



Cambridge Assessment International Education
Cambridge Ordinary Level

ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2019

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 **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.

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	<p>Identify and write down the advantages of online shopping, and the advantages of in-store shopping, as outlined in the passage.</p> <p>1 mark for each correct point to a maximum of 12 marks</p>	12	
	Advantages of online shopping		
	1 Given point: <i>online purchases are delivered directly to your door</i>		
	2 (Goods / they / it are / is often) cheaper / cheapest (than those bought in-store)		<i>Cheap.</i> <i>Lift of lines 8–9: ‘online items ... overhead costs.’ (alone).</i>
	3 (Shoppers / people / you / they / we make further savings as they) don’t have to pay to travel // (shoppers, etc.) don’t have to pay for fuel // (shoppers, etc.) don’t have to pay for (public) transport // (shoppers, etc.) don’t have to pay for the coffee / lunch they (might) have in the shopping centre		<i>Shoppers, etc. can save (further) money (alone).</i> <i>Shoppers, etc. don’t have to travel (alone).</i> <i>it reduces travel expenses.</i> <i>Shoppers, etc. don’t have to pay for coffee / lunch.</i>
	4 (Shoppers, etc.) are not at the mercy of the elements / weather // (shoppers, etc.) don’t suffer from adverse weather conditions // (shoppers, etc.) don’t get caught in the rain or burned by the sun		
	5 (Shopping is much) quicker / less time consuming (than conventional shopping)		<i>Online shopping is quick.</i> <i>Lift of line 17: ‘weekly groceries ... minutes.’ (alone).</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	6 Time is free(d) (up for people) to do (more) interesting / other things // saves time to do (more) interesting / other things		<i>People / families can spend time together (alone). Families can do more interesting things (alone). Any suggestion that only families benefit. More free time (alone).</i>
	7 (Shoppers, etc.) know <u>immediately</u> / <u>instantly</u> / <u>at once</u> if the / a (desired) article is (un)available / out of / stock / in stock // (shoppers, etc.) can <u>quickly</u> make alternative arrangements if the / a (desired) article is not available / out of stock		<i>Know quickly.</i>
	8 (The internet / online shopping is) always open / available (for business) // (the internet / online shopping is) open / available 24/7 (for business) // (shopping) can be done at any time // (the internet / online shopping) is not restricted to particular / opening hours		<i>Lift of lines 26–27: ‘If you want ... free to do so!’</i>
	Advantages of in-store shopping		
	9 Given point: <i>in-store shopping is relaxing / reduces stress / provides ‘retail therapy’</i>		
	10 (Shoppers, etc. like to) catch up with / meet / have coffee with friends (at the shops) // (in-store shopping has a) social (dimension) // socialising // sociable Allow lift of lines 30–32: ‘many people ... social dimension.’ Allow lift of lines 30–31: ‘many people ... catching up with friends,’		<i>Having coffee (alone).</i>
	11 <u>More</u> reductions / <u>more</u> discounts (are available in shops)		<i>Lift of lines 33–34: ‘It is really satisfying ... a bargain.’ There are reductions. (alone).</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	<p>12 A shopping <u>mall</u> is / <u>shops under one roof</u> are (much more) interactive (than sitting silently in front of a computer screen placing an order)</p> <p>Allow full or partial lift of lines 36–38: ‘Although... placing an order.’ as long as reference is made to malls being interactive</p> <p>Allow lift of line 35: ‘(in-store shopping nowadays can be carried out in huge bright) <u>malls</u> buzz(ing) with activity, (with everything under one roof).’</p>		
	<p>13 (in-store shopping allows us to) judge / assess items (for sale) at close quarters / closely // goods can be tried and tested // we can try (out) items</p>		<p><i>Examples of perfume / clothes / fabric (alone).</i></p>
	<p>14 Goods (purchased in-store) are <u>instantly</u> / <u>immediately</u> available // goods (purchased in-store) can be taken away <u>instantly</u> / <u>immediately</u> // (consumers / shoppers, etc.) don’t have to stay at home waiting / don’t have to wait for deliveries // don’t have to rely on delivery companies // delivery companies might let shoppers, etc. down</p>		
	<p>15 <u>Shops</u> / <u>retailers</u> add character / (local) colour to <u>towns</u> / <u>local areas</u> // <u>shops/retailers</u> attract visitors / tourists to <u>towns</u> / <u>local areas</u> (who in turn generate income)</p>		
	<p>16 (shopping / shoppers provide(s)) employment for <u>local</u> people</p>		

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p><u>Summary</u></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> <table border="1" data-bbox="317 651 1010 1686"> <thead> <tr> <th colspan="3" data-bbox="317 651 1010 719">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="317 719 453 1249">Band 5</td> <td data-bbox="453 719 568 1249">9–10</td> <td data-bbox="568 719 1010 1249"> Excellent understanding of the task demonstrated in an impressive response: <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 </td> </tr> <tr> <td data-bbox="317 1249 453 1686">Band 4</td> <td data-bbox="453 1249 568 1686">7–8</td> <td data-bbox="568 1249 1010 1686"> Good understanding of the task demonstrated in a skillful response: <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 </td> </tr> </tbody> </table>	Summary – Task Fulfilment 10 marks			Band 5	9–10	Excellent understanding of the task demonstrated in an impressive response: <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	Good understanding of the task demonstrated in a skillful response: <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 	10	
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Question	Answer			Marks	Not Allowed Responses
1(b)	Band 3	5–6	Acceptable understanding of the task demonstrated in a competent response: <ul style="list-style-type: none"> • Some of the content included is relevant, with unnecessary details / additions • Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices 		
	Band 2	3–4	Insecure understanding of the task demonstrated in a rather faltering response: <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	Very little understanding of the task demonstrated in an incoherent response: <ul style="list-style-type: none"> • Content included is of little relevance, with noticeably unnecessary details / repetitions • Little attempt to present the points with no concept of linking devices 		
	Band 0	0	No understanding of the task demonstrated in: <ul style="list-style-type: none"> • A totally irrelevant response • Insufficient material to reward 		

Question	Answer	Marks	Not Allowed Responses
2	<p>Re-read paragraphs 3, 4, and 5. Give one opinion from each of these paragraphs.</p> <p>Paragraph 3: (After all,) wandering around a supermarket is (a very) boring (activity)</p> <p>Paragraph 4: There is nothing more disappointing than finding that a(n) (particular) item (in a store) is out of stock or unavailable in the correct size.</p> <p>OR</p> <p>There is nothing more disappointing than finding that a(n) (particular) item (in a store) is out of stock.</p> <p>OR</p> <p>There is nothing more disappointing than finding that a(n) (particular) item (in a store) is unavailable in the correct size.</p> <p>Paragraph 5: It is (really) satisfying / (and even) thrilling to search through discounted items looking for a bargain.</p> <p>OR</p> <p>It is (really) satisfying / (and even) thrilling to search through discounted items.</p> <p>OR</p> <p>It is (really) satisfying / (and even) thrilling to look for a bargain.</p> <p>Accept OW version provided meaning has not been altered.</p> <p>Be generous with errors in copying, but do not accept truncated forms, e.g. Wandering a supermarket is a very boring activity = 1 Wandering ... very boring activity = 0</p>	3	

Question	Answer	Marks	Not Allowed Responses
3(a)	<p>From paragraph 1</p> <p>Why was Jennifer upset that she was ‘late getting away from the office’?</p> <p>(She thought) she would be late meeting her daughter / Anna // she was going to meet her daughter / Anna // her daughter / Anna was coming home / back / from university / for the vacation</p> <p>Allow lift of lines 2–3: ‘this was the much-anticipated day when her daughter Anna was coming home from university for the long vacation.’ Allow lift of lines 1–3; ‘As some ... vacation.’</p>	1	<p><i>Her daughter / Anna was coming (alone) because of last-minute paperwork (alone).</i></p>
3(b)	<p>‘Jennifer’s boss was apologetic, but he was adamant that she should do the extra task’. (lines 3–4)</p> <p>Explain in your own words how Jennifer’s boss felt about giving her the extra task.</p> <ul style="list-style-type: none"> • (He was / felt) sorry / regretful / bad(ly) / remorseful / contrite (that she had to do it) • But insisted / demanded / maintained / asserted / was sure / was convinced / was determined / firm / strict / resolute / unyielding / gave no option / would not back down / immovable / unshakable / stood his ground / stood fast <p>This is an own words question. Key ideas are to be found in the words APOLOGETIC and ADAMANT. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context, e.g. Adamant = insisted = 0.</p> <p>Look for understanding of the contrast between his feelings, however this is expressed. If this contrast is not made, award 1 mark max. e.g. Although he felt sorry, he insisted that she did it. = 2 Sorry but insistent = 2 Sorry and insisted = 1 (no contrast)</p>	2	<p><i>Sympathetic / sad / unhappy / upset / guilty / felt sorry for <u>her</u> / pity.</i></p> <p><i>Persistent / pushy / serious / stubborn / headstrong / committed / forced her / he was forced. He needed her to do the work (alone).</i></p>

Question	Answer	Marks	Not Allowed Responses
4(a)	<p>From paragraph 2</p> <p>Jennifer ‘headed anxiously in the direction of the motorway.’ What are the two physical signs of Jennifer’s anxiety?</p> <p>(i) Her shoulders were tense / stiff / rigid / hunched up (to her ears)</p> <p>Allow lift of lines 9–10: ‘Her shoulders hunched up to her ears with tension,’</p> <p>(ii) Her heart raced / pounded / beat quickly</p> <p>Allow lift of lines 11–12: ‘Her heart raced ... difficult conditions,’</p>	2	
4(b)	<p>Jennifer was driving ‘in such difficult conditions.’ Which was the worst of these ‘difficult conditions’?</p> <p>The (high) wind</p> <p>Allow lift of lines 7–8: ‘the (high) wind buffeted Jennifer’s (little) car, almost as if it were trying to force her off the road.’</p> <p>Allow lift of lines 7–8: ‘the (high) wind buffeted Jennifer’s (little) car’</p>	1	<p><i>Rain / wind and rain.</i></p> <p><i>Lift of lines 7–8: ‘The rain ... off the road.’</i></p>
4(c)	<p>‘Jennifer relaxed a little.’ (line 15) What made Jennifer relax?</p> <p>(Jennifer / she thought yet again of) her plans for <u>Anna’s</u> vacation // (thinking of) <u>their</u> visits to family members / visits to family members <u>with Anna</u> // (thinking of) <u>their</u> invitations to friends to share dinner with them // (thinking of) <u>their</u> shopping trips / shopping trips <u>with Anna</u></p> <p>Allow lift of lines 13–15: ‘Jennifer thought ... their shopping trips ... (Jennifer relaxed a little).’</p> <p>Look for understanding of plans already made.</p> <p>Allow ‘her daughter’ for ‘Anna’</p>	1	<p><i>The thought of seeing Anna after her absence of almost a year.</i></p> <p><i>Planning for Anna’s vacation.</i></p> <p><i>Her plans for Anna.</i></p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>From paragraph 3</p> <p>‘Jennifer had no alternative but to do the same.’</p> <p>What did she have to do?</p> <p>Slow down (her car) // brake</p>	1	<p><i>Stop (the car).</i></p> <p><i>Slow down and stop (the car).</i></p> <p><i>Drive slowly.</i></p>
5(b)	<p>What were the two indications of roadworks ahead?</p> <p>(i) signs by the side of the motorway // signs depicting / showing (matchstick-figure) workmen (warned of roadworks ahead)</p> <p>Excess denies</p> <p>(ii) flashing (orange) lights (confirmed the need for caution)</p>	2	<p><i>Car(s) slowed down.</i></p>

Question	Answer	Marks	Not Allowed Responses
5(c)	<p>‘Jennifer sighed in exasperation, while realising that endurance and good humour were her best options.’ (lines 18–19)</p> <p>Explain in your own words what Jennifer’s ‘best options’ were.</p> <ul style="list-style-type: none"> • Putting up with / bearing / being patient / resigned / tolerant / accepting (it / the roadworks / delay / inconvenience) • Cheerfulness / optimism // to be positive / upbeat // keep smiling // always look on the bright side <p>This is an OWN WORDS question. Key ideas are to be found in the words ENDURANCE and GOOD HUMOUR. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	2	<p><i>Relax / keep calm / ignore / reassure herself // be confident / persistent / persevere / show courage.</i></p> <p><i>Light-hearted // see it as funny / amusing / fun / jolly / joke / a laugh // laugh it off good spirits (question wording) happiness contentment good humour = optimism, etc.</i></p>
5(d)	<p>The car ‘crawled along.’ Give one word used later in the paragraph which conveys a similar idea.</p> <p>Edged</p> <p>Allow the use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted, e.g. ‘the word is edged.’</p>	1	
5(e)	<p>Jennifer ‘chose silence again’. What did she do?</p> <p>Switched / turned off the radio</p>	1	

Question	Answer	Marks	Not Allowed Responses
6	<p>From paragraph 4</p> <p>Her mission was accomplished.’ What was Jennifer’s ‘mission’?</p> <p>To find / get a parking space (at the airport) // to park the car (at the airport)</p> <p>Allow She found a parking space (at the airport)</p>	1	<p><i>To look for a parking space.</i></p> <p><i>To go to the airport.</i></p> <p><i>To find a car park.</i></p> <p><i>Clearly two separate missions, e.g. to get to the airport and find a parking space.</i></p>

Question	Answer	Marks	Do not allow
7	<p>From paragraph 5</p> <p>“How could I be so stupid?” she berated herself.’ (lines 37–38) Why does Jennifer think she has been stupid?</p> <p>She went to / was at domestic / local arrivals instead of international arrivals // she went to / was at the wrong part of the airport // she looked at the wrong board / flights / information // she looked at the domestic / local board / flights / information instead of international.</p>	1	<p><i>Gone to the airport.</i></p> <p><i>Lift of ‘half-walked, half-ran, in the direction of international arrivals’ (alone).</i></p> <p><i>She looked at the domestic board (alone).</i></p> <p><i>She should have looked at the international board (alone).</i></p> <p><i>Anna was arriving on an international flight (alone).</i></p>



Question	Answer	Marks	Not Allowed Responses
8	<p>From paragraphs 3–6</p> <p>For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage</p>		
8(a)	C (rapidly)	1	
8(b)	A (correct)	1	
8(c)	D (possible)	1	
8(d)	C (position)	1	
8(e)	B (examining)	1	

Question	Answer	Marks	Not Allowed Responses
9	<p>Re-read paragraphs 4 and 6, which contain sentences telling us about (a) the hotels near the airport and (b) the meeting at the airport. Give:</p> <ul style="list-style-type: none"> • the meaning of each sentence as it is used in the passage • the effect of each sentence as it is used in the passage. <p>Reward any plausible explanations.</p> <p>Candidates should be awarded marks when</p> <ul style="list-style-type: none"> • an appropriate response to the ‘effect’ part of the question is given, even if no mark is scored for the ‘meaning’ part, and vice versa • any correct meaning is given and any correct effect is given, e.g. MEANING: the hotels were bright = 1 EFFECT: created a sense of grandeur = 1 		
9(a)	<p>‘Hotels, like shiny white teeth, rose against the skyline’ (lines 25–26)</p> <p>Meaning: Look for meaning derived from <i>either</i> ‘shiny white teeth’ or ‘rose against the skyline’.</p> <p>the hotels were bright / illuminated / lit up / luminous / glowing / gleaming / glistening / sparkling / glittering / twinkling // close together / in a row became / were visible // could be seen / was noticeable (against the skyline)</p> <p>Effect: Look for effect derived from <i>either</i> ‘shiny white teeth’ or ‘rose against the skyline’.</p> <p>the contrast between light and dark // there was a contrast between the bright hotels and the darkness // the hotels were impressive / grand / splendid / imposing / magnificent / striking / beautiful // creates the sense of grandeur, magnificence, etc.</p> <p>Allow correct effect if linked to reader, e.g. the reader is / we are impressed by the hotels</p>	1	<p><i>Shiny / white / huge / tall / clustered / clean / brightly coloured.</i></p> <p><i>She is approaching the airport.</i></p> <p><i>Luxurious / opulent.</i></p>

Question	Answer	Marks	Not Allowed Responses
9(b)	<p>‘And suddenly, at last, there she was – Anna herself!’ (line 47)</p>		
	<p>Meaning: <u>Anna / her daughter</u> arrived / came through the doors / could be seen // <u>Jennifer / she</u> saw Anna / her daughter</p> <p>Allow <u>Anna / her daughter</u> came out of the airport / aircraft</p> <p>Accept any paraphrase which captures these ideas. ‘Suddenly’ and ‘at last’ do not need to be explained.</p>	1	<p><i>She arrived (alone) Anna’s plane had arrived.</i></p> <p><i>Jennifer / she met / found Anna / her daughter.</i></p>
	<p>Effect: <u>Jennifer</u> is pleased / excited / relieved // <u>Jennifer</u> has forgotten all her problems / tension / anxiety / waiting // <u>Jennifer’s</u> problems / tension / anxiety waiting are over / have been worthwhile // <u>Jennifer</u> had got what she wanted</p> <p>Allow correct effect if linked to reader, e.g. it makes the reader / us pleased / relieved <u>for Jennifer</u>.</p>	1	<p><i>Anxiety / tension / suspense, etc. (alone).</i></p> <p><i>Surprise / disbelief / shock (alone).</i></p> <p><i>Dramatic effect</i></p> <p><i>If agent is specified as Anna / Anna and Jennifer / they.</i></p>