



Cambridge International Examinations
Cambridge Ordinary Level

ENGLISH LANGUAGE

1125/02

Paper 2 Reading

For Examination from 2018

SPECIMEN MARK SCHEME

1 hour 45 minutes

MAXIMUM MARK: 50

This document consists of **8** printed pages.



Section 1: Reading for Ideas

Question	Answer	Marks	Guidance
1(a)	<p><u>Content Points.</u></p> <p><u>Passage 1</u></p> <p><i>Theatre</i></p> <p><u>Identify and write down</u> the information from the passage which describes the stages in the development of theatre, and the reasons for its continuing popularity in the present day.</p> <p>1 mark for each correct point about the stages of development and reasons, up to a maximum of 12 marks.</p> <p>Stages in the development of theatre</p> <p>Example: <i>In ancient Greece myths / legends narrated by Chorus / chanting</i></p> <ul style="list-style-type: none"> • Actor(s) / acting (introduced) // dramatic impersonation of someone in the storyline • Plots / plays were made more complicated by the addition of a second or even third actor • Plays were performed in honour of the (Greek) gods (at major / spring festival(s)) • Comedy (introduced) • Sub-plot / second(ary) story introduced by Romans (made plays more sophisticated) • Throughout Europe travelling actors (entertained) // throughout Europe street actors moved from town to town • Permanent theatres / buildings for plays (were built / established) • Various forms of theatre developed worldwide / in other countries / in other continents <p>Reasons for the continuing popularity of theatre in the present day</p> <p>Example: <i>Every performance is different / dynamic</i></p> <ul style="list-style-type: none"> • (Plays / theatre / it offer(s)) relaxation • Suspending disbelief / being transported into another life / the story / setting can be / is fascinating • Theatre lovers / audience(s) / people enjoy skill of the actor(s) • Theatre lovers / audience(s) / people empathise with / relate characters (stories) to own lives // use (characters') stories to solve problems / make decisions 	12	

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1(a)	<ul style="list-style-type: none">Emotional experience / catharsis is good for mental health / well beingBrings families togetherTechnological advances / lighting / special effects make theatre a spectacle (as well as a play)Offers opportunity to be part of a tradition																	
1(b)	<p><u>Summary</u></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> <table><tr><th colspan="3">Summary – Task Fulfilment 10 marks</th></tr><tr><td>Band 5</td><td>9–10</td><td>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/repetitionsFluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylistic linking devices</td></tr><tr><td>Band 4</td><td>7–8</td><td>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/repetitionsGenerally fluent and coherent presentation of the points, with appropriate linking devices</td></tr><tr><td>Band 3</td><td>5–6</td><td>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/additionsSatisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</td></tr><tr><td>Band 2</td><td>3–4</td><td>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/repetitionsPresentation of the points breaks down, with little coherence and lacking linking devices</td></tr></table>	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/repetitionsFluent 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/repetitionsGenerally 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/additionsSatisfactory 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/repetitionsPresentation of the points breaks down, with little coherence and lacking linking devices	10	
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Question	Answer			Marks	Guidance
1(b)	Summary – Task Fulfilment 10 marks (continued)				
	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	Guidance
2	<p>Re-read paragraph 4. Identify and write down <u>three</u> opinions from this paragraph.</p> <p>[Accept in any order. 1 mark for each correct response]</p> <ul style="list-style-type: none"> (It is this dynamic nature of theatre which means that) live performances are (always) better than films. Theatre acting is (much) more challenging than acting in front of a camera. This makes theatre a more satisfying emotional experience than cinema. 	3	<p>Allow: Own word versions of any opinion.</p> <p>Don't allow: Block lift of lines 31–32 <i>Theatre lovers ... camera.</i></p>

Section 2: Reading for Meaning

Question	Answer	Marks	Guidance
3(a)	<p>From paragraph 1</p> <p>Which <u>one</u> feature of the weather was unusual for the time of year?</p> <ul style="list-style-type: none"> (unseasonal) frost (at night) 	1	
3(b)	<p>Why did the baby have cold, wet hands when she was in her pram?</p> <p>She chewed her gloves.</p>	1	<p>Don't allow: Any reference to cold, rain or dampness.</p>

Question	Answer	Marks	Guidance
4(a)	<p>From paragraph 2</p> <p>The writer ‘hated going to the doctor’. Give the <u>one</u> word used in the paragraph which reinforces this idea.</p> <ul style="list-style-type: none"> endured 	1	<p>Allow: The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.</p> <p>Don’t allow: More than one word.</p>
4(b)	<p>Give <u>two</u> reasons why the writer didn’t want to go to the doctor.</p> <p>[Accept in any order. 1 mark for each correct response]</p> <ul style="list-style-type: none"> she did not want to bother the doctor (unnecessarily) she did not want to wait in a freezing / cold waiting room // the waiting room would be freezing / cold 	2	<p>Allow: Lift of ‘I felt I was bothering the busy doctor unnecessarily’ even though change has not been made from first to third person.</p> <p>Allow: Lift of ‘the thought of sitting in a freezing cold waiting room with her’.</p> <p>Don’t allow: Any reference to ‘choice between comfort and duty’ or ‘not my own health in question’ in either limb.</p>

Question	Answer	Marks	
5	<p>From paragraph 3</p> <p>‘I immediately thought how nice it would be if only I dared’.</p> <p>What does this tell you about the writer’s character?</p> <p>The writer / she is timid / shy / doesn’t like to push herself forward</p>	1	

Question	Answer	Marks	Guidance
6	<p>From paragraph 3</p> <p>How does Lydia change the writer's outlook?</p> <p>She takes control / changes it for the better / makes the writer feel empowered / gives the writer confidence</p>	1	

Question	Answer	Marks	Guidance
7	<p>From paragraph 4</p> <p>What makes the writer eventually contact the doctor?</p> <p>Octavia's temperature was too high / high enough to see the doctor</p>	1	

Question	Answer	Marks	Guidance
8	<p>From paragraph 4</p> <p>Explain <u>in your own words</u> how the writer thought the doctor's secretary would react when the writer asked 'if the doctor could visit' (lines 23–24).</p> <p>She thought:</p> <ul style="list-style-type: none"> the secretary would be angry the secretary would tell her off / what to do 	2	<p>Don't allow: Lifting</p> <p>Allow: Paraphrases which capture the idea of being annoyed.</p> <p>Allow: Paraphrases which capture the idea of expecting a lecture.</p>

Question	Answer	Marks	Guidance
9	<p>From paragraph 5</p> <p>There is a contrast created when Octavia 'smiled and wriggled with delight' while the doctor listened to her chest 'for a long time'.</p>		
9(a)	Describe how Octavia was feeling: she seemed happy and well	1	
9(b)	Describe how the doctor was feeling: he knew / was afraid something was wrong	1	

Question	Answer	Marks	Guidance
10	<p>From paragraph 5</p> <p>The writer says ‘I could see that he had not finished, and did not mean what he said.’ What does this tell us about the writer’s reaction to the doctor?</p> <ul style="list-style-type: none"> She thinks that the doctor isn’t telling her everything / the full truth // she doesn’t believe the doctor / she’s not taken in / she’s mistrustful. 	1	

Question	Answer	Marks	Guidance
11	<p>From paragraph 6</p> <p>Why did the writer feel ‘relieved a little’?</p> <ul style="list-style-type: none"> She realised her child wasn’t about to die / it may not be as serious as she fears 	1	Allow: Lift of ‘he could not be expecting her to die before next Thursday.’

Question	Answer	Marks	Guidance
12	<p>From paragraph 7</p> <p>Explain <u>in your own words</u> why the writer says ‘the whole of my former life had been a lovely summer afternoon’ (lines 43–44).</p> <p>She realises:</p> <ul style="list-style-type: none"> everything before that day was pleasant. her life would be more difficult in the future. 	2	

Question	Answer	Marks	Guidance
13	<p>From paragraphs 2–6 inclusive</p> <p>For each of the words or phrases below, circle the option (A, B, C or D) which has the same meaning that the word or phrase has in the passage.</p>		
13(a)	C (later)	1	
13(b)	B (at risk)	1	
13(c)	D (realisation)	1	
13(d)	A (amazed)	1	
13(e)	C (gathered)	1	

Question	Answer	Marks	Guidance
14	<p>Re-read paragraphs 5 and 7, which contain phrases that tell us about the behaviour or feelings of the writer.</p> <p>Explain:</p> <ul style="list-style-type: none"> the <u>meaning</u> of the phrases as they are used in the passage the <u>effect</u> of the phrases as they are used in the passage. <p>The notes below are guidance: reward any plausible explanations.</p> <p>Candidates should be awarded marks for an appropriate response to the 'effect' part of the question, even if no marks are scored for the 'meaning' part.</p>		
14(a)	'sat there calmly aware of how innocent she was' (line 29)		
	Meaning: the writer was feeling relaxed / not worried about her baby	1	
	Effect: conveys a sense of peace / relief	1	
14(b)	'as though they were raindrops on a window pane' (lines 42–43)		
	Meaning: crying continuously / her tears are running down her face / she can't stop her tears flowing / her tears are wet / small / round (like raindrops)	1	
	Effect: it stresses the extent of her tears / crying / comparing them to rain (on a window pane) makes it more sad / depressing / it makes us more sympathetic	1	