



Cambridge O Level

ENGLISH LANGUAGE

1123/21

Paper 2 Reading

May/June 2021

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.

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This document consists of **15** 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.

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).

Notes about the Mark Scheme

- Underlining of words and phrases indicate that these ideas are essential for the mark(s)
- Brackets round words or phrases indicate that these ideas are not essential for the mark(s)
- Single bar indicates a synonymous form of the answer
- Double bar indicates an alternative answer
- Where a correct answer has been crossed out but not replaced, award the mark(s).

Section 1: Reading for Ideas

Question	Answer	Marks	Not allowed responses
1(a)	Identify and write down the information in the passage which describes the origins and spread of nutmeg in former times, and the uses of nutmeg in modern times. 1 mark for each correct point to a maximum of 12 marks	12	
	The origins and spread of nutmeg in former times 1 Given Point: <i>earliest known use on Pulau Ai, (one of the Banda islands in Indonesia)</i>		
	2 Arab(s) (traders) sold nutmeg / it to the Venetians Allow lift of lines 4–5 '(Before that ... Ages,) Arab ... Venetians'		<i>any further content</i>
	3 Portuguese (sailors) found / discovered the source / origins (of nutmeg) // Portuguese (sailors) found where it comes from Allow lift of lines 8–10 '(In 1511 ... trade.) Portuguese sailors ... nutmeg (by recruiting ... was.)' Allow 'they' for 'Portuguese' if identified in candidate's previous bullet point.		<i>Portuguese (sailors)</i> <i>found nutmeg (alone)</i> <i>any further content</i>
4 Portuguese (sailors) (took it back to) sell (it) more widely in Europe Allow 'they' for 'Portuguese' if identified in candidate's previous bullet point, or 'and', 'then', etc. if a continuation of previous point.	<i>the Portuguese took it back to sell in Europe (alone)</i>		

Question	Answer	Marks	Not allowed responses
1(a)	<p>5 (Demand for nutmeg spread because) it became (a) prized (spice) / (a) precious (spice) in European societies / Europe // (It was seen as a) symbol of wealth in European societies / Europe Allow lift of line 12 ‘Demand ... societies’</p> <p>Note: reference to an example (precious commodity / elaborate cuisine, etc.) must include ‘for example’, ‘like’, ‘such as’, etc. to distinguish it from the overarching point</p>		<p><i>any further content</i></p> <p>Do not accept</p>
	<p>6 (The) Dutch took control of nutmeg production (following a war ... people) // Allow lift of lines 14–15 ‘(Later ... and) took control ... production (following a war ... people.)’ Dutch (East India Company) constructed / developed / established / created a (comprehensive nutmeg) trading system Allow lift of lines 15–17 ‘The Dutch ... system (which ... of spice)’</p>		<p><i>any further content</i></p> <p><i>any further content</i></p>
	<p>7 (Nutmeg was a) convenient / easy (product) to trade (because it was small, easily transported and durable) // it was small, easily transported <u>and</u> durable</p>		
	<p>8 British transported / sent / took (nutmeg) <u>tree(s)</u> / <u>plant(s)</u> to Sri Lanka, Penang and Singapore / Asia // British transported / sent / took nutmeg <u>production</u> to Sri Lanka, Penang and Singapore / Asia Allow fewer than three countries only if introduced as an example: ‘... to, for example, Sri Lanka’ Allow lift of lines 20–22, provided the subject is clear: The British ‘(later took ... and) transported ... Singapore (in order to increase production)’ Allow ‘they’ for ‘British’ if identified in candidate’s previous bullet point, or ‘and’, ‘then’, etc. if a continuation of previous point.</p>		<p><i>The British were able to negotiate a monopoly of nutmeg (alone)</i></p> <p><i>any further content</i></p>
	<p>The uses of nutmeg in modern times</p> <p>9 Given point: <i>the cooking of savoury dishes</i></p>		

Question	Answer	Marks	Not allowed responses
1(a)	10 (the cooking of) sweet dishes / desserts / puddings Allow lift of lines 25–27 '(Similarly, of) sweet dishes (and desserts ... Brunei)' Note: reference to an example (Malaysia / Brunei / rice pudding) must include 'for example', 'like', 'such as', etc. to distinguish it from the overarching point		<i>added to rice pudding (alone)</i> <i>any further content</i>
	11 drinks / beverages Allow lift of line 29 "(nutmeg finds its...) drinks." Note: reference to an example (the Caribbean / rum punch / mulled wine etc.) must include 'for example', 'like', 'such as' etc. to distinguish it from the overarching point		<i>any further content</i>
	12 (the seed covering gives us) mace Allow lift of lines 30–31 'the seed of the nutmeg ... flavour.' but do not accept run into 'Mace is preferable ... (of the dish)'		<i>mace is preferable to nutmeg</i> <i>any further content</i>
	13 (essential) nutmeg oil / essential (nutmeg) oil (sometimes) preferred in cooking / used in cooking (because it leaves no particles in the food) Allow lift of lines 32–34 '(Essential) nutmeg oil, (so-called ... fragrance,) is (sometimes) preferred in cooking (because ... food.)'		<i>any further content</i>
	14 (has a role in the) industrial world / (in) industry // (nutmeg butter) used as an industrial lubricant (to reduce friction) Allow lift of lines 35–37 'Nutmeg ... butter (a commodity ... can be) used ... lubricant (to reduce ... another.)'		<i>lubricant (alone)</i> <i>any further content</i> Do not accept
	15 (Our) appearance <u>and</u> well-being (can be) enhanced / improved Note: reference to an example (complexion / cosmetics / perfume, etc.) must include 'for example', 'like', 'such as', etc. to distinguish it from the overarching point		
16 toothpaste(s) Allow lift of lines 40–41 '(Because nutmeg ... some) toothpastes (to prevent bad breath).'		<i>nutmeg helps to remove toxins / prevents bad breath (alone)</i> <i>any further content</i>	

Question	Answer	Marks	Not allowed responses
	<p>17 medicinal / medical benefits // in medicine // for mental <u>and</u> physical health</p> <p>Note: reference to an example (Insomnia / digestion / depression, etc.) must include ‘for example’, ‘like’, ‘such as’, etc. to distinguish it from the overarching point</p>		
1(b)	<p><u>Summary</u></p> <p>Now use your notes from 1(a) to write a summary of the origins and spread of nutmeg in former times, and the uses of nutmeg 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	

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 stylistic 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 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	Re-read paragraphs 4, 5, and 6, and give one opinion from each of these paragraphs. Paragraph 4: (a pinch of) nutmeg added to rice pudding is delicious.	1	<i>any further content</i>
	Paragraph 5: Mace is preferable to nutmeg (as it imparts a saffron-like hue to enhance the appearance of the dish) // Mace (which) has a more delicate flavour	1	<i>any further content</i>
	Paragraph 6: A paste made with nutmeg and honey (applied to the face) definitely produces a clear / beautiful complexion // (A paste made with) nutmeg and honey applied to the face definitely produces a clear / beautiful complexion	1	<i>any further content</i>
	Accept own word versions which include all the relevant detail. E.g. Paragraph 4: 'Rice pudding is very tasty when you add nutmeg' E.g. Paragraph 5: 'Mace is nicer than nutmeg'		<i>any further content</i>

Question	Answer	Marks	Not allowed responses
3(a)	From paragraph 1 How can we tell that the summer was likely to be a particularly hot one? Every plant was / All the plants were (showing early signs of) wilting / drooping / becoming limp (in the heat) // Every plant / all the plants would need to be watered <u>daily</u> Allow lift of lines 1–2 ('Every plant ... watered daily.')	1	<i>summer was approaching (at a galloping pace)</i> <i>Every plant was dying / withering / dead</i> <i>Plants were wilting / needed watering daily (alone)</i> <i>any further content</i>
3(b)	The husband's arrangement was 'long-standing'. Give the phrase used later in the paragraph which conveys an opposite idea. out of the blue Allow The use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted, e.g. 'the phrase is "out of the blue"'	1	<i>announced out of the blue</i>

Question	Answer	Marks	Not allowed responses
4(a)	<p>From paragraph 2</p> <p>Why did the writer phone Rene for help?</p> <p>(it soon became clear that) a (fungal) infection / disease was spreading (wildly) through the (olive) trees // the trees had a (fungal) infection / disease // the (olive) trees were sick / ill / diseased // to get advice about the infected / sick / ill trees</p> <p>Accept olives for (olive) trees</p>	1	<p><i>there was a problem.</i></p> <p><i>fungus (alone)</i></p> <p><i>Do not accept a correct answer which also includes a reference to the flies</i></p>
4(b)(i)	<p>What approach to treating the trees did Rene recommend?</p> <p>(treating / spraying them with) chemicals Allow spray / spraying (alone)</p> <p>Allow lift of lines 7–8 ‘the sickness ... chemicals (as soon as possible)’</p>	1	<p><i>any further content</i></p> <p><i>no chemicals (alone)</i></p>
4(b)(ii)	<p>What approach did the writer prefer?</p> <p>natural / organic</p>	1	<p><i>complete lift of lines 9–10 ‘he knew...organically’</i></p>

Question	Answer	Marks	Not allowed responses
5(a)	<p>From paragraph 3</p> <p>Infected trees could ‘jeopardise our status as olive farmers’. Explain in your own words what the writer fears could happen.</p> <p>(The trees / they could) endanger / threaten / spoil / ruin / put at risk / put at stake / tarnish / blot / compromise / put in peril / lose / reduce / were not good for</p>	1	<p><i>affect / end / discourage</i></p> <p><i>the <u>trees</u> would be ruined</i></p>
	<p>their reputation / name / livelihood / position / standing / image / how they are viewed</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words JEOPARDISE and STATUS. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p> <p>Do not insist on paraphrase of ‘olive farmers’</p> <p>Allow inclusion of key words in an answer which also paraphrases the words correctly e.g. ‘they jeopardised and ruined their reputation’ = 2 marks</p>	1	<p><i>job / business / sales / career / title / state</i></p> <p><i>e.g. jeopardise – ruin; status – reputation</i></p>
5(b)	<p>‘Rene had an edge to his voice’. What emotion do you think he was feeling?</p> <p>frustration / impatience / annoyance / irritation</p> <p>Allow anger / mad</p>	1	<p><i>fury / worry / nervous / fed up</i></p>
5(c)	<p>Rene’s advice to the writer is ‘Trust my expertise.’ Give the sentence earlier in the paragraph which shows he knows what he is talking about.</p> <p>Any farmer will back me up on this.</p>	1	<p><i>any further content</i></p>

Question	Answer	Marks	Not allowed responses
6(a)(i)	<p>From paragraph 4</p> <p>Why do you think it is ‘understandable’ that, if Quashia had been there, he would have done most of the work? Give <u>two</u> reasons.</p> <p>Quashia / he was (much) younger (than Rene) // <u>Rene</u> was seventy-six (years old) / (much) older than he was / (too) old / an old man</p>	1	<i>Quashia / he is a man</i>
6(a)(ii)	<p>Quashia / he was strong / (much) stronger / more powerful (than Rene) // <u>Rene</u> was not as strong (as he was) / was not strong enough</p> <p>Allow for (i) or for (ii): Quashia / he worked on (the/a) farm / was (the/a) farm worker // It was Quashia’s / his job / work</p> <ul style="list-style-type: none"> • 1 mark for each correct response • Accept in either order • Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs 	1	<p><i>he was older / weaker (than Quashia)</i></p> <p><i>nobody strong (enough) was available / there were (almost) 80 trees to treat</i></p>
6(b)	<p>Apart from the fact that Quashia wasn’t there to help, why did the writer offer to be Rene’s assistant?</p> <p>None of Rene’s / his friends were available / could do the work / it // (all of) Rene’s / his friends had committed themselves elsewhere</p> <p>Allow Lift of lines 21–22 ‘Rene suggested bringing someone with him, one of his friends (who would accept a reasonable daily rate), but nobody (strong enough) was available’</p> <p>there was far too much (for Rene) to do on his own //</p> <p>there were too many trees to treat (for Rene alone) //</p> <p>(Rene reiterated / repeated that) he could not accomplish / do the job on his own //</p> <p>nobody else (strong enough) was available</p>	1	<p><i>lift of lines 22–23 ‘they had all ... elsewhere’ (alone)</i></p> <p><i>any further content</i></p> <p><i>there was a lot of work (for him) (alone)</i></p> <p><i>to prove that a woman can do the job</i></p> <p><i>Rene was old and needed help</i></p>

Question	Answer	Marks	Not allowed responses
6(c)	<p>When the writer suggested she could be Rene's assistant, he muttered 'incomprehensible misgivings.' Explain in your own words what his reaction was.</p> <p>(But what he said) wasn't understandable / couldn't be understood / was difficult to understand / was unfathomable / unintelligible // he mumbled // his words were unclear / hard to make out</p>	1	<p>Do not accept</p> <p><i>he didn't understand</i></p> <p><i>inaudible / could not be heard (alone)</i></p> <p><i>it was confusing / puzzling</i></p>
	<p>He was unsure / uncertain / nervous / wary / uneasy / unconvinced / had reservations / doubts / concerns //</p> <p>Allow an explanation for Rene's 'misgivings' i.e. that <u>Rene / he did not think / believe</u> a woman / girl could do the job / would be strong enough // <u>Rene / he did not think / believe</u> the writer could do the job because she was a woman</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words INCOMPREHENSIBLE and MISGIVINGS. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p> <p>Do not insist on, or reward, paraphrase of 'muttered'.</p> <p>Allow inclusion of key words in an answer which also paraphrases the words correctly.</p>	1	<p><i>worried / unhappy / surprised / shocked</i></p> <p><i>he didn't want any help from a woman / girl (alone)</i></p> <p><i>a woman couldn't do the job (alone)</i></p> <p><i>he was being sarcastic about / mocking (the idea of a woman helping him)</i></p> <p><i>e.g. 'incomprehensible – not understandable; misgivings – unsure'</i></p>

Question	Answer	Marks	Not allowed responses
7	<p>From paragraph 5</p> <p>Why did they have to take the hosepipe on foot?</p> <p>there were no accessible driving routes / roads // there were no driving routes / roads in the (terraced) olive grove // there was no access for / with a vehicle</p> <p>Allow Lift of lines 33–34 'As there were no accessible driving routes in the (terraced) olive grove, (it was necessary to walk, and haul the hosepipe)'.</p>	1	<p><i>there were no driving routes (alone)</i></p> <p><i>it was necessary to walk and haul the hosepipe (alone)</i></p> <p><i>to spray the trees</i></p> <p><i>to ensure it didn't curl</i></p> <p><i>any further content</i></p>

Question	Answer	Marks	Not allowed responses
8	<p>From paragraph 6</p> <p>Why do you think Rene 'stood no taller than a matchstick'?</p> <p>He was (standing) under / next to a tall / big / huge tree // the tree was (much) taller / bigger than he was</p> <p>Allow The tree was tall / huge / big</p>	1	<p>the writer was far away (alone)</p> <p>he was short / shorter than the tree</p> <p>he was looking up into a tall tree</p> <p>Lift of lines 40–41 '(and) staring up into a tall, gnarled old olive tree'</p>

Question	Answer	Marks	Not allowed responses
9	<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>		
9(a)	B (innocent)	1	
9(b)	C (seriously)	1	
9(c)	D (repeated)	1	
9(d)	A (suggestion)	1	
9(e)	B (reduced)	1	

Question	Answer	Marks	Not allowed responses
10	<p>Give: Re-read paragraphs 1 and 2, which contain expressions telling us about (a) the arrival of summer and (b) the olive trees</p> <ul style="list-style-type: none"> the meaning of each expression as it is used in the passage the effect of each expression as it is used in the passage. 		
10(a)	<p>‘at a galloping pace’ (line 1)</p> <p>Meaning: (summer / it was coming) quickly / soon / imminently / fast / at speed</p>	1	<p><i>it was getting hot</i></p> <p><i>the summer is like a (galloping) horse / earlier than before</i></p>
	<p>Effect: (the arrival of summer / it) was unstoppable / unavoidable / uncontrollable / bearing down on them / looming / unexpected // coming <u>too</u> fast / quickly / soon // a sense of threat / power / strength / urgency // they / people were not ready / not prepared / caught off-guard // there was little / no time left (for them to prepare)</p>	1	<p><i>the summer was rushing at them / coming early</i></p> <p><i>it was worrying / surprising</i></p> <p><i>it was coming fast</i></p> <p><i>preparations had to be made faster (a consequence not an effect)</i></p>
10(b)	<p>‘olive trees are prey to flies.’ (line 12)</p> <p>Meaning: the trees / olives are attacked / eaten / targeted (by the flies / insects) // they are attacked / eaten / targeted by flies / insects // flies / insects attack / eat / target the trees / olives / them // flies are predators // flies hunt the olives / trees</p> <p>Note: active or passive expression is accepted, but needs context, single words are not enough.</p>	1	<p><i>the trees / olives attract the flies</i></p> <p><i>the trees / olives are damaged / harmed / infected / destroyed by the flies</i></p> <p><i>e.g. attack / eat (alone)</i></p>
	<p>Effect: the trees / olives are vulnerable / weak / fragile / frail / victims / defenceless / helpless / in danger // the flies are aggressive (to the trees) / hostile / threatening / vicious / monstrous (to the trees) / dangerous // the flies are the enemy (of the trees) / hunters</p> <p>Note: focus can be on either the trees or the flies.</p>	1	<p><i>the olive trees are damaged / destroyed</i></p> <p><i>it is worrying</i></p> <p><i>we / the writer feel(s) sad / angry / threatened / worried</i></p>