

Cambridge O Level

ENGLISH LANGUAGE**1123/11**

Paper 1 Reading

May/June 2024

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 **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 descriptions 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).

Question 1

This question tests the following reading assessment objectives (16 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Guidance
1(a)	<p>In paragraph 1, give <u>one</u> reason why it was difficult for the writer to paddle his canoe in the icy water.</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • fierce / strong wind • wind was driving him / his canoe • strong / fierce gusts (of wind) 	1	
1(b)	<p>Using your own words, explain what the text means by 'faintly tracing'. (line 4)</p> <ul style="list-style-type: none"> • generally / barely / unclearly • following / travelling along / tracking <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase e.g. trying to follow = 2 marks</p>	2	<p><i>For 'tracing' do NOT credit ideas of trying to find / looking (out) for / seeing (the North Shore)</i></p>
1(c)	<p>From paragraph 2, identify <u>one</u> feature of the north shore that made it difficult to find a place to camp there</p> <p>Explain the reason why this feature made it difficult to camp.</p> <p>Reward any one feature</p> <ul style="list-style-type: none"> • tiny patch / dried strip of grass // (vast) heaps / piles of (ancient) boulders / rocks • arctic / cold wind <p>Explanation</p> <ul style="list-style-type: none"> • limited space for tent / wouldn't permit pitching a tent • no tent could last (long) unanchored / difficult to secure tent / tent would blow away 	1	

Question	Answer	Marks	Guidance
1(d)	<p>From paragraph 3, give <u>two</u> things that the writer did to guard against the effects of the wind.</p> <p>Award 1 mark for each up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> pegged down / fastened his tent with extra (guy) lines // made camp with extra (guy) lines // secured his tent carried (up) his canoe away from the shore / water overturned his canoe 	2	<i>Accept in either order</i>
1(e)	<p>Explain what the writer was thinking when he whispered, ‘Just a little longer my old friend’. (line 13)</p> <ul style="list-style-type: none"> the <u>canoe</u> may not / won’t make it / last (much) longer (to the end of the trip) // he wants to encourage the <u>canoe</u> / he wants the canoe to keep going // he sympathises / empathises with the <u>canoe</u> 	1	<i>Allow canoe / boat / vessel</i>

Question	Answer	Marks	Guidance
1(f)	<p>In paragraph 4, how did the writer feel about the weather conditions as he sat in his tent that evening?</p> <p>Give <u>two</u> details from the text to support your answer.</p> <p>Reward any feeling of fear for his safety, however expressed:</p> <ul style="list-style-type: none"> scared / intimidated / threatened / worried(1) <p>Details Award 1 mark for each</p> <ul style="list-style-type: none"> howling wind // the wind grow louder // wind whipping up waves / waves smashing the shore // the wind blew ceaselessly hid in his sleeping bag // hunkered down for the night// lay huddled inside(2) <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> 3 marks for a response which shows a secure understanding of the writer's feeling with 2 details 2 marks for a response which shows some understanding of the writer's feeling with 1 detail 1 mark for some awareness of the writer's feeling, for example, 1 detail or a feeling without details. 	3	<p><i>The supporting details can be quoted or paraphrased.</i></p> <p><i>Allow slips in copying in a correct detail</i></p>
1(g)(i)	<p>During the night the writer realised that he might have a particular problem getting past the 'powerful river rapids'. (line 21)</p> <p>What was the problem?</p> <ul style="list-style-type: none"> (navigating them later in the season) when the weather was at its worst / bad 	1	
1(g)(ii)	<p>What did he want to do to avoid the problem?</p> <ul style="list-style-type: none"> leave / escape (the shore) in the morning (calm) / early 	1	<p><i>Do NOT credit 'I / he pinned my hopes of escape on the morning calm' lines 24–25</i></p> <p><i>OR 'waiting until morning (to leave)' [focus should be on escaping]</i></p>

Question	Answer	Marks	Guidance
1(h)	<p>Explain <u>using your own words</u> the writer's different feelings about the place where he decided to make camp.</p> <p>Give <u>three details</u> from anywhere in the text to support your answer.</p> <p>The writer feels</p> <ul style="list-style-type: none"> • happy / hopeful: ['spotted a tiny patch of grass', 'looked inviting'] • impressed / awed by the view: ['gracefully sloped mountains', 'emptiness of the landscape'] • happy / grateful / relieved / protected: ['thankful to have found this spot', sheltered 'among the rocks'] • worried / keen to leave / impatient: ['heard of canoeists being windbound on such shores, stuck for weeks', 'not encouraging', 'growing more anxious'] • vulnerable / frightened: ['my little tent (as I lay huddled inside)', 'the wind's howling grow louder'] • hopeless: ['still stranded in the same spot', 'trapping me'] • confined / he can't escape: ['still stranded in the same spot', 'nightmarish string of obstacles'] • lonely / isolated: ['emptiness of the landscape'] 	3	<p>DO</p> <p><i>credit alternate feelings and opinions about the place if they are clearly related to and based on the text but NOT when candidate relies on words from the text e.g. 'thankful / anxious'</i></p>

Question	Answer	Marks	Guidance
1(h)	<p>Award up to 3 marks:</p> <ul style="list-style-type: none">• 3 marks for an explanation which shows a secure understanding of writer's different feelings• 2 marks for an attempt at an explanation which shows some understanding of the writer's feeling• 1 mark for some awareness of how he felt. The explanation may be partial. <p>The feelings must be predominantly in the candidate's own words. The supporting details can be quoted or paraphrased. Allow slips in copying. A detail can only be credited if it supports an identified feeling.</p>		

Question 2

This question tests reading assessment objective (9 marks)

R4 demonstrate understanding of how writers achieve effects and influence readers.

Question	Answer	Marks	Guidance
2(a)	<p>Read this extract from the text:</p> <p>'You could live a thousand lifetimes and not even begin to scratch the surface of paddling all the possibilities.' (lines 35–36)</p> <p>What does the writer want to suggest to us about how he feels about paddling in Northern Canada?</p> <ul style="list-style-type: none"> excited / amazed // sees it as a challenge // (he) feels there are endless journeys (available) // could never get tired of it // will enjoy it 	1	<i>Reward appropriate alternative feelings provided they are positive (from 'possibilities')</i>
2(b)	<p>Explain why the writer uses the phrase 'most efficient' rather than the word 'efficient' in the expression 'To devise the most efficient route I could'. (line 37)</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> the best / safest / simplest / quickest none (of the potential routes) are efficient / this is the least-worst option / knew it wasn't going to be efficient 	1	

Question	Answer	Marks	Guidance
2(c)	<p>What <u>two</u> impressions does the writer want to convey to the reader in the sentence:</p> <p>'Looking at what at first glance appeared to be an incomprehensible labyrinth – a puzzle of lakes and ponds – I realised it could be deliciously challenging not to confuse one bay or inlet for any of the thousands of others.' (lines 38–40)?</p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • difficult // needs concentration • easy to get lost / could (easily) be mistaken • intricate / complex / maze • (relishes / happily) accepts the challenge // is excited 	2	
2(d)	<p>Read this sentence from the text:</p> <p>'Roaring, swirling, foaming water pulling back and forth on my boots made holding on to the canoe, while struggling to maintain my balance, almost impossible.' (lines 45–46)</p> <p>What effect does the writer want to suggest about the water by using the words 'Roaring, swirling, foaming'?</p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • the noise is threatening // loud • like a wild animal / beast // dangerous / violent / attacking • constant motion / relentless • power / energy / strength • it's surrounding / going in every direction / chaotic • bubbling 		<i>NOT: speed / fast</i>

Question	Answer	Marks	Guidance
2(e)	<p>Identify <u>one example</u> of how the writer uses language effectively to convey his feelings as the morning haze clears in this extract from the text:</p> <p>'The haze cleared to reveal a fairy-tale landscape: vivid green hills, jumbles of boulders beyond counting scattered about, and little streams crashing a path down the craggy hillsides. Behind me rose towering great grey cliffs of rock, old as time, the oldest rock on the planet, so cracked with fault lines as to give the suggestion of ancient crumbling castle ruins. Drifting into this timeless world, I could picture dinosaurs roaming about amid the rocks that were eons older than even those giant reptiles. More and more, it seemed like a land time forgot.' (lines 55–61)</p> <p>Explain the impression the writer creates in the example you have identified.</p> <p>Responses might use any of the following relevant choices:</p> <ul style="list-style-type: none"> • reveal a fairy-tale landscape: entering an imaginary / fantasy / beautiful world / picturesque, magical, enchanting • vivid green hills / jumbles of boulders beyond counting scattered about / and little streams crashing: sensory overload of colour and sound / brilliant lush vegetation / vast number and random pattern of large rocks / noise, movement, life and energy of water 		<p><i>In the chosen example, allow slips in copying.</i></p> <p><i>Explanations must go beyond the literal and narrative.</i></p> <p><i>Look for understanding of the impact / effect / connotations of particular word(s), techniques or image(s) in the selected example.</i></p> <p><i>Explanations should be in the candidate's own words rather than repeating language from the text e.g. 'ancient' to explain 'timeless world'.</i></p>

Question	Answer	Marks	Guidance
2(e)	<ul style="list-style-type: none"> • towering great grey cliffs: forbidding / intimidating massive height / foreboding suggestion of entrapment / a sense of awe • old as time: the rocks' permanence / a sense of infinity set against his own insignificance • ancient crumbling castle ruins: dramatic landscape / legends / adventure / sense of history/decay • dinosaurs roaming: feels prehistoric / feels otherworldly / stepped back in time / feeling of potential danger in landscape • (drifting into this) timeless world / eons older / the land time forgot: as if travelled back in time / separated from the modern world / a sense of awe / nature untouched by humans <p>Award up to 3 marks.</p> <p>3 marks for:</p> <ul style="list-style-type: none"> • relevant example precisely identified • clear understanding of how writer achieves intended effect <p>2 marks for:</p> <ul style="list-style-type: none"> • relevant example precisely identified • some understanding <p>1 mark for:</p> <ul style="list-style-type: none"> • relevant example precisely identified 		

Question	Answer	Marks	Guidance
3(a)	<p>Summarise the benefits and attractions of ‘plogging’, according to Text B. You must <u>use continuous writing</u> (not note form). Use your own words as far as possible. Avoid copying long sections of the text.</p> <p>Your summary should be no more than 150 words. <u>Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u></p> <p>Use the Marking Criteria for Question 3 (Table R, Reading and Table W, Writing).</p> <p>INDICATIVE READING CONTENT Candidates may refer to any of the points below:</p> <ul style="list-style-type: none"> 1 makes natural scenery / natural environment pleasant / beautiful 2 protects / helps ecosystem / wildlife / nature 3 fitness trend / get fit 4 (do it) with a (local) community / in a group 5 makes a noticeable difference // helps solve a big problem // has a huge impact 6 (going outside in nature makes) people feel good // mental health benefits // positively affects well-being 7 (time in nature) improves heart rate / blood pressure / immune functioning // physical / health benefits 8 part of human nature // emulates (human) body mechanics 9 (do it) as a family 10 teaches children the importance of looking after environment // a school project 11 can do it anywhere / anytime //convenient 12 (eco-minded) influencers / social media celebrities do it 13 <u>fusion / combination</u> of exercise / taking care of the body and environmental action / caring for the environment 	20	<i>P4: NOT: friends</i>

Marking criteria for Question 3(a)**Table R, Reading:** Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> • A wide range of relevant ideas. (R1) • Ideas are skilfully selected and used. (R5)
4	7–8	<ul style="list-style-type: none"> • A good range of relevant ideas. (R1) • Ideas are carefully selected and used. (R5)
3	5–6	<ul style="list-style-type: none"> • A range of relevant ideas. (R1) • Relevant ideas selected; may include excess material. (R5)
2	3–4	<ul style="list-style-type: none"> • Some relevant ideas used; may include indiscriminate selection. (R1 and R5)
1	1–2	<ul style="list-style-type: none"> • Some ideas referred to; limited evidence of selection. (R1 and R5)
0	0	<ul style="list-style-type: none"> • No creditable content.

Table W, Writing: Use the following table to give a mark out of 10 for writing.

Level	Marks	Description
5	9–10	<p>A relevant response that is expressed clearly, fluently and mostly with concision.</p> <ul style="list-style-type: none"> • The response is well organised. (W2) • The response is the candidate's own words and/or structures where appropriate with a range of vocabulary which clarifies meaning. (W3)
4	7–8	<p>A relevant response that is expressed clearly with some areas of concision.</p> <ul style="list-style-type: none"> • The response is organised. (W2) • The response is the candidate's own words and/or structures where appropriate. (W3)
3	5–6	<p>A relevant response that is generally expressed clearly.</p> <ul style="list-style-type: none"> • There is some evidence of organisation. (W2) • The response is mainly the candidate's own words and/or structures where appropriate. (W3)
2	3–4	<p>A relevant response that can generally be followed.</p> <ul style="list-style-type: none"> • There are areas of the response expressed in the candidate's own words and/or structures. (W2 and W3)
1	1–2	<p>The response lacks clarity.</p> <ul style="list-style-type: none"> • There may be long explanations or the response may be brief. (W2) • There is occasional use of own words and/or structures. (W3)
0	0	<ul style="list-style-type: none"> • No creditable content.

Question 3(b)

This question tests the following reading assessment objective (5 marks)

R2 demonstrate understanding of implicit meanings and attitudes

Responses should be based on these sections of Text B:

Paragraph 2

Environmental campaigners argue that the solution to the waste epidemic requires multipronged efforts, including reviews of existing laws, but we can all help – even on our routine jogs – by ‘plogging’. Plogging is simply picking up litter while jogging, and it started in Scandinavia. The word comes from ‘plocka upp’, which means ‘pick up’ in Swedish, and ‘jogging’. This fitness trend is rising in popularity globally.

Paragraph 4

However, for others, **the problem begins much earlier**. ‘Much of the litter we see is stuff we don’t even think of as litter to start with,’ explains **environmental campaigner Anna Ruiz**, who feels **businesses and their customers have a bigger part to play**. ‘Our consumption habits are the problem. There are **ways to improve the situation that don’t involve expecting someone else to use their free time to pick up your mess**.’

Question	Answer	Marks	Guidance
3(b)	<p>Imagine you are environmental campaigner Anna Ruiz. You are giving a talk to a local community group about how to deal with the problem of litter in their area. Someone in the audience asks you a question. Give your answer to their question, using information from the text.</p> <p>Question from the audience: The best way to deal with the problem of litter in this area is to encourage more people to go plogging. What is your opinion and why?</p> <p>Indicative Content Responses might use any of the following ideas:</p> <p>A1: Anna Ruiz believes plogging is not the best way / insufficient because:</p> <ul style="list-style-type: none"> • multipronged effort required / review laws [development: law to act as a deterrent / ban single-use plastic] • massive problem / waste epidemic [development: won't deal with the whole issue] • the problem begins much earlier [development: need to look to what causes litter] • role of businesses / customers [development: take responsibility / use takeaway cups, plastic bottles / recycle / put own rubbish in the bin] • consumption habits [development: use less / see the bigger picture; prevent rather than cure] • expecting others to use their free time [development: should be able to enjoy leisure activities in clean and unspoilt environments] • expecting others to pick up your mess [development: not the right message / put own rubbish in the bin] 	5	<i>Developments may be attached to any appropriate detail from the text.</i>

Table R, Reading: Use the following table to give a mark out of 5 for reading.

Level	Marks	Description
3	4–5	<ul style="list-style-type: none"> • Consistent and relevant perspective offered. • Ideas are developed and supported.
2	2–3	<ul style="list-style-type: none"> • Generally relevant perspective offered. • Some attempt to support or develop.
1	1	<ul style="list-style-type: none"> • Some awareness of opinion or attitude.
0	0	<ul style="list-style-type: none"> • No creditable content.