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**ENGLISH LANGUAGE**

**1123/22**

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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- 1 (a) Identify and write down the uses and benefits of palm oil in the present day, and then the concerns associated with it and what is being done to address those concerns, as outlined in the passage.

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	1 used in the making of soap (based goods) because of lather produced		
	2 (used to) make processed foods // it contains a (natural) preservative which enhances (some / processed) food's shelf life		
	3 smooth / creamy (texture and absence of smell) makes it ideal / suitable / useable in (many) recipes / cooking / baking	'pastry and other baked foods' for recipes etc	
	4 (Has) medicinal / medical properties // (has) health benefits // improves liver health / immune system / skin nutrition	medicinal / medical purposes	<i>cures illnesses etc</i>
	5 (used) to make / manufacture biodiesel	fuel / energy / biofuel for biodiesel in points 5–9	<i>used as / for fuel for cars</i>
	6 (biodiesel used to) provide(s) /make(s) fuel for cars / transport		
	7 (biodiesel used for) heating (buildings)		
	8 (biodiesel is) sustainable // (biodiesel is) less polluting than petrol / coal / gas / other fuels		
	9 waste material / shells and bunches of palm fruit produce(s) energy / biofuel		
	10 (palm oil) can be treated (chemically) after (being used for) cooking to create biodiesel		
	11 needs half the amount of / less land than other types of <u>oil</u> to produce the same amount (of oil) // production is (much) cheaper than that of other <u>oils</u>		<i>it is lucrative / brings in money (alone)</i>
	12 high yielding crop makes it lucrative / brings in a lot of money // (both) flesh and kernel produce oil, which makes it lucrative / brings in a lot of money		
	13 (plantations) bring employment (to		<i>Lift of lines 28–29</i>

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	<p>local people)</p> <p>14 (profits from the industry) bring (improved) infrastructure / better living conditions / (social) services (to local people)</p> <p><b>15 research suggests that palm oil may have no health benefits / may cause heart disease</b></p> <p>16 (some palm oil) companies develop the land / start plantations / plant palm oil trees without consulting the people who (already) live there // (Some palm oil) companies develop the land / start plantations / plant palm oil trees without offering (local) people any compensation (for their loss of land)</p> <p>17 forests cleared / deforestation produces greenhouse gases / contributes to / causes global warming</p> <p>18 forests cleared / deforestation destroys (natural) habitat of (many) animals</p> <p>19 <u>Malaysian</u> government promised to limit / have limited the expansion of (palm oil) plantations</p> <p>20 environmental (groups) campaign(s) to raise (public) awareness of issues / concerns / problems (surrounding palm oil)</p> <p>21 Roundtable on Sustainable Palm Oil / RSPO outlines (environmental / social) criteria with which companies should comply</p>	<p>Accept two examples from lines 30–31 i.e. ‘(better) roads, sewage systems’ etc</p> <p>Accept ‘palm trees’ for ‘palm oil trees’</p> <p>Lift of lines 40–41 ‘ the Malaysian government... as forests’</p> <p>‘Greenpeace and Friends of the Earth’ (for environmental groups)</p> <p>‘an organisation’ (for RSPO)</p>	<p>‘4.5 million people... production’</p> <p><i>bring advantages to local people</i></p> <p><i>the Malaysian government promised to keep 50% of land as forests (alone)</i></p>
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### Additional information

Accept sentences or note form.

Points 1 and 15 are already given.

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(b) Now use your notes to write a summary of the uses and benefits of palm oil in the present day, and then the concerns associated with it and what is being done to address those concerns, 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>

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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<b>1</b>	<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>	<b>1</b>	<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>
<b>0</b>	<ul style="list-style-type: none"> <li>• <b>Complete transcript</b></li> </ul>	<b>0</b>	<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, false, or not stated in the passage, 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 choice is indicated against any two or all three statements</i>
1 mark	Statement 2 is true		
1 mark	Statement 3 is not stated		

3 From paragraph 6, write down the sentence which is the writer's opinion.

Mark	Expected Answer	Allow	Don't Allow
1 mark	It is wonderful that by November 2012, RSPO had over 1000 members	<p>The key will be to minimise the negative ones.</p> <p>Slip such as omission of 'over' or wrong transcription of RSPO</p> <p>Clearly contracted form, 'It is... members.' // 'The key...negative ones.'</p>	<i>Anything less than a sentence</i>

**Additional information**

Do not allow Own Words versions as question asks for a sentence from the text

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- 4 From your reading of paragraph 6, decide which one of the following statements is true and tick the box you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Box 2: The passage ends on an optimistic note.	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	<i>If two or all three boxes are ticked</i>

- 5 (a) Why did Pi and Ravi call their father's business contact 'uncle'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	To show (him) / indicate respect <b>and</b> affection	he was a close family friend  Lift of 'one of my father's ....affection = 1. Excess denies	

- (b) The boys' uncle 'looked the part his whole life.' What 'part' did he look?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(he was a) <u>champion</u> / <u>competitive</u> swimmer	he was a professional swimmer  Lift of lines 2–3 'when he was ...life'	<i>Any reference to close family friend / respect and affection / his birth etc.</i>  <i>he was a good / great swimmer</i>  <i>Lift of lines 2–3 'when he was...competitive swimmer'</i>

(c) Why was Ravi ‘wildly spinning his hand above his head’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	to show / indicate / demonstrate / imitate / act out / explain/describe what the doctor did to their uncle when he was born //  to show/indicate / demonstrate / imitate / act out / explain/describe what the doctor did to get his uncle to start breathing		<i>Any reference to forcing flesh and blood to upper body</i>  <i>'him' (alone) for their uncle</i>  <i>Generalisations, e.g. he was imagining the scene / so that Pi could picture the scene</i>

(d) Why do you think Pi believed Ravi's story about their uncle?

Mark	Expected Answer	Allow	Don't Allow
1 mark	he was gullible / naïve / a child // he was young / younger than his brother / Ravi // Ravi was older	Ravi was convincing // Pi believed everything Ravi told him	<i>he was stupid</i>  <i>his uncle had a thick chest and skinny legs</i>

**Additional information**

Focus can be on Pi or Ravi

- 6 (a) Pi's parents looked 'as if they were walking through a jungle spreading the tall grass ahead of them.' (lines 10–11) Without copying from the passage, explain in no more than fifteen words what is happening here.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) they were moving (forward) in the sea // they were moving / going (further) into the sea / wading / walking in the sea	'pool' or 'water' for 'sea'	<i>walking (alone)</i>
1 mark	(ii) making swimming / sweeping / round / curving movements with their arms / hands	Allow 'limbs' for 'arms'	<i>circular / spreading as they are in the text</i> <i>circles</i> <i>moving legs</i> <i>Alternative metaphors or simile, e.g. as if clearing their path / as if cutting down the sea</i> <i>they were pretending / trying to swim (alone)</i>

**Additional information**

Look for idea of general movement in water for 1 mark and idea of swimming / swimming style / movement for 1 mark.

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- (b) According to the information in the paragraph, what did Ravi have in common with his parents?

Mark	Expected Answer	Allow	Don't Allow
1 mark	he / they disliked / hated <u>swimming</u> // didn't want (to learn how) to <u>swim</u> // he was / they were unenthusiastic <u>about swimming</u>	he / they could not <u>swim</u> (properly / well)  he / they didn't know / needed to learn how to <u>swim</u>  he/they had no interest in <u>swimming</u>	<i>he was (just) as unenthusiastic as his parents (alone)</i>

**Additional information**

Look for attitude to swimming or ability to swim.

- (c) Pi was his uncle's 'willing disciple'. Pick out and write down the single word used later in the paragraph which is linked to this idea.

Mark	Expected Answer	Allow	Don't Allow
1 mark	guru	faithful  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>

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(d) Explain fully why the uncle's opinion distressed Pi's mother.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) <u>Uncle / he</u> thought / said that seven / Pi was the right age to start swimming (lessons) / start teaching Pi to swim		
1 mark	(ii) but <u>mother / she</u> thought that (seven / Pi) was too / still young / small for swimming (lessons) // she thought it should be older	she thought he might drown when learning to swim / thought swimming was (too) dangerous	<i>she didn't like swimming herself</i>  <i>Lift of 'to find willing disciple...was seven'</i>

**Additional information**

Look for what the uncle thought for 1 mark and the reason for the mother's distress at this opinion for 1 mark.

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- 7 (a) Explain in your own words why Pi's uncle thought that swimming in a swimming pool was preferable to swimming in the sea.

Mark	Expected Answer	Allow	Don't Allow
1 mark	PREDICABILITY: it / pools are unsurprising / unchanging / known / unvarying / as expected / consistent // the sea can change / be surprising / be variable // you don't know what you'll get with the sea // you don't know how the sea will behave // unknown		<i>danger / (no) safety / risk of accidents</i>  <i>always (alone)</i>
1 mark	FLATNESS: it / pools are level / even / calm / smooth / undisturbed / still // there are no waves / tides in a pool // the sea can be rough / wavy		<i>uniform (alone)</i>

**Additional information**

This is an OWN WORDS question. Key words are PREDICTABILITY and FLATNESS

(b) In what two ways were Pi's trips to the local swimming pool a 'ritual'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he / they went / the trips took place on the <u>same</u> days / <u>every</u> Monday, Wednesday and Friday // he <u>always</u> went there on Monday, Wednesday and Friday	he / they went three times a week on Monday(s), Wednesday(s) and Friday(s)	<i>they went regularly / routinely / with clockwork regularity (in either limb)</i>  <i>set / given / specific / fixed (in either limb)</i>  <i>they went three times a week</i>
1 mark	(ii) he / they <u>always</u> went / the trips <u>always</u> took place early in the morning //  the trips / they took place at the <u>same</u> time // <u>every</u> trip was early in the morning		<i>he had to be punctual / on time</i>  <i>Lift of lines 21–22 'I went with him...regularity' (in either limb)</i>

(c) Why did swimming 'instruction' in time become swimming 'practice'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	he had been taught (how to swim) // he had learned (how to swim) // he could swim	there was nothing more for him to learn (about swimming)  he was working on improving his swimming	<i>use of words 'instruction' or 'practice' (alone)</i>  <i>he could do it</i>  <i>he was swimming</i>  <i>Partial lift of line 24 he was 'doing a stroke with increasing ease and speed'</i>

(d) Pi sometimes went swimming in the sea on his own. Why do you think he describes this as ‘a guilty pleasure’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	his uncle didn't know about it / that he was doing it // his uncle wanted him to swim in pools // his uncle didn't want him to swim in the sea	<p>he wasn't allowed to swim in the sea // he didn't have (his uncle's) permission</p> <p>he was supposed to swim (only) in a pool</p> <p>his uncle wanted him to turn his back on the sea</p>	<p><i>definition of 'pleasure' (alone)</i></p> <p><i>he was alone</i></p> <p><i>he was too young to swim in the sea</i></p> <p><i>pools are safe / the sea is dangerous</i></p>

8 What did Pi's father like to do in his spare time?

Mark	Expected Answer	Allow	Don't Allow
1 mark	talk about swimming	talk about swimming rather than talk about business	<p><i>talk (alone)</i></p> <p><i>Lift of lines 31–32 'swimming lore was his leisure talk'</i></p> <p><i>swim</i></p> <p><i>talk about swimming <u>and</u> business</i></p> <p><i>listening to swimming talk</i></p>

9 (a) According to Pi's uncle, what was special about the Deligny pool?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was an Olympic pool // it had been used / built for the Olympic Games	<u>although</u> it was unfiltered / unheated it was an Olympic pool // it was unfiltered and unheated <u>but</u> it was an Olympic pool.	<i>it was an Olympic pool <u>and</u> it was unheated / unfiltered</i>  <i>it was like / on the level of / the size of an Olympic pool</i>  <i>it was an unfiltered/ unheated Olympic pool</i>

(b) Pi's uncle was prone to 'impossible exaggerations' about the Molitor pool. Which one of the exaggerations which he made was 'impossible'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was as big as a(n) (small) ocean		<i>it was a (small) ocean</i>  <i>big (alone)</i>  <i>Any reference to best swimming club / swimmers swimming lengths / changing rooms on two floors / friendly porters / exercise room / hot water</i>  <i>the club was as big as a small ocean</i>

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(c) The uncle's memory was 'swimming too many lengths to mention.' What do you think the writer wishes to convey here?

Mark	Expected Answer	Allow	Don't Allow
1 mark	<p>there were <u>so</u> many things to remember / memories (about the Molitor Pool) //</p> <p>there were <u>too</u> many memories to talk about / to mention / to choose from</p> <p>there was so much to talk about //</p> <p>he was <u>overwhelmed</u> / <u>swamped</u> / <u>inundated</u> / <u>flooded</u> / <u>engulfed</u> by his memories / nostalgia //</p> <p>lost in his memories</p>	<p>the sheer number of memories he had</p> <p>he had countless memories</p> <p>to convey a sense of wonder or awe</p>	<p><i>he had too many memories (alone)</i></p> <p><i>he remembered (swimming in) the Molitor Pool</i></p> <p><i>he had been in so many pools</i></p> <p><i>it was too long ago</i></p> <p><i>he loved the Molitor pool</i></p> <p><i>he had swum so many lengths he could not remember</i></p> <p><i>he couldn't talk about the Molitor pool</i></p> <p><i>he had many memories</i></p> <p><i>nostalgia (alone)</i></p>

**Additional information**

Focus can be on memories or on the inability to talk about them

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

Mark	Words	Expected Answer	Don't Allow
1 mark For each correct meaning (max 5)	1. ludicrous (L10)	ridiculous / laughable / silly / stupid / foolish / risible / absurd / comical / funny/ preposterous / idiotic / nonsensical / farcical / daft / crazy / mad / wacky	<i>exaggerated / fake / unconvincing / inane / weird / odd</i>
	2. fluttered (L15)	flapped / moved <u>gently / slightly / a bit</u> / shook <u>gently / slightly / a bit</u> / kicked <u>gently / slightly / a bit</u> / jiggled / wriggled	<i>swung / agitated / twitched / flailed / waved</i>
	3. practically (L25)	almost / just (about) / nearly/ to all intents and purposes / all but/ more or less / well nigh / virtually / near enough / as good as / within an inch of / on the brink of / on the verge of / close to / pretty much	<i>literally / basically / really / apparently / actually / essentially</i>
	4. beckoned(L26)	called / invited / summoned / waved forward / waved on / signalled / motioned	<i>greeted / enticed / tempted / lured / drawn / attracted</i>
	5. spent (L28)	exhausted / worn out / tired/ flaked out / drained / fatigued / shattered / all in / done in / bushed / weary / burnt out / on his last legs	<i>finished / weakened</i>
	6. splendour (L37)	magnificence / beauty / loveliness / gorgeousness / grandeur / greatness / elegance / majesty / spectacular / marvel	<i>perfection / excellence / luxury / wonder / brilliance / richness / opulence / attractiveness</i>
	7. prone to (L38)	tended to // had a tendency / habit // had a leaning (to(wards) / penchant/ predilection / inclined to / disposed to / likely to / liable to / propensity for	<i>susceptible to / vulnerable / tempted to / used to / unable to refrain from / unable to stop himself</i>
	8. tomfoolery (L42)	bad behaviour / horseplay / carrying on / silliness / shenanigan / buffoonery /silliness/ messing about / pranks / skylarking / clowning about / mucking about / playfulness / high jinks / antics	<i>foolishness / jokes / mocking / playing / lack of discipline / impropriety</i>