



Cambridge International Examinations Cambridge Ordinary Level

ENGLISH LANGUAGE 1123/21

Paper 2 Reading

October/November 2016

MARK SCHEME
Maximum Mark: 50

Published

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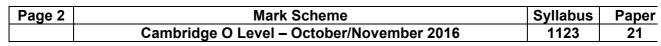
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1 (a) Identify and write down the points in the passage which describe the uses and rise in popularity of glass in former times, and the reasons for the uses and continuing popularity of glass in modern times.

Mark	Ex	pected Answer	Allow	Don't Allow
1 mark for each correct point up to a max	1	Used to make jewellery in Mesopotamia (5000 years ago)		
of 15	2	In (Ancient) Egypt, utensils made from glass (were given as presents to important people)	Point 2 and point 3 require an Egyptian context but if such context is missing, penalise only once (no double penalty)	Rapid growth in glass- making technology
	3	Egyptians developed techniques to make / made range of colours // Egyptians developed techniques to make / made vibrant colours		
	4	Romans used patterns of coloured glass / mosaics to cover floors /walls / as art(work) / as decoration	Lift of line 15 'mosaicsartwork' Point 4, 5 and point 6 require Romans as agent but if agent is missing,	
	5	Roman glass utensils became inexpensive / less expensive than pottery ones	penalise first omission only (no double penalty)	
	6	Romans used (clear) glass for architectural purposes / windows (of public buildings / luxurious houses)		
	7	(Invention of) glass- blowing (to make utensils / bottles)	'Glass was blown' for 'glass-blowing'	



Mark	Ex	pected Answer	Allow	Don't Allow
	8	(Glass) spread to many / other parts of the world (examples of countries alone = 0)	Lift of lines 24–26 'the fact parts of the world' (accept run on into examples)	Glass was <u>found</u> in Greece / many parts of the world
	9	In (Christian) churches, stained glass (windows) told religious stories (to illiterate people)	'small pieces of coloured glass held together by lead' for 'stained glass'	'Coloured glass' (alone) for 'stained glass'
	10	Admiration of the art of stained glass (ensured its / glass's popularity)	Lift of line 30 'admiration for the artistry involved here' provided point 9 has been made	
	11	Glass allows the entry of natural light, creating a feeling of airiness / space		
	12	Architects can show their creativity by taking advantage of / using (different) patterns/ colours (of glass)	Creativity can be shown by using (different) patterns/ colours (of glass)	
	13	Using glass to build walls means that less electricity is required to light buildings		
	14	(Glass) is a bad conductor of heat / is a good insulator / regulates heat/temperature (in hot / cold countries) // in cold countries (glass) keeps heat in and in hot countries it keeps heat out		

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Mark	Ex	pected Answer	Allow	Don't Allow
	15	(glass) reduces / cuts down / saves on bills / costs for fuel / heating / air conditioning	'energy' for 'fuel' Lift of lines 37–38 'This means that much reduced'	
	16	Giving glass <u>coating</u> / insulation makes it (more) energy saving		Used <u>for / in</u> coating / insulation Glass is made of different coatings
	17	Used in architectural design / by architects / in public buildings / in office complexes because it is (a relatively) inexpensive (building material)	An inexpensive <u>building</u> material	Used in architectural design / public buildings / office complexes (alone)
	18	Curved glass is used in (construction of) airports / concert halls / shopping arcades		'infrastructure' for 'airports', etc.
	19	Completely recyclable		
	20	(Glass) can be recycled more easily than other (storage) materials / plastic		
	21	(Glass is used) to educate / give awareness about environmental issues / saving the planet // (Glass is used) to give a sense of environmental awareness	Lift of line 46 'playing planet' Lift of lines 48- 49 '(Ngwenya Glass) works awareness'	'Recycling' (alone) for 'environmental issues I awareness'



(b) <u>Use your notes to write a summary</u> in which you describe the stages in the development of railways and the benefits these developments brought, and the advantages of train travel nowadays, as outlined in the passage.

	SUMMARY STYLE DESCRIPTORS				
Mark	Own Words	Mark	Use of English		
5	 Candidates make a sustained attempt to re-phrase the text language. Allow phrases from the text which are difficult to substitute. 	5	 Apart from very occasional slips, the language is accurate. Any occasional errors are either slips or minor errors. There is a marked ability to use original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. 		
4	 There is a noticeable attempt to re-phrase the text. The summary is free from stretches of concentrated lifting. 	4	 The language is almost always accurate. Serious errors will be isolated. Sentences show some variation, including original complex syntax. Punctuation is accurate and generally helpful. 		
3	 There are recognisable but limited attempts to re-phrase the text detail. Attempt may be limited by irrelevance or by oblique or mangled relevance. Groups of text expression are interlaced with own words. The expression may not always be secure, but the attempt to substitute the text will gain credit. 	3	 The language is largely accurate. Simple structures tend to dominate and serious errors are not frequent, although they are noticeable. Where sentences show some variety and complexity, they will generally be lifted from the text. Serious errors may occur when more sophisticated structures are attempted. Punctuation is generally accurate. 		
2	 Wholesale copying of large areas of the text, but not a complete transcript, Attempts to substitute own language will be limited to single word expression. Irrelevant sections of the text will be more frequent at this level and below. 	2	 Meaning is not in doubt but serious errors are becoming more frequent. [8+ errors as a guide, but balance against sentence structure is also necessary] Some simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct. 		
1	 Pretty well a complete transcript of the text expression. There will also be random transcription of irrelevant sections of the text. 	1	 Heavy frequency of serious errors, sometimes impeding reading. Fractured syntax is much more pronounced at this level. 		
0	Complete transcript	0	 Heavy frequency of serious errors throughout. Fractured syntax 		



2 From your reading of paragraph 1, decide whether each of the following statements is true or false and tick the boxes you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Statement 1 is false	Any clear indication of choice even if it not a tick,	If both true and false are indicated against any
1 mark	Statement 2 is true	e.g. cross, star, asterisk	statement
1 mark	Statement 3 is false		

3 From paragraph 6, select and write down two of the writer's opinions. You may use the words of the text or your own words.

Mark		Allow	Don't Allow
1 mark	Opinion 1: The best way for an architect to show his creativity is by using different patterns and colours of glass. Excess denies.	Slips, e.g. misspelling of 'architect' or 'absolutely' or American spelling of' colour'	
+ 1 mark	Opinion 2: Buildings made of glass are absolutely stunning. Excess denies.		

Additional information

Allow own word attempts but for Opinion 1 above, 'best' or equivalent must be included



4 (a) In which two ways, according to Pi, was his name odd?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he was named after/ called after / had the same name as a swimming pool / as Piscine Molitor // his name / Piscine was the French word for swimming pool /	Lift of 'I was named after a swimming pool' It meant swimming pool	
1 mark	(ii) his parents never liked large expanses of water	Lift of 'my parents never liked large expanses of water' Allow inclusion of what was even odder about his / my name' in either limb	

Additional information

(b) Pi's uncle was 'a great storyteller'. What was the topic of his favourite story?

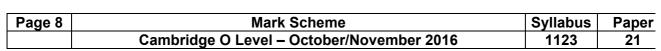
Mark	Expected Answer	Allow	Don't Allow
1 mark	Piscine Molitor / Molitor Swimming Pool		A swimming pool / swimming pools
			swimming competitions

5 (a) Explain <u>in your own words</u> what prompted one of Pi's classmates to make fun of his name.

Mark	Expected Answer	Allow	Don't Allow
1 mark	EVIL: bad / wicked / malicious / nasty / cruel	Mean He was a bully	Mischievous / unfriendly / unkind
1 mark	GENIUS: smartness / intelligence / cleverness	Bright / brainy A great / good mind / brain	Knowledge

Additional information

This is an OWN WORDS question. Key words are EVIL and GENIUS.





(b) One of Pi's classmates pointed at him In what way did the other children show their 'cruelty'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	they laughed (at Pi / him / Pi's name / until they filed into class)	Lift of 'laughter would drift across the yard to me (unprovoked)'. Excess denies	They laughed at him all day (or any other extension of time beyond filing into class)

(c) Pick out and write down the single word which shows that Pi dealt with 'the cruelty of children' in different ways.

Mark	Expected Answer	Allow	Don't Allow
1 mark	alternatively	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.	More than one word



6 (a) The lessons 'started to stretch out like a desert'. What impression of the lessons is given by this description?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(they were) monotonous / boring / dull / tedious / dry / tiresome / all the same / lifeless /seemingly endless		Hot / long) Drag (slowly) Spread out Tiring / tire Tense Unenjoyable Difficult

(b) Why did the teachers wipe 'their foreheads with their handkerchiefs'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was hot // they were sweating (in the heat)	The high temperature // to clean off / wipe sweat	Warm The temperature rose / was rising The temperature (alone)

(c) 'I anticipated the insult'. What was the insult he anticipated?

Mark	Expected Answer	Allow	Don't Allow
1 mark	<u>Teacher(s)</u> would smirk when using Pi's name /	'Smile' or 'laugh' for 'smirk'	Smirking (alone)
	at Pi's		Teachers smirking (alone)
			'they' for 'teachers'
			Teachers would make fun of his name



(d) Explain fully how Pi reacted when he 'anticipated the insult'.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he decided not to answer (the question) // he changed his mind about answering (the question) / he didn't answer (the question)	He refused to answer (the question)	Lift of 'sometimes when my handoffering to answer' He was unsure / uncertain about answering the question
1mark	(ii) he took his hand down		

7 (a) Give two pieces of evidence which suggest that Ravi had 'a good reputation' in the school.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he was (very) clever / smart / bright / intelligent, etc.		Lift, in whole or on part, of lines 19–20 'I would suffer from having to follow in the footsteps of a very clever older sibling, who already had a good reputation'
1 mark	(ii) he was/ had been elected captain of the (school) cricket team		He was a clever older sibling Lift of line 22 'But it wasn't being related to Ravi, the elected captain of the school cricket team' He was an excellent swimmer

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(b) In what way did Pi suffer because he lived 'by the sea'?

Mark	Expected Answer	Allow	Don't Allow
Mark 1 mark	he was an excellent swimmer BUT others / people / his classmates / people living by the sea didn't think that swimming was important OR he was an excellent swimmer BUT others / people / his classmates / people living by the sea saw swimmers / swimming as rather odd	Lift of lines 20–22 'That I was an excellent swimmer see swimmers as rather odd' Excess denies Being an excellent swimmer was seen as unimportant / (rather) odd / was unimportant / (rather) odd to other people / his classmates / people living by the sea He was seen as odd because he was an excellent swimmer He wasn't recognised / noticed for his excellent swimming 'They' for people, classmates etc	he was an excellent / very good swimmer (alone) people / his classmates didn't think that swimming was important (alone) being an excellent swimmer was unimportant (alone) he was seen as odd he saw swimmers as odd
		Weaker forms of 'excellent', e.g. 'good'	



8 (a) Pi had a 'plan'. <u>Without using the words of the passage</u>, explain in no more than fifteen words what the plan was.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) to tell everyone / the class/ his teachers his name was / he was called Pi // to say what he wanted	being Pi // to make people call him Pi	To tell everyone / his class / his teachers that his name was not Piscine
	to be called / his new	board) as long as the ideas of old name and new name are mentioned for 1 mark each	To escape from his name
		Lift of lines 32–33 'I double underlined the first two letters of my given name'	Lift of lines 31–32 to say 'my nameas Pi'
1 mark	(ii) by changing /	= 1 Paraphrases of this lift = 1	Underlined first two letters of his name (alone)
Tillalk	shortening his name (from Piscine) // so that nobody would		(alone)
	call him Piscine / know that his name was Piscine / know his given / old / real full name		To avoid ridicule (of his name)



(b) Why do you think Pi 'hurried' to the chalkboard?

Mark	Expected Answer	Allow	Don't Allow
1 mark	he wanted to get there before the teacher told him to sit down / before the teacher stopped him / called him back / could say a word // they were supposed to call out their names from their desks // he had not asked permission to leave his desk	So that the teacher wouldn't stop him / object Before he was told to sit down / before he was stopped Before the teacher could call out / say his name NB although the pupils were to call their names	He was scared / nervous / excited (alone

Additional information

Inference must be related to teacher not pupils

9 (a) Why do you think Pi took 'every chance' he could to answer questions that day?

Mark	Expected Answer	Allow	Don't Allow
1 mark	he wanted the teachers / the class / everyone to remember/ use his new name / the name Pi / to	He wanted to hear (the teachers say) his new name / Pi	The lift in whole or in part of line 39 ' teachers to my ear'
	call him Pi // he wanted to reinforce his new name	He liked the sound of his new name / Pi	So that no one would laugh at his name
	Hame	He liked the teachers calling him Pi / by his new name	
		So he could hear his name as a single syllable // so teacher(s) / others called him by a single syllable	
		To earn respect for his new name / for his name	
		'nickname' for 'new name''	

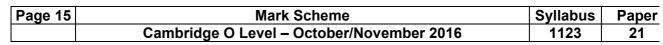


(b) What do you think Pi's brother 'might have been about to say'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(that) Pi's name was Piscine / Pi wasn't his brother's name / Pi was a nickname / Pi had	To say / call him by his real name // to call him Piscine	He was about to call him lemon pie Any suggestion that
	changed his name	Piscine (alone)	Ravi was going to mock his name (alone)

10 Choose <u>five</u> of the following words. For each of them give <u>one</u> word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

Mark	Words	Expected Answer	Don't Allow
1 mark For each correct meaning (max 5)	1 waft (L9)	drift / float / carry /glide / filter	spread / fly / sweep / come / travel / move Any word with the idea of 'speed'
	2 unprovoked (L9)	uninvited/ uncalled for / unprompted / not asked for / unwarranted / without cause / for no reason	unwanted / unwelcome / not angered / not annoyed
	3 freeze (L9)	(stand) still / stop (what he was doing) / did not move / motionless / halt / stick (in a position) / hold (a position) / stay in place	pause / unable to move / stagnate / not do anything / stay (in a place)
	4 inadvertently (L11)	accidentally / unintentionally / without meaning to / involuntarily / without intending to	without cause / without realising / without knowing / unconsciously / secretly / unavoidably / indirectly / unwillingly
	5 promptly (L30)	immediately / at once/ without hesitation /without pausing / right away /quickly / speedily / rapidly / fast / briskly / sharply / smartly	decisively / suddenly / punctually





Mark	Words	Expected Answer	Don't Allow
	6 stunt(L35)	trick / ruse / ploy/ scheme/ device / dodge / tactic / act / move	plan / action / technique / behaviour
	7 sauntered(L45)	walked slowly / wandered / moved slowly / ambled / swaggered / strolled / walked airily / walked casually / walked nonchalantly	
	8 refuge(L46)	rescue / shelter / sanctuary / retreat / asylum / protection / shield / safety / haven / security / place to hide	solace / comfort / relief / peace / rest / freedom