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**ENGLISH LANGUAGE**

**1123/02**

Paper 2 Reading

**For Examination from 2018**

SPECIMEN MARK SCHEME

**1 hour 45 minutes**

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**MAXIMUM MARK: 50**

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

**Section 1: Reading for Ideas**

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

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1(a)	<ul style="list-style-type: none"> <li>• Emotional experience / catharsis is good for mental health / well being</li> <li>• Brings families together</li> <li>• Technological advances / lighting / special effects make theatre a spectacle (as well as a play)</li> <li>• Offers opportunity to be part of a tradition.</li> </ul>																	
1(b)	<p><b><u>Summary</u></b></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 border="1" data-bbox="308 842 1015 2056"> <thead> <tr> <th colspan="3" data-bbox="308 842 1015 887">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 887 424 1196">Band 5</td> <td data-bbox="424 887 515 1196">9–10</td> <td data-bbox="515 887 1015 1196">           Excellent understanding of the task demonstrated in an impressive response:           <ul style="list-style-type: none"> <li>• All content included is relevant, with no unnecessary details/repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices</li> </ul> </td> </tr> <tr> <td data-bbox="308 1196 424 1473">Band 4</td> <td data-bbox="424 1196 515 1473">7–8</td> <td data-bbox="515 1196 1015 1473">           Good understanding of the task demonstrated in a skilful response:           <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details/repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul> </td> </tr> <tr> <td data-bbox="308 1473 424 1778">Band 3</td> <td data-bbox="424 1473 515 1778">5–6</td> <td data-bbox="515 1473 1015 1778">           Acceptable understanding of the task demonstrated in a competent response:           <ul style="list-style-type: none"> <li>• Some of the content included is relevant, with unnecessary details/ additions</li> <li>• Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</li> </ul> </td> </tr> <tr> <td data-bbox="308 1778 424 2056">Band 2</td> <td data-bbox="424 1778 515 2056">3–4</td> <td data-bbox="515 1778 1015 2056">           Insecure understanding of the task demonstrated in a rather faltering response:           <ul style="list-style-type: none"> <li>• Content included is of limited relevance, with frequent unnecessary details/repetitions</li> <li>• Presentation of the points breaks down, with little coherence and lacking linking devices</li> </ul> </td> </tr> </tbody> </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"> <li>• All content included is relevant, with no unnecessary details/repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices</li> </ul>	Band 4	7–8	Good understanding of the task demonstrated in a skilful response: <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details/repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul>	Band 3	5–6	Acceptable understanding of the task demonstrated in a competent response: <ul style="list-style-type: none"> <li>• Some of the content included is relevant, with unnecessary details/ additions</li> <li>• Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</li> </ul>	Band 2	3–4	Insecure understanding of the task demonstrated in a rather faltering response: <ul style="list-style-type: none"> <li>• Content included is of limited relevance, with frequent unnecessary details/repetitions</li> <li>• Presentation of the points breaks down, with little coherence and lacking linking devices</li> </ul>	<b>10</b>	
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2	<p><b>Re-read paragraph 4. Identify and write down <u>three</u> opinions from this paragraph.</b></p> <p>[Accept in any order. 1 mark for each correct response]</p> <ul style="list-style-type: none"> <li>(It is this dynamic nature of theatre which means that) live performances are (always) better than films.</li> <li>Theatre acting is (much) more challenging than acting in front of a camera.</li> <li>This makes theatre a more satisfying emotional experience than cinema.</li> </ul>	<b>3</b>	<p><b>Allow:</b> Own word versions of any opinion.</p> <p><b>Don't allow:</b> Block lift of lines 31–32 <i>Theatre lovers ... camera.</i></p>

**Section 2: Reading for Meaning**

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

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

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

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

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

Question	Answer	Marks	Guidance
8	<p><b>From paragraph 4</b></p> <p><b>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).</b></p> <p>She thought:</p> <ul style="list-style-type: none"> <li>the secretary would be angry</li> <li>the secretary would tell her off / what to do</li> </ul>	<b>2</b>	<p><b>Don't allow:</b> Lifting</p> <p><b>Allow:</b> Paraphrases which capture the idea of being annoyed.</p> <p><b>Allow:</b> Paraphrases which capture the idea of expecting a lecture.</p>

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

Question	Answer	Marks	Guidance
10	<p><b>From paragraph 5</b></p> <p><b>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?</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>1</b>	

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

Question	Answer	Marks	Guidance
12	<p><b>From paragraph 7</b></p> <p><b>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).</b></p> <p>She realises:</p> <ul style="list-style-type: none"> <li>• everything before that day was pleasant.</li> <li>• her life would be more difficult in the future.</li> </ul>	<b>2</b>	

Question	Answer	Marks	Guidance
13	<p><b>From paragraphs 2–6 inclusive</b></p> <p><b>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.</b></p>		
13(a)	C (later)	<b>1</b>	
13(b)	B (at risk)	<b>1</b>	
13(c)	D (realisation)	<b>1</b>	
13(d)	A (amazed)	<b>1</b>	
13(e)	C (gathered)	<b>1</b>	

Question	Answer	Marks	Guidance
14	<p><b>Re-read paragraphs 5–7, which contain phrases that tell us about the behaviour or feelings of the writer.</b></p> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>• the <b>meaning</b> of the phrases as they are used in the passage</li> <li>• the <b>effect</b> of the phrases as they are used in the passage.</li> </ul> <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)	<p><b>‘sat there calmly aware of how innocent she was’ (line 29)</b></p>		
	<b>Meaning:</b> the writer was feeling relaxed / not worried about her baby	<b>1</b>	
	<b>Effect:</b> conveys a sense of peace / relief	<b>1</b>	
14(b)	<p><b>‘as though they were raindrops on a window pane’ (lines 42–43)</b></p>		
	<b>Meaning:</b> crying continuously / her tears are running down her face / she can’t stop her tears flowing / her tears are wet / small / round (like raindrops)	<b>1</b>	
	<b>Effect:</b> 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	<b>1</b>	