



Cambridge O Level

ENGLISH LANGUAGE

1123/21

Paper 2 Reading

May/June 2023

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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.

English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	Identify and write down the advantages and disadvantages of working from home, as outlined in the passage. 1 mark for each correct point to a maximum of 12 marks Place the tick where the point has been fully made (see Practice scripts)	12	For all points: – <i>examples (alone)</i> – <i>the inclusion of examples without ‘for example’, ‘such as’, ‘like’ etc. to distinguish the example from the overarching point</i>
	Advantages of working from home 1 <i>no time is spent travelling to and from work (given)</i>		
	2 (employees / workers / you are now able to) choose (the) hours they work / their hours // work (can be done) in (conventional) office hours <u>or</u> outside of (conventional) hours / them / at other times		<i>target (example)</i>
	3 (employees / workers / you can take refreshing) breaks when / as often as they like Allow lift of lines 9–11 ‘Workers can take... they like (rather than at.... the cafeteria queue, <u>for example</u>)’		<i>workers can take breaks (alone)</i> <i>cafeteria queue (example)</i>
	4 no need for childcare (if parents work from home) Allow lift of line 12 ‘There is no need...home.’		<i>collect children from school / take children to park / cook evening meal (examples alone)</i> less need for childcare

Question	Answer	Marks	Not Allowed Responses
1(a)	5 financial savings / saving money // don't need to pay (for) travel / transport (costs and / or fuel) // Allow lift of lines 14 – 16 '(Because you) don't need...costs...(such as for bus...there are) financial savings (to be made...home)		<i>bus/train (example)</i> <i>cost of filling up car with fuel (alone)</i> <i>transport / travel costs are reduced (alone)</i>
	6 eco-friendly // reduces our (collective) carbon footprint / carbon (dioxide) emissions Allow lift of lines 17–18 'a typical car eco-friendly'		Whole lift of lines 18–19 'we should all commit to reducing our collective carbon footprint' (advice) <i>cars / buses emit carbon dioxide (alone)</i>
	7 removes the temptation to buy unhealthy / fattening snacks / food Allow lift of lines 20 – 21 '(Not being....as well as saving money,) removes...snacks'		<i>high street coffee is damaging to health with (one hot drink having) 14 teaspoons of sugar / more than 500 calories (examples)</i> <i>'saving money removes the temptation to buy unhealthy or fattening snacks'</i>
	8 money saved (can be) used / spent on other things / more useful things / interesting things Allow lift of lines 23–25 'The money saved (when working from home) can be used on (other,) more useful or interesting things, (such as holidays... family)'		<i>money saved can be spent on holidays / clothes / treats (examples alone)</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	Disadvantages of working from home		
	9 <i>technology might let you down (given)</i>		
	10 (for some people the) lack of social contact leads to loneliness		Whole lift lines 29–30 <i>‘Working...loneliness’</i> <i>missing those queues in the cafeteria (example)</i> <i>not having someone to talk to (alone)</i>
	11 (more) serious / adverse / harmful effects on <u>mental</u> health // (more) seriously harms <u>mental</u> health Allow lift of lines 32 – 33 ‘(For some...to) more serious...health, (<u>Including</u> severe anxiety)’		<i>severe anxiety (example)</i>
	12 no / lack of exercise Allow lift of lines 35–37 ‘Some workers are dismayed... absolutely no exercise’		<i>less / reduced exercise</i> <i>running for bus / walking (examples)</i> <i>heart disease / control weight (examples)</i>
	13 Staring at a device / screen (<u>like</u> a laptop all day) harms / damages the eyes Allow lift of lines 38–39 ‘Staring at a device... harm the eyes (causing, <u>for example</u> , blurred vision... strain)’		<i>laptop / computer (examples)</i> <i>causes blurred vision / headaches / eye strain (examples)</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	14 Helpful / constructive chats (which help to solve problems / provide ideas) don't occur / happen / take place // (these) impromptu meetings don't occur / happen / take place Allow lift of lines 42–44 'Helpful chats...ideas; these impromptu...<u>don't occur</u>...home'		<i>virtual / formal / organised meetings (alone)</i>
	15 restaurants / coffee shop (sometimes are forced to) shut (down) / close (causing unemployment) Allow lift of lines 45–47 '(When cities or town centres...home) restaurants ...down (causing unemployment'		<i>cities and town centres are deserted (alone)</i> <i>restaurants / coffee shops have fewer customers (alone)</i> <i>causes unemployment (alone)</i>
	16 bus / train companies / public transport (have to) reduce their services // less (of a) choice of bus / train services / public transport Allow lift of lines 47–49 '(When public transport is being under-utilised,) bus and train companies...services (meaning... have less of a choice)'		<i>public-transport is under-utilised (alone)</i> <i>people can't travel by bus / train / public transport</i>

Question	Answer	Marks	Not Allowed Responses
1(b)	<u>Summary</u> Now use your notes from 1(a) to write a summary of the advantages of working from home, and the disadvantages of working from home, as outlined in the passage. Candidates have now fleshed out their notes into a piece of formal, continuous prose. Candidates are advised to write between 150–180 words including the 10 words given. Marks are awarded for producing a piece of writing which is relevant and coherent.	10	

Summary – Task Fulfilment 10 marks		
Band 5	9–10	Excellent understanding of the task demonstrated in an impressive response: • 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: • 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: • 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: • 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: • 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: • A totally irrelevant response • Insufficient material to reward

Question	Answer	Marks	Not Allowed Responses
2	Re-read paragraphs 1, 3, and 6, and write down one piece of advice given by the writer from each of these paragraphs. From paragraph 1: People ought to consider (carefully) whether working from home is a change for good.	1	<i>any further content</i>
	From paragraph 3: and, we should all commit to reducing our (collective) carbon footprint.	1	<i>any further content</i>
	From paragraph 6: (If you are working from home,) it is important that you remember to give your eyes (a chance to) rest.	1	<i>any further content</i>

Question	Answer	Marks	Not Allowed Responses
3(a)	From paragraph 1 Why was Farris ‘becoming increasingly unhappy in his job’? the senior architect / his boss / Mr Arsalan was (extremely) demanding / put (too much) pressure on him / made unreasonable demands (on him) Allow lift of lines 1–2 ‘The senior architect,... on him’	1	
3(b)	What did the advert claim? using a / one <u>fountain pen</u> (s) gives (people) a feeling / sense of supreme / great / a lot of confidence	1	<i>lift of line 4 ‘using one gives people a feeling of supreme confidence’</i> <i>using a / one fountain pen gives people a feeling / sense of confidence</i> <i>it / the fountain pen can change your / his image</i>

Question	Answer	Marks	Not Allowed Responses
4(a)	From paragraph 2 Why do you think Mr Arsalan and his colleagues stared at Farris ‘in amazement’ when he spoke? Farris / he didn’t usually speak / talk // Farris / he never / rarely / hardly ever spoke / talked // Farris / he was usually / always silent / quiet // Allow Farris’s / his speaking (out) was unprecedented // they / his colleagues were not used to him talking in meetings // they / his colleagues were surprised / amazed that Farris / he had points to say / spoke / talked <u>for the first time</u>	1	<i>lift of line 8 ‘As usual, Farris was silent’</i> <i>Farris / he was not silent as usual</i> <i>Farris / he was silent / didn’t speak (alone)</i> <i>Because no one dared to disagree with Mr Arsalan</i> <i>They / his colleagues knew Farris lacked confidence</i>
4(b)	One of Farris’s colleagues ‘ventured’ to speak out. Which single word used earlier in the paragraph conveys this idea of ‘ventured’? dared Allow use of a correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. <i>the word is dared.</i> Allow minor miscopying	1	

Question	Answer	Marks	Not Allowed Responses
4(c)	“‘Well done, Farris,” announced Mr Arsalan coldly.’ Why did Mr Arsalan speak coldly? (Mr Arsalan / he was annoyed that) <u>Farris</u> (had) attacked / contradicted / challenged / criticised / proved wrong / argued against / spoke (out) against Mr Arsalan’s / his arguments (point by point) / points / suggestions / views / opinions Allow Farris’s ideas were preferred by his colleagues <u>rather than</u> his / Mr Arsalan’s arguments	1	<i>lift of lines 12–13 ‘<u>he</u> attacked, point by point, the arguments put forward by Mr Arsalan’</i> <i>Farris spoke well / eloquently / intelligently / covered all the points</i> <i>Farris outlined the staff’s misgivings perfectly</i> <i>Farris won the argument</i> <i>Farris had spoken against him / Mr Arsalan / his boss (without argument / points)</i> <i>Mr Arsalan / he / his boss felt angry / insulted (at what Farris had done) (alone)</i>

Question	Answer	Marks	Not Allowed Responses
5(a)	From paragraph 3 Farris got through the meeting without ‘any of the anxiety that had plagued him’ since early childhood. Explain in your own words how he had felt since early childhood. (he had feelings of) tension / worry / stress / panic / distress / fear (that had)	1	<i>anxious</i> <i>unhappiness / shy / not confident / nervous / doubt / uneasiness / dread</i> <i>was an overthinker / hard on himself</i> <i>(made him) feel bothered / miserable / feel ill</i>
	(had) tormented / afflicted / haunted / overwhelmed / trapped / attacked him / (he) suffered This is an OWN WORDS question. Key ideas are to be found in the words ANXIETY and PLAGUED. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.	1	<i>affected (alone) / harmed / bothered / troubled him / like a curse / like having a disease he couldn’t cure</i> <i>(had) annoyed him / made him angry//</i> <i>always (alone) //</i> <i>anxiety – worry</i> <i>plagued – troubled</i> <i>(no context)</i>

Question	Answer	Marks	Not Allowed Responses
5(b)	In the past, what two physical changes would Farris have experienced after a confrontation with Mr Arsalan? (i) his heart (would have) raced Allow lift of lines 19–20 ‘Just a few days ago, a confrontation with Mr Arsalan would have caused his heart to race’	1	<i>he would have played back their conversation in his mind</i> <i>he would have blamed himself for a clumsy word / some point</i>
	(ii) (he would have had) indigestion / stomach ache Allow lift of lines 22–23 ‘Eating lunch would have brought on an attack of indigestion’ 1 mark for each correct response - Accept in any order	1	<i>felt ill / sick</i> <i>(an attack of) digestion</i> <i>he would have gone home miserable</i>

Question	Answer	Marks	Not Allowed Responses
6(a)	From paragraph 4 Mr Benjamin said to Farris: ‘I was very struck by your analysis’ of the company’s objectives. Explain in your own words Mr Benjamin’s reaction to what Farris had said at the meeting. Mr Benjamin / he was / felt impressed / amazed / moved (by his / Farris’s / the)	1	<i>shocked / stunned / surprised / excited</i> <i>astonished / intrigued</i> <i>happy / proud / (very) pleased / inspired</i>
	examination / attention to detail / review / scrutiny / assessment / break down (of points) / evaluation This is an OWN WORDS question. Key ideas are to be found in the words STRUCK and ANALYSIS. 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 ‘company objectives’	1	<i>study / what he presented / argument / solution</i> <i>detailed explanation / points (made)</i> <i>struck – impressed</i> <i>analysis – examination</i> <i>(no context)</i>
6(b)	What was the ‘opportunity’ that would totally alter the course of Farris’s life? being / getting promoted (to second senior architect) // (a / his) promotion (to second senior architect) // (the opportunity to) be / become second senior architect	1	<i>second senior architect (alone)</i>

Question	Answer	Marks	Not Allowed Responses
7	From paragraph 5 Give two reasons why the restaurant was ‘the best restaurant in town’. (i) the interior / inside / décor was stunning / amazing / special / took your breath away Allow lift of line 32 ‘The interior was stunning, with high ceilings and glittering chandeliers’	1	<i>even with a correct answer:</i> <i>Farris signed the cheque / left a generous tip</i> <i>its beautiful / stunning appearance (alone)</i> <i>high ceilings and glittering chandeliers (alone)</i>
	(ii) The food was delicious / very good / excellent / tasty / perfect Allow ‘speciality dish’ for ‘food’ 1 mark for each correct response - Accept in any order	1	<i>the speciality dish was framed in the middle of the page in elegant print</i> <i>the prices were high(er)</i>

Question	Answer	Marks	Not Allowed Responses
8(a)	From paragraph 6 ‘Time stood still for Farris.’ What emotion do you think Farris was feeling? panic / fear / horror / dread	1	<i>shock / dismay / surprise / tense / stress / worry / distraught / nervous / despair / disbelief</i>
8(b)	Why did Farris give up his search for the fountain pen? (he realised it was hopeless because) Farris / he had been calling / searching for a long time / months / too long // it had been months / months went by and still no sign of the pen / it // or Farris / he realised / recognised / sensed that the restaurant manager was getting irritated / annoyed with his (constant phone) calls / (constant) asking (for his pen) // Farris / he realised he was pestering the manager with his (phone) calls	1	<i>lift of lines 44–46 ‘Farris called...Finally when he sensed a note of irritation in the restaurant manager’s voice, he... the search’ (in whole or in part – alone)</i> <i>a lot of time / days, weeks, months (had) passed (alone)</i> <i>‘days, weeks’ for ‘months’</i> <i>Farris / he called the restaurant every day (alone)</i> <i>Farris / he gave up because the manager was getting annoyed (alone)</i> <i>Farris / he knew he would never see his fountain pen again</i>

Question	Answer	Marks	Not Allowed Responses
9(a)	C (worries)	1	
9(b)	A (constantly)	1	
9(c)	D (protected)	1	
9(d)	C (large)	1	
9(e)	B (shouted)	1	
If more than one answer is given, do not award the mark, even if one of them is correct, unless student's final choice is clearly indicated. Allow any form of indicating the correct answer, e.g. a tick, circle			

Question	Answer	Marks	Not Allowed Responses
10	Re-read paragraphs 2 and 6, which contain phrases about (a) Mr Arsalan and (b) the taxi driver. Give: - the meaning of each phrase as it is used in the passage - the effect of each phrase as it is used in the passage.		
10(a)	‘as usual, Mr Arsalan had plenty to say’ (line 9)		
	Meaning: Note: a correct answer must include a meaning for ‘as usual’ and ‘plenty’ (as) always / normally / regularly / frequently, Mr Arsalan / Farris’s boss / he had a lot to say // Mr Arsalan / Farris’s boss was always talking / speaking // (as) always / normally / regularly / frequently Mr Arsalan / Farris’s boss / he talked / spoke a lot / for a long time / too much	1	even with a correct answer <i>Mr Arsalan / Farris’s boss / he was silent</i> <i>as usual / usually, Mr Arsalan / Farris’s boss / he had a lot to talk about (given phrase)</i> <i>‘again’ for ‘as usual’</i> <i>as always, Mr Arsalan / Farris’s boss / he was talkative / verbal / demanding</i>
	Effect: Mr Arsalan / Farris’s boss / he liked to be listened to / to get all the / too much attention / to be the centre of attention / had a high opinion of himself / liked to dominate / be in charge (at meetings) // Mr Arsalan / he was <u>overconfident</u> / arrogant / overshadowed others // or (The reader / writer feels / thinks) Mr Arsalan is arrogant / dominant / overconfident (The reader / writer) is critical of him / Mr Arsalan // (The writer wants) to show Mr Arsalan in a negative light Note: Answer can focus on either Mr Arsalan or the writer / reader	1	<i>Mr Arsalan / he was trying to impress / made all the decisions</i> <i>there is no time for anyone else to speak</i> <i>Mr Arsalan / Farris’s boss / he was confident</i> <i>Mr Arsalan / he was bossy / outspoken</i> <i>it made people / the staff / Farris angry / annoyed</i> <i>people / the staff / Farris did not like him / Mr Arsalan/ Farris’s boss</i> <i>one word answers, e.g.: overconfidence / arrogance</i>

Question	Answer	Marks	Not Allowed Responses
10(b)	'the taxi driver accelerated back' (line 42)		
	Meaning: the taxi driver / he / they went / drove fast(er) / quickly / at top / high speed / as fast as he could / was speeding (up) / rushed / hurried (back) Accept the taxi driver / he / they turned <u>back</u> quickly / at top speed	1	<i>the taxi driver / he was in a hurry / a rush</i> <i>turned (around) / drove backwards / reversed (even with 'at top speed' etc.)</i>
	Effect: it was an emergency / urgent // there was no time to lose // time was running out // the taxi driver / he understood the urgency Note: one word answers work here: (the effect is) drama / tension / panic / urgency	1	<i>the taxi driver / he was in a hurry / a rush / worried</i> <i>the taxi driver / he wanted to be helpful to Farris / heard the urgency in Farris's voice / was panicking</i> <i>the pen / it was really important (to Farris)</i>