



Cambridge O Level

ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2020

MARK SCHEME

Maximum Mark: 50

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.

This document consists of **12** 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

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

How to annotate Question 2–9

- Use a tick to indicate a correct answer.
- Where a response is incorrect, use SEEN to show the screen has been seen.

Additional generic instructions

Question	Answer	Marks
1(a)	Identify and write down the importance of olive trees and olives in ancient times, and the reasons for the continuing importance of olives trees and olives in modern times, as outlined in the passage.	12
	one mark for each correct point to a maximum of 12 marks	
	The importance of olive trees and olives in ancient times	
	1 <i>(used in) traditional herbal medicine (given)</i>	
	2 in sporting events	
	3 branch symbol of glory in warfare // used to crown victors in battles	
	4 branch a symbol of peace	
	5 link with religion	
	6 oil had a ceremonial significance	
	7 (much) wealth derived from cultivation	
	8 featured in ancient writings	
	9 wood used in (ancient) building	
	The reasons for the continuing importance of olive trees and olives in modern times	
	10 <i>oleocanthal / a chemical found in olive oil is natural pain killer (given)</i>	
	11 olives are rich in antioxidants // olives may protect people from developing certain types of cancer	
	12 linked to a healthy digestive system / linked to the avoidance of certain digestive-related diseases	
	13 rich in vitamin A and vitamin E	
	14 a super-food // contain heart-healthy / monounsaturated fat	
	15 (used in) fine cooking	
	16 oil enhances appearance of face / hair	
	17 wood prized for its durability / interesting grain patterns	

Question	Answer	Marks
<p>Additional information</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 are 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>Now use your notes from 1(a) to write a summary of the importance of olive trees and olives in ancient times, and the reasons for the continuing importance of olive trees and olives in modern times, 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	Answer			Marks
1(b)	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 skilful 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 	
	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 detail / 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
2	<p>Re-read paragraphs 3, 5 and 6 and give one opinion from each of these paragraphs.</p> <p>Paragraph 3: the father of botany / Theophrastus / he wrote a marvellous account (of how olive trees should be tended)</p>	1
	Paragraph 5: (and) weight gain is something we all want to avoid	1
	Paragraph 6: they / olives make a particularly delicious addition to many meals	1

Question	Answer	Marks
Section 2: Reading for Meaning		
3(a)	<p>From paragraph 1</p> <p>Why do you think the writer did not remember the event described by her mother?</p> <p>She was (only) three years old // it happened in her early childhood // she was young</p>	1
3(b)	<p>What ‘accident’ did the writer nearly have?</p> <p>hands / fingers squashed (by the inside edge of the door frame)</p>	1
3(c)	<p>Give the sentence where the mother shows how close the writer was to being hurt.</p> <p>She held up the thumb and first finger of her right hand, narrowly parted.</p>	1
3(d)	<p>Write down the single word which shows that this was not the only time the writer was disobedient as a child.</p> <p>persistently</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 ‘persistently’</p>	1

Question	Answer	Marks
4(a)	<p>From paragraph 2</p> <p>The writer thought that the garage was ‘a fascinating but slightly frightening place’. Explain in your own words how she felt about the garage.</p> <p>She was drawn / attracted to it // intrigued by it</p>	1
	<p>But also</p> <p>afraid / scared / apprehensive</p>	1
<p>This is an OWN WORDS question. Key ideas are to be found in the words FASCINATING and FRIGHTENING. Any paraphrases which capture these conflicting feelings are acceptable but do not accept mere synonyms of the words without a relevant context.</p>		
4(b)	<p>Give the two actions of the trapped bird which show that it was ‘confused’.</p> <p>(i) ‘its wings flapping <u>incessantly</u>’ / <u>non-stop</u></p>	1
	<p>(ii) ‘dived again and again into the glass’ // flew again and again into the glass</p>	1
<p>Award a mark for each action of the bird correctly selected. Answers should not include reference to the father or the window catch.</p>		
4(c)	<p>Why do you think that that writer describes the museum with its postage stamps, dead insects and pieces of rock as ‘childish’?</p> <p>They / the items / exhibits were mismatched / valueless</p>	1

Question	Answer	Marks
5(a)	<p>From paragraph 3</p> <p>The family visited the cat and her kittens ‘to worship at the side of the cardboard box’. Write down the single word used later in the paragraph which continues this idea of ‘worship’</p> <p>shrine</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 ‘shrine’</p>	1
5(b)	<p>The writer told her sister ‘to keep watch at the garage door.’ Explain (i) what the writer asked her sister to do and (ii) why.</p> <p>(i) watch out for their / her mother / parents (coming back)</p>	1
	<p>(ii) she was going to touch the kittens // her mother / parents told her not to touch the kittens // she was going to disobey her mother / parents // she was going to be disobedient</p> <p>Look for the idea of <i>either</i> disobedience <i>or</i> prohibition.</p>	1

Question	Answer	Marks
6	<p>From paragraph 4</p> <p>‘The cat looked at me with eyes that were alert but which also seemed to me to be full of forgiveness.’ Explain in your own words what the writer saw in the cat’s look.</p> <p>She looked at her carefully / cautiously</p>	1
	<p>But</p> <p>She allowed her to pick up the kittens // she understood her need to pick up the kittens // she didn’t mind her picking up the kittens</p>	1

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

Question	Answer	Marks
7(a)	<p>From paragraph 5</p> <p>‘That cat lived an astonishing twenty-one years.’ What evidence is there in the paragraph to show that the cat was part of the writer’s life for a long time?</p> <p>Photographs of the writer as a child and as an adult with the cat</p> <p>Allow</p> <p>Photographs of the writer at different ages with the cat</p> <p>Lift of lines 36–37 (there are photographs...on my lap)</p>	1
7(b)	<p>From paragraph 6</p> <p>What comparison do you think the writer is making when she tells us that, as children, she and her sister ‘were separated by only the length of the garage’?</p> <p>Now / as adults they were separated by a great(er) distance / mountains / countries / seas // they lived at different sides of the worlds // she lived on the other side of the world (to her sister)</p>	1

Question	Answer	Marks
8	<p>From paragraphs 2–5</p> <p>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.</p>	
8(a)	D (smelly)	1
8(b)	C (seriously)	1
8(c)	A (order)	1
8(d)	D (shy)	1
8(e)	B (held lovingly)	1

Question	Answer	Marks
9	<p>Re-read paragraphs 3 and 5, which contain phrases telling us about (a) the writer’s attitude to the kittens and (b) the writer’s phone call with her sister.</p> <ul style="list-style-type: none"> • the <u>meaning</u> of each sentence as it is used in the passage • the <u>effect</u> of each sentence as it is used in the passage. 	
<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>		
9(a)	<p>‘burying my face in their softness, their never-walked-on paws’ (line 30)</p> <p>Meaning: she cuddled / hugged / petted the kittens / them // she put her face into their fur / paws</p>	1
	<p>Effect: either focus on the writer or the kittens</p> <p>Shows her joy / exuberance / excitement //</p> <p>Shows the newness / innocence of the kittens // shows the kittens were newly born</p>	1
9(b)	<p>‘We would be transported back to that moment in childhood’ (lines 44–45)</p> <p>Meaning: they remembered being in the garage with the kittens / when the kittens were born</p>	1
	<p>Effect: either focus on the memories of their childhood or present sadness because the cat is dead / childhood is over</p> <p>Shows that they were happy / nostalgic remembering when the kittens were born // their happy childhood days</p> <p>Shows their current sadness that the cat died // their sadness that childhood days have gone</p>	1