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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**October/November 2016**

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.

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- 1 (a) Identify and write down the points in the passage which describe the uses and rise in popularity of glass in former times, and the reasons for the uses and continuing popularity of glass in modern times.

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max of 15	<b>1</b> Used to make jewellery in Mesopotamia (5000 years ago)		
	<b>2</b> In (Ancient) Egypt, utensils made from glass (were given as presents to important people)	Point 2 and point 3 require an Egyptian context but if such context is missing, penalise <b>only once</b> (no double penalty)	<i>Rapid growth in glass-making technology</i>
	<b>3</b> Egyptians developed techniques to make / made range of colours // Egyptians developed techniques to make / made vibrant colours		
	<b>4</b> Romans used patterns of coloured glass / mosaics to cover floors / walls / as art(work) / as decoration	Lift of line 15 'mosaics...artwork'	
	<b>5</b> Roman glass utensils became inexpensive / less expensive than pottery ones	Point 4, 5 and point 6 require Romans as agent but if agent is missing, penalise <b>first omission only</b> (no double penalty)	
	<b>6</b> Romans used (clear) glass for architectural purposes / windows (of public buildings / luxurious houses)		
	<b>7</b> (Invention of) glass-blowing (to make utensils / bottles)	'Glass was blown' for 'glass-blowing'	

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Mark	Expected Answer	Allow	Don't Allow
8	(Glass) spread to <u>many / other</u> parts of the world (examples of countries alone = 0)	Lift of lines 24–26 'the fact ... parts of the world' (accept run on into examples)	<i>Glass was <u>found</u> in Greece / many parts of the world</i>
9	In (Christian) churches, stained glass (windows) told religious stories (to illiterate people)	'small pieces of coloured glass held together by lead' for 'stained glass'	<i>'Coloured glass' (alone) for 'stained glass'</i>
10	Admiration of the art of stained glass (ensured its / glass's popularity)	Lift of line 30 'admiration for the artistry involved <u>here</u> ' provided point 9 has been made	
11	<b>Glass allows the entry of natural light, creating a feeling of airiness / space</b>		
12	Architects can show their creativity by taking advantage of / using (different) patterns/ colours (of glass)	Creativity can be shown by using (different) patterns/ colours (of glass)	
13	Using glass to build walls means that less electricity is required <u>to light buildings</u>		
14	(Glass) is a <u>bad</u> conductor of heat / is a <u>good</u> insulator / regulates heat/temperature (in hot / cold countries) // in cold countries (glass) keeps heat in <u>and</u> in hot countries it keeps heat out		

Mark	Expected Answer	Allow	Don't Allow
	<p><b>15</b> (glass) reduces / cuts down / saves on bills / costs for fuel / heating / air conditioning</p> <p><b>16</b> Giving glass <u>coating</u> / <u>insulation</u> makes it (more) energy saving</p> <p><b>17</b> Used in architectural design / by architects / in public buildings / in office complexes because it is (a relatively) inexpensive (building material)</p> <p><b>18</b> Curved glass is used in (construction of) airports / concert halls / shopping arcades</p> <p><b>19</b> <u>Completely</u> recyclable</p> <p><b>20</b> (Glass) can be recycled more easily than other (storage) materials / plastic</p> <p><b>21</b> (Glass is used) to educate / give awareness about environmental issues / saving the planet // (Glass is used) to give a sense of environmental awareness</p>	<p>'energy' for 'fuel'</p> <p>Lift of lines 37–38 'This means that ... much reduced'</p> <p>An inexpensive <u>building</u> material</p> <p>Lift of line 46 'playing ... planet'</p> <p>Lift of lines 48- 49 '(Ngwenya Glass) works ... awareness'</p>	<p><i>Used for / in coating / insulation</i></p> <p><i>Glass is made of different coatings</i></p> <p><i>Used in architectural design / public buildings / office complexes (alone)</i></p> <p><i>'infrastructure' for 'airports', etc.</i></p> <p><i>'Recycling' (alone) for 'environmental issues / awareness'</i></p>

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- (b) **Use your notes to write a summary in which you describe the stages in the development of railways and the benefits these developments brought, and the advantages of train travel nowadays, as outlined in the passage.**

SUMMARY STYLE DESCRIPTORS			
Mark	Own Words	Mark	Use of English
5	<ul style="list-style-type: none"> <li>Candidates make a <b>sustained</b> attempt to re-phrase the text language.</li> <li>Allow phrases from the text which are difficult to substitute.</li> </ul>	5	<ul style="list-style-type: none"> <li>Apart from very occasional slips, the language is accurate.</li> <li>Any occasional errors are either slips or minor errors. There is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>Punctuation is <b>accurate and helpful</b> to the reader.</li> </ul>
4	<ul style="list-style-type: none"> <li>There is a <b>noticeable</b> attempt to re-phrase the text.</li> <li>The summary is free from stretches of concentrated lifting.</li> </ul>	4	<ul style="list-style-type: none"> <li>The language is <b>almost always accurate</b>. Serious errors will be isolated.</li> <li>Sentences show some variation, <b>including original complex syntax</b>.</li> <li>Punctuation is <b>accurate</b> and generally helpful.</li> </ul>
3	<ul style="list-style-type: none"> <li>There are <b>recognisable but limited</b> attempts to re-phrase the text detail. Attempt may be limited by <b>irrelevance</b> or by <b>oblique or mangled relevance</b>.</li> <li>Groups of text expression are interlaced with own words.</li> <li>The expression may not always be secure, but the attempt to substitute the text will gain credit.</li> </ul>	3	<ul style="list-style-type: none"> <li>The language is <b>largely accurate</b>.</li> <li>Simple structures tend to dominate and <b>serious errors are not frequent</b>, although they are noticeable.</li> <li>Where sentences show some variety and complexity, they will generally be lifted from the text.</li> <li>Serious errors may occur when more sophisticated structures are attempted.</li> <li>Punctuation is <b>generally accurate</b>.</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Wholesale copying</b> of large areas of the text, but not a complete transcript,</li> <li>Attempts to substitute own language will be limited to single word expression.</li> <li>Irrelevant sections of the text will be more frequent at this level and below.</li> </ul>	2	<ul style="list-style-type: none"> <li>Meaning is not in doubt but <b>serious errors are becoming more frequent</b>. [<i>8+ errors as a guide, but balance against sentence structure is also necessary</i>]</li> <li>Some simple structures will be accurate, although this accuracy is not sustained for long.</li> <li>Simple punctuation will usually be correct.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pretty well a <b>complete transcript</b> of the text expression.</li> <li>There will also be random transcription of irrelevant sections of the text.</li> </ul>	1	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b>, sometimes impeding reading.</li> <li>Fractured syntax is much more pronounced at this level.</li> </ul>
0	<ul style="list-style-type: none"> <li><b>Complete transcript</b></li> </ul>	0	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b> throughout.</li> <li><b>Fractured syntax</b></li> </ul>

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2 From your reading of paragraph 1, decide whether each of the following statements is true or false and tick the boxes you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Statement 1 is false	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	<i>If both true and false are indicated against any statement</i>
1 mark	Statement 2 is true		
1 mark	Statement 3 is false		

3 From paragraph 6, select and write down two of the writer's opinions. You may use the words of the text or your own words.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Opinion 1: The best way for an architect to show his creativity is by using different patterns and colours of glass. Excess denies.	Slips, e.g. misspelling of 'architect' or 'absolutely' or American spelling of 'colour'	
+ 1 mark	Opinion 2: Buildings made of glass are absolutely stunning. Excess denies.		

#### Additional information

Allow own word attempts but for Opinion 1 above, 'best' or equivalent must be included

4 (a) In which two ways, according to Pi, was his name odd?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he was named after/ called after / had the same name as a swimming pool / as Piscine Molitor // his name / Piscine was the French word for swimming pool /	Lift of 'I was named after a swimming pool'  It meant swimming pool	
1 mark	(ii) his parents never liked large expanses of water	Lift of 'my parents never liked large expanses of water'  Allow inclusion of ' what was even odder about his / my name' in either limb	

**Additional information**

(b) Pi's uncle was 'a great storyteller'. What was the topic of his favourite story?

Mark	Expected Answer	Allow	Don't Allow
1 mark	Piscine Molitor / Molitor Swimming Pool		<i>A swimming pool / swimming pools  swimming competitions</i>

5 (a) Explain in your own words what prompted one of Pi's classmates to make fun of his name.

Mark	Expected Answer	Allow	Don't Allow
1 mark	EVIL: bad / wicked / malicious / nasty / cruel	Mean He was a bully	<i>Mischievous / unfriendly / unkind</i>
1 mark	GENIUS: smartness / intelligence / cleverness	Bright / brainy A great / good mind / brain	<i>Knowledge</i>

**Additional information**

This is an OWN WORDS question. Key words are EVIL and GENIUS.

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- (b) One of Pi's classmates pointed at him In what way did the other children show their 'cruelty'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	they laughed (at Pi / him / Pi's name / until they filed into class)	Lift of 'laughter would drift across the yard to me (unprovoked)'. Excess denies	<i>They laughed at him all day (or any other extension of time beyond filing into class)</i>

- (c) Pick out and write down the single word which shows that Pi dealt with 'the cruelty of children' in different ways.

Mark	Expected Answer	Allow	Don't Allow
1 mark	alternatively	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.	<i>More than one word</i>



- 6 (a) The lessons ‘started to stretch out like a desert’. What impression of the lessons is given by this description?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(they were) monotonous / boring / dull / tedious / dry / tiresome / all the same / lifeless /seemingly endless		<i>Hot / long</i> <i>Drag (slowly)</i> <i>Spread out</i> <i>Tiring / tire</i> <i>Tense</i> <i>Unenjoyable</i> <i>Difficult</i>

- (b) Why did the teachers wipe ‘their foreheads with their handkerchiefs’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was hot // they were sweating (in the heat)	The high temperature // to clean off / wipe sweat	<i>Warm</i> <i>The temperature rose / was rising</i> <i>The temperature (alone)</i>

- (c) ‘I anticipated the insult’. What was the insult he anticipated?

Mark	Expected Answer	Allow	Don't Allow
1 mark	<u>Teacher(s)</u> would smirk when using Pi's name / at Pi's	‘Smile’ or ‘laugh’ for ‘smirk’	<i>Smirking (alone)</i> <i>Teachers smirking (alone)</i> <i>‘they’ for ‘teachers’</i> <i>Teachers would make fun of his name</i>

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(d) Explain fully how Pi reacted when he ‘anticipated the insult’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he decided not to answer (the question) // he changed his mind about answering (the question) / he didn't answer (the question)	He refused to answer (the question)	<i>Lift of ‘sometimes when my hand ...offering to answer’</i>  <i>He was unsure / uncertain about answering the question</i>
1mark	(ii) he took his hand down		

7 (a) Give two pieces of evidence which suggest that Ravi had ‘a good reputation’ in the school.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he was (very) clever / smart / bright / intelligent, etc.		<i>Lift, in whole or on part, of lines 19–20 ‘I would suffer from having to follow in the footsteps of a very clever older sibling, who already had a good reputation’</i>
1 mark	(ii) he was/ had been elected captain of the (school) cricket team		<i>He was a clever older sibling</i>  <i>Lift of line 22 ‘But it wasn’t being related to Ravi, the elected captain of the school cricket team...’</i>  <i>He was an excellent swimmer</i>

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(b) In what way did Pi suffer because he lived ‘by the sea’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	<p>he was an excellent swimmer BUT <u>others / people / his classmates / people living by the sea</u> didn't think that swimming was important</p> <p>OR</p> <p>he was an excellent swimmer BUT <u>others / people / his classmates / people living by the sea</u> saw swimmers / swimming as rather odd</p>	<p>Lift of lines 20–22 ‘That I was an excellent swimmer ... see swimmers as rather odd’</p> <p>Excess denies</p> <p>Being an excellent swimmer <u>was seen as</u> unimportant / (rather) odd / was unimportant / (rather) odd to <u>other people / his classmates / people living by the sea</u></p> <p>He was seen as odd because he was an excellent swimmer</p> <p>He wasn't recognised / noticed for his excellent swimming</p> <p>‘They’ for people, classmates etc</p> <p>Weaker forms of ‘excellent’, e.g. ‘good’</p>	<p><i>he was an excellent / very good swimmer (alone)</i></p> <p><i>people / his classmates didn't think that swimming was important (alone)</i></p> <p><i>being an excellent swimmer was unimportant (alone)</i></p> <p><i>he was seen as odd</i></p> <p><i>he saw swimmers as odd</i></p>

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8 (a) Pi had a 'plan'. Without using the words of the passage, explain in no more than fifteen words what the plan was.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) to tell everyone / the class/ his teachers his name was / he was called Pi // to say what he wanted to be called / his new	To emphasise his name being Pi // to make people call him Pi  Reference to writing (on board) as long as the ideas of old name and new name are mentioned for 1 mark each  Lift of lines 32–33 'I double underlined the first two letters of my <u>given</u> name' = 1 Paraphrases of this lift = 1	<i>To tell everyone / his class / his teachers that his name was not Piscine</i>  <i>To escape from his name</i>  <i>Lift of lines 31–32 to say ' my name...as Pi'</i>  <i>Underlined first two letters of his name (alone)</i>
1 mark	(ii) by changing / shortening his name (from Piscine) // so that nobody would call him Piscine / know that his name was Piscine / know his given / old / real / full name		<i>To avoid ridicule (of his name)</i>

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(b) Why do you think Pi ‘hurried’ to the chalkboard?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	he wanted to get there before the teacher told him to sit down / before the teacher stopped him / called him back / could say a word // they were supposed to call out their names from their desks // he had not asked permission to leave his desk	So that the teacher wouldn’t stop him / object  Before he was told to sit down / before he was stopped  Before the teacher could call out / say his name NB although the pupils were to call their names	<i>He was scared / nervous / excited (alone)</i>

#### Additional information

Inference must be related to teacher not pupils

9 (a) Why do you think Pi took ‘every chance’ he could to answer questions that day?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	he wanted the teachers / the class / everyone to remember/ use his <u>new</u> name / the name <u>Pi</u> / to call him <u>Pi</u> // he wanted to reinforce his <u>new</u> name	He wanted to hear (the teachers say) his <u>new</u> name / Pi  He liked the sound of his <u>new</u> name / Pi  He liked the teachers calling him Pi / by his <u>new</u> name  So he could hear his name as a single syllable // so teacher(s) / others called him by a single syllable  To earn respect for his <u>new</u> name / for his name Pi  ‘nickname’ for ‘new name’	<i>The lift in whole or in part of line 39 ‘teachers ... to my ear’</i>  <i>So that no one would laugh at his name</i>

(b) What do you think Pi's brother 'might have been about to say'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(that) Pi's name was Piscine / Pi wasn't his brother's name / Pi was a nickname / Pi had changed his name	To say / call him by his real name // to call him Piscine  Piscine (alone)	<i>He was about to call him lemon pie</i>  <i>Any suggestion that Ravi was going to mock his name (alone)</i>

10 Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

Mark	Words	Expected Answer	Don't Allow
1 mark For each correct meaning (max 5)	1 waft (L9)	drift / float / carry / glide / filter	<i>spread / fly / sweep / come / travel / move</i> <i>Any word with the idea of 'speed'</i>
	2 unprovoked (L9)	uninvited/ uncalled for / unprompted / not asked for / unwarranted / without cause / for no reason	<i>unwanted / unwelcome / not angered / not annoyed</i>
	3 freeze (L9)	(stand) still / stop (what he was doing) / did not move / motionless / halt / stick (in a position) / hold (a position) / stay in place	<i>pause / unable to move / stagnate / not do anything / stay (in a place)</i>
	4 inadvertently (L11)	accidentally / unintentionally / without meaning to / involuntarily / without intending to	<i>without cause / without realising / without knowing / unconsciously / secretly / unavoidably / indirectly / unwillingly</i>
	5 promptly (L30)	immediately / at once/ without hesitation / without pausing / right away / quickly / speedily / rapidly / fast / briskly / sharply / smartly	<i>decisively / suddenly / punctually</i>

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<b>Mark</b>	<b>Words</b>	<b>Expected Answer</b>	<b>Don't Allow</b>
	6 stunt(L35)	trick / ruse / ploy/ scheme/ device / dodge / tactic / act / move	<i>plan / action / technique / behaviour</i>
	7 sauntered(L45)	walked slowly / wandered / moved slowly / ambled / swaggered / strolled / walked airily / walked casually / walked nonchalantly	
	8 refuge(L46)	rescue / shelter / sanctuary / retreat / asylum / protection / shield / safety / haven / security / place to hide	<i>solace / comfort / relief / peace / rest / freedom</i>