



## Cambridge O Level

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ENGLISH LANGUAGE

1123/22

Paper 2 Reading

October/November 2020

MARK SCHEME

Maximum Mark: 50

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**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)	<b>Identify and write down the benefits and drawbacks of major sporting events, as outlined in the passage.</b> 1 mark for each correct point to a maximum of 12	12	
	<b>Benefits of major sporting events</b> 1 <i>sense of national pride (is generated) (given)</i>		
	2 (Events such as the Olympic Games or the football World Cup) bring people together from different nations / countries / places <b>Allow</b> Run on into lines 5–6 nations as...heads of state Note: If competitors, spectators or heads of state are mentioned, it must be all three, unless one or two are presented as an example		<i>The Olympic Games or the football World Cup bring people together from different nations</i>  <i>bring people together from different towns</i>
	3 earns income / wealth for the host country / city // hosting earns income for a country / city		<i>host of the country / event for host country</i>
	4 participants / athletes gain (immeasurable) satisfaction (from being there) // satisfaction is gained by participants / athletes <b>Allow</b> lift of lines 11–12 These events ... satisfaction (just from being there)		<i>Lift of lines 11–12 These events...training (alone)</i>
	5 (viewing these events) raises the profile of sport // raises the importance of keeping fit // (might) motivate(s) / encourage(s) people to take up / play sport // encourage(s) people to keep fit		<i>motivates people to join a running club / take out a gym membership (alone)</i>
	6 (famous) athletes act as role-models <b>Allow</b> Lift of lines 15–16 Famous athletes...people (particularly the young)		<i>(famous) athletes act as role-models for the young (alone)</i>
	7 people / we see what endurance / work / perseverance / training / skill can achieve // (thrill of) witness(ing) athletes at the peak of their (physical) fitness		<i>There is nothing more thrilling than.....fitness</i>  <i>people see what can be achieved (alone)</i>

Question	Answer	Marks	Not allowed responses
1(a)	8 brings (extreme) enjoyment to spectators // unites spectators in common purpose / friendship		<i>Lift of 'unites them in a common purpose / friendship' (alone)</i>  <i>'people' for 'spectators'</i>  <i>major sporting events attract spectators (alone)</i>
	9 spectators / people can view (the event) at home / on television // can be watched at home / on television		
	<b>Drawbacks of major sporting events</b> 10 <i>for participants, there is huge pressure to succeed (given)</i>		
	11 mentality / view / opinion / mindset makes people think that sport is about winning at all costs <b>Allow</b> Inclusion of 'this might lead to'		<i>sport is about winning at all costs (alone)</i>
	12 cheating (sometimes / even by taking performance enhancing drugs (like steroids))  Reference to drugs must be presented as an example with 'sometimes,' 'perhaps,' 'even', 'may', 'might', etc.  <b>Note</b> lift of lines 34The view that ...drugs (like steroids) = 2 marks, P11 and P12		<i>taking performance enhancing drugs (alone)</i>  <i>cheating and / or taking performance enhancing drugs (alone)</i>
	13 huge / enormous / sums of money are needed / wasted / it is expensive to build stadiums / stage / host (the) events		<i>Lift of lines 38–39 'some people ...closing ceremonies'</i>
	14 budgets / funds / allocated money for (more) useful / other things suffer / are taken // budgets funds / allocated money could be used for (more) useful things // budgets / funds / allocated money for (more) useful things are used for sport / to build stadiums		<i>budgets / funds / allocated money for more useful things (alone)</i>
	15 local people / locals often can't afford to attend // ticket prices are high and local people / locals can't attend <b>Allow</b> lift of line 42 (Moreover,) ticket prices .... attend		<i>ticket prices are so expensive / high (alone)</i>

Question	Answer	Marks	Not allowed responses
1(a)	16 no advantages for the local communities / local people / locals after the event // many of the new stadiums lie empty after the event		
	17 (It can be very) expensive to send participants / athletes / competitors (to major events)		<i>Lift of line 47 'each medal...money'</i>  <i>Lift of lines 48–49 'public funding. ... clothing'</i>

Question	Answer	Marks	
1(b)	<p><b><u>Summary</u></b>  <b>Now use your notes from 1(a) to write a summary of the benefits and drawbacks of major sporting events, 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>	10	

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"> <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 details / 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	Now Allowed Responses
2	<p><b>Re-read paragraphs 1, 2 and 5 and give one opinion from each of these paragraphs.</b></p> <p>From paragraph 1: It is reassuring to see leaders of countries sitting together (chatting, smiling and watching when ... suspicion towards one another)</p> <p>From paragraph 2: There is nothing more thrilling than witnessing athletes at the peak of their (physical) fitness</p> <p>From paragraph 5: Depriving locals of the opportunity to experience sporting events is a(n terrible) injustice // Depriving locals of the experience / of experiencing sporting events is a(n terrible) injustice</p> <p>Accept own words versions for example 'there is nothing more exciting than seeing athletes at the top of their game'.</p>	3	Any further content

**Section 2: Reading for Meaning**

Question	Answer	Marks	Not Allowed Responses
3(a)	<p><b>From paragraph 1</b></p> <p><b>What is the 'opportunity' Kevin's mother refers to?</b></p> <p>(to go to / start / study at) high school</p> <p><b>Allow</b> lift of 'Kevin had recently started high school'</p> <p>Kevin's opportunity to attend high school</p> <p>He / she / we / they / I never had the opportunity to attend high school</p>	1	<p><i>to go to school</i></p> <p><i>to be a teacher</i></p>

Question	Answer	Marks	Not Allowed Responses
3(b)	<p><b>What evidence is there that Kevin’s father was interested in his own education?</b></p> <p>(He sometimes) attempted the exercises from the / Kevin’s textbooks</p> <p><b>Allow lift of lines 4-6</b> ‘(When Kevin had homework his father was very interested and sometimes) attempted exercises from the textbook (on his own .... previously corrected work)’</p>	1	<p><i>following the examples in Kevin’s mathematics or language books or in his previously corrected work (alone)</i></p> <p><i>after a while he even felt confident enough to try to help his son (alone)</i></p> <p><i>he was interested in / did Kevin’s homework / he did the same homework as Kevin (alone)</i></p> <p><i>any mention of ‘confident enough to help his son’ <b>even with a correct response</b></i></p>



Question	Answer	Marks	Not Allowed Responses
4(a)	<p><b>From paragraph 2</b> <b>Give two reasons why you think Kevin’s father had to try ‘to edge closer to the mirror’.</b></p> <p>(i) he was shaving // to shave better / with precision // to get a closer look as he shaved // so he wouldn’t cut himself / his face</p> <p>(ii) Kevin was in his way // there wasn’t enough space for two people // to make space for Kevin // the room was tiny and there were two people in it // the room was tiny and Kevin had to come in</p> <p>1 mark for each correct response</p> <p>Accept in either order</p> <p>Credit correct responses where they appear, even if both are in one limb or if a correct response straddles both limbs</p>	2	<p><i>he was getting ready to go out / he was busy</i></p> <p><i>to see more clearly what he was doing // to get a close(r) look</i></p> <p><i>he couldn’t see Kevin’s book / homework / so that he could see Kevin’s book / homework</i></p> <p><i>to get close(r) to Kevin / to Kevin’s book</i></p> <p><i>the room was tiny (alone)</i></p>
4(b)	<p><b>Kevin’s father ‘groped for the towel’. Why could he not see the towel?</b></p> <p>his face was / eyes were covered in soap // his eyes were full of soap(y water)</p>	1	<p><i>(he was) covered in soap (alone)</i></p>

Question	Answer	Marks	Not Allowed Responses
5	<p><b>From paragraph 3</b></p> <p><b>Give two reasons why Kevin’s father called out the answers ‘with great speed’.</b></p> <p>(i) he was in a hurry / rush // he didn’t have (much / enough) time // he didn’t have time to help Kevin / him (work it out)</p> <p><b>Allow</b> lift of lines 14–15 I don’t have time (to help you ... just this one time.)</p> <p>(ii) he was confident (of the answers)</p> <p>1 mark for each correct response</p> <p>Accept in either order</p> <p>Credit correct responses where they appear, even if both are in one limb or if a correct response straddles both limbs</p>	2	<p><i>he was getting ready to go out</i></p> <p><i>he rushed out the front door</i></p> <p><i>he was late</i></p> <p><i>he wanted Kevin to do the work himself</i></p> <p><i>he knew the answers</i></p> <p><i>he didn’t know the answers</i></p> <p><i>he didn’t want Kevin to know the answers were wrong</i></p> <p><i>Lift of ‘he confidently called them out with great speed’</i></p>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p><b>From paragraph 4</b></p> <p><b>When the students saw Mr Waldo approaching, they ‘dropped their voices until he was out of earshot.’ Explain in your own words what the students did.</b></p> <p>(they) spoke (more) quietly / (more) softly / at low(er) volume // they whispered // they hushed // they lowered / reduced / decreased their sound / noise / volume</p> <p>Until he was too far away to hear what they were saying // Until he had gone somewhere where they couldn’t be heard / he couldn’t hear them / until he had gone out of hearing range</p>	<b>2</b>	<p><i>they lowered their voices // muttered / mumbled</i></p> <p><i>they stopped talking // they were quiet / silent</i></p> <p><i>until he was far away (alone)</i></p> <p><i>until he was so far away that they couldn’t hear him</i></p> <p><i>until he was out of sight</i></p>
6(b)	<p><b>Mr Waldo would crack the books down ‘with a dramatic explosion’. Which single word used earlier in the paragraph reinforces the idea of ‘dramatic’?</b></p> <p>Theatrical</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 ‘theatrical’</p>	<b>1</b>	

Question	Answer	Marks	Not Allowed Responses
6(c)	<p><b>What do you think Mr Waldo was suggesting when he picked up the exercise book ‘with the corner between thumb and one finger’?</b></p> <p>That it was dirty // filthy / disgusting // that he didn’t want to touch it // he had high standards of cleanliness // he was disgusted // he didn’t want to dirty his thumb / finger(s) / hand // it was unacceptable / wrong to give him a book with a stain on it // it was not clean // he wanted students to keep their books clean // he hated dirty things</p>	<b>1</b>	<p><i>it was rubbish / garbage / untidy / unpleasant (alone)</i></p> <p><i>it had a tea stain on it (alone)</i></p> <p><i>he hated slovenliness</i></p> <p><i>reference to content of the book, e.g. dirty work</i></p>

Question	Answer	Marks	Not Allowed Responses
7	<p><b>From paragraph 5</b></p> <p><b>Give two reasons why Kevin did not know immediately what Mr Waldo thought of his answers.</b></p> <p>(i) his / Mr Waldo's face was expressionless // his expression was blank</p> <p>Lift of lines 34-35 'he read out ... expressionless'</p> <p>(ii) it was a long time before he / Mr Waldo spoke // he / Mr Waldo didn't speak immediately // he / Mr Waldo was silent for a long time // he / Mr Waldo made Kevin wait a long time before he spoke</p> <p>1 mark for each correct response</p> <p>Accept in either order</p> <p>Credit correct responses where they appear, even if both are in one limb or if a correct response straddles both limbs</p>	2	<p><i>Lift of line 35 whose face was expressionless (alone)</i></p> <p><i>any further content</i></p> <p><i>he / Mr Waldo was silent</i></p> <p><i>he / Mr Waldo made Kevin wait a long time</i></p> <p><i>he / Mr Waldo didn't stop him when he was wrong</i></p> <p><i>Lift of lines 35-37 'he would let ... didn't know something'</i></p> <p><i>he / Mr Waldo let him go through the whole exercise (alone)</i></p> <p><i>he / Kevin went slowly through the whole exercise</i></p>

Question	Answer	Marks	Not Allowed Responses
8	<p><b>From paragraph 6</b></p> <p><b>‘Some students giggled quietly behind their hands at Kevin’s assertion.’ Explain in your own words how they reacted to the situation.</b></p> <p>they laughed / sniggered / chuckled / ridiculed / mocked / making fun of // treated as funny / as a joke // they thought it was funny</p> <p>(at) what he said / claimed / stated / mentioned // (at) his answer / response / reply / statement / announcement / explanation</p> <p><b>NOTE</b> assertion cannot unambiguously refer to Kevin’s answers to the Latin homework</p>	2	<p><i>reason / reasoning / reaction / giving the wrong answer</i></p>
9	<p><b>From paragraph 7</b></p> <p><b>‘But it was too late.’ Why was it too late for Kevin?</b></p> <p>the class (had) laughed at him // everyone / he knew his father wasn’t clever / educated // everyone knew his father did his homework</p> <p>he had been embarrassed / hurt / made an exhibition of</p> <p>he felt ashamed</p> <p>he / his father had been humiliated / insulted / made a fool of / laughed at</p> <p>he had made a fool of himself</p>	1	<p><i>answers which merely repeat what happened, e.g. he had corrected Mr Waldo // his answers were wrong // (he said) his father did his homework // he had been scolded</i></p> <p><i>he took it personally</i></p> <p><i>the damage was done</i></p> <p><i>the class was over</i></p> <p><i>he should have admitted he was wrong</i></p> <p><i>he was embarrassed about his homework</i></p> <p><i>Lift of lines 45–46</i> <i>‘He knew now there would be an exhibition for the class.’</i></p>

Question	Answer	Marks	Not Allowed Responses
10	From paragraphs 4–6 For each of the words below, circle the option (A, B, C or D) which has the same meaning that the word has in the passage.		
10(a)	C (sometimes)	1	
10(b)	A (reversed)	1	
10(c)	B (stressful)	1	
10(d)	D (paused)	1	
10(e)	B (certainty)	1	

Question	Answer	Marks	Not Allowed Responses
11	Re-read <b>paragraphs 5 and 6</b> , which contain phrases about <b>(a)</b> Mr Waldo's behaviour and <b>(b)</b> Mr Waldo's words. Explain: <ul style="list-style-type: none"> <li>the <b>meaning</b> of each phrase as it is used in the passage</li> <li>the <b>effect</b> of each phrase as it is used in the passage.</li> </ul>		
11(a)	<b>(a)</b> 'the sweeping hand gesture brought the students quickly to their feet' (line 31)		
	<b>Meaning:</b> He signalled / indicated that they should stand (up) // he moved / lifted / raised his hands and they stood (up)  Look for EITHER the <u>meaning</u> of 'gesture' OR a <u>description</u> of 'sweeping (hand) gesture' PLUS meaning of 'to their feet'	1	
	<b>Effect:</b> shows he had strong / good discipline / authority / order // he was strict // students (always) obeyed / respected him  Answers can focus on either Mr Waldo or the students	1	<i>they were nervous / afraid (alone)</i>  <i>Mr Waldo was frightening / terrifying / intimidating</i>

Question	Answer	Marks	Not Allowed Responses
11(b)	<b>(b)</b> “A shop!” Mr Waldo mimicked’ (line 48)		
	<p><b>Meaning:</b> Mr Waldo / he copied / imitated / repeated what Kevin said // Mr Waldo / he mocked Kevin’s father / the fact that Kevin’s father worked in a shop // Mr Waldo / he mocked the idea of working in a shop</p> <p>Look for EITHER a paraphrase of ‘mimicked’ (what Kevin said) OR a response to Mr Waldo’s tone as conveyed by the exclamation mark</p>	1	<p><i>he spoke in the same way / tone as Kevin</i></p> <p><i>he copied / imitated Kevin (alone)</i></p> <p><i>he looked down on Kevin’s father</i></p>
	<p><b>Effect:</b> Mr Waldo / he was cruel / mean / uncaring / callous / unkind / sarcastic / demanding // encourages / likes students to laugh at one another // Mr Waldo / he is putting on a show / exhibition (for the class) // Mr Waldo / he is enjoying himself / enjoying humiliating Kevin // he is trying to humiliate Kevin</p> <p>NOTE ‘effect’ must focus on Mr Waldo and not on Kevin</p>	1	<p><i>Mr Waldo / he is angry / amused / surprised (that his father works in a shop)</i></p> <p><i>Kevin is embarrassed / sad / upset / anxious / angry</i></p>