed him/abused/criticised him fiercely/humiliated/called him a fool/said that anybody could have seen the bin/it // (the other) grandmothers/old women told him to get (a pair of) glasses/told him to get another job	1	'they' or 'women' for grandmothers/old women the grandmothers said that he should have seen the bin/it the grandmothers: shouted at/criticised (alone)/verbally attacked him (alone)/accused him of hitting the bin (alone)
6(c)	The bus driver says that 'someone moved the litter bin'. How does this show his 'desperation'? it couldn't be/wasn't true/it wasn't possible/it was a ridiculous/silly/ nonsensical idea/excuse nobody could have/would have moved the (litter) bin/it // it was impossible to move the (litter) bin/it // it was embedded in concrete	1	The bin was large/made of metal He was lying/blaming something/someone else

Question	Answer	Marks	Not Allowed Responses
7	<p>From paragraph 5</p> <p>What ‘strenuous work’ do you think the young man was doing?</p> <p>cutting free the bus/bumper/(metal) bin //</p> <p>separating/the bus/bumper from/and the (metal) bin //</p> <p>(trying to) remove/cut away/release/cut off/cut out the (metal) bin (from the bus/bumper/concrete)</p>	1	<p>Cutting the bin/bus/bumper (alone)</p> <p>Repairing the bin/bus/bumper</p> <p>Doing (some strenuous) work with a metal cutter</p> <p>Using a metal cutter</p> <p>Moving the bin</p>

Question	Answer	Marks	Not Allowed Responses
8	<p>From paragraph 6</p> <p>Nano knew that the incident would ‘eternally be part of village folklore’. Explain in your own words what Nano knew would happen following the incident.</p> <p>it/the incident/Nano/he would always/forever/ ceaselessly/constantly/permanently/for a long time/for years/for generations</p> <p>it/the incident would never/not be forgotten/be never-ending/remain/go on/endure/last</p> <p>Allow <u>always</u> remembered</p>	1	<p>continually/continuously/ repeatedly</p> <p>for eternity</p> <p>remembered (alone)</p>
	<p>be part of/one of the (village’s) stories/ conversations/yarns/myths/tales/legends/ history //</p> <p>people/villagers would talk/speak/gossip about the incident/it/Nano</p> <p>Accept <u>folktale/folkstory</u></p> <p>This is an OWN WORDS question. Key ideas are to be found in the words ETERNALLY and FOLKLORE. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	1	<p>memory (alone)</p> <p>they will know about it/ mention it/bring it up/refer to it/remember it/mock him</p> <p>eternally – forever</p> <p>folklore – myths</p>

Question	Answer	Marks	Not Allowed Responses
9	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.		
9(a)	D crushed	1	
9(b)	C crowd	1	
9(c)	C said firmly	1	
9(d)	B attention	1	
9(e)	A stopped	1	

Question	Answer	Marks	Not Allowed Responses
10(a)	<p>‘searched for something upbeat (to say to her)’ (line 8)</p> <p>Meaning:</p> <p>‘searched’ (I/he/the writer) tried to find/think of/come up with // (I/he/the writer) thought of/looked for/hunted for</p> <p>‘upbeat’ (something) encouraging/cheerful/optimistic/positive/funny/amusing/lighthearted/reassuring/comforting/exciting (to say to her)</p>	1	<p>tried to speak/say (text)/he said</p> <p>he wanted to say (no sense of searching)</p> <p>they are explorers, not outsiders</p> <p>good/persuasive/nice/ridiculous</p>
	<p>Effect:</p> <p>(I/he/the writer) <u>wanted to/is trying</u> to cheer her up/reassure her/comfort her/lift her spirits/to make her feel better/make the/their situation more positive</p>	1	<p>he is an optimist</p> <p>reassurance/comfort (alone)</p> <p>he comforts her/to cheer her up (alone) – this is literal/narrative effect rather than an effect of the language</p> <p>one word answers – encouraging/caring/concern</p>
10(b)	<p>‘squadron of grandmothers’ (line 24)</p> <p>Meaning:</p> <p>group/crowd/gathering/bunch/mob/mass/gang/lots/many (of grandmothers/old women/them)</p>	1	army
	<p>Effect:</p> <p>(they are like) an army/prepared to fight //</p> <p>they are fighting/fighters/warriors/ready for action/militant/attacking/threatening/intimidating/frightening/powerful/forceful/strong/violent //</p> <p>(they are) united (in purpose)/act as one/a team/on a mission/working together/gang up</p>	1	<p>angry/annoyed/furious</p> <p>determined</p> <p>together (alone)/grouped together</p>