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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**May/June 2018**

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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**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 descriptors 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.

Question	Answer	Marks	Not Allowed Responses
1(a)	<p><b><u>Content Points.</u></b></p> <p><b><u>Passage 1</u></b></p> <p><b><i>Elephants</i></b></p> <p><b>Identify and write down the information in the passage which describes the importance of elephants throughout history, and the reasons for the decline in the elephant population today and what is being done to stop this decline.</b></p>		
	<b>Importance of elephants throughout history</b>	<b>1 mark for each correct point up to a max. of 12</b>	
	1 Given point: <i>(Form of) transport</i>		
	2 Working animals / work		<i>Examples (alone), i.e. working animals in logging industry / hauling wagons / carrying trees</i>
	3 (Used in) warfare in <u>ancient</u> times		<i>Lift of lines 8–9 male elephants ... weaponry</i>
	4 (Used in) <u>modern</u> wars / warfare in <u>modern</u> times		<i>Examples of terrain / bridges (alone)</i>
	5 (Featured in) religion(s) // (had) religious significance / symbolism		<i>Examples of reincarnated chiefs / leading processions, etc. (alone)</i>
	6 (Said to) bring (good) luck		<i>Example of elephant's trunk (alone)</i>
	7 Ivory / tusks used to make (valuable works of) art / artistic / decorative / religious objects / cutlery handles / piano keys		<i>Ivory was a much sought after commodity</i>
	8 Keystone species // have (huge) impact for <u>good</u> on the environment // have a <u>good</u> impact on the environment		<i>Lift or OW version of line 26 elephants dig ... animals</i>
	9 (Form of) entertainment / used in circuses / displays		
	<b>Reasons for the decline in the elephant population today, and what is being done to stop this decline</b>		

Question	Answer	Marks	Not Allowed Responses
1(a)	<b>10</b> Given point: <i>Losing their habitats (because of the clearing of land for development projects)</i>		
	<b>11</b> Killed by farmers (who do not want to lose agricultural/ grazing ground to national parks)		
	<b>12</b> Poaching of <u>ivory/ tusks</u> // poaching / hunting / killing (of elephants) <u>for ivory/tusks</u>		
	<b>13</b> Classified / identified as threatened / endangered (species)		
	<b>14</b> Ivory trade banned (in some countries)		
	<b>15</b> (Many) zoos/ circuses refuse to display / keep them // (some) zoos are (publicly) criticised by groups / organisations / charities for their treatment of elephants		<i>In Defense of Animals (alone) for groups</i>
	<b>16</b> Organisations / groups / charities raise funds for / to equip anti-poaching patrols // Organisations / groups / charities ensure conservation laws are enforced		<i>World Wide Fund for Nature (alone) for organisations, etc.</i>
<b>17</b> (Elephant) refuges / orphanages (established)			
<b>Additional information</b>			

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p><b>Summary</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 <b>relevant, well-organised</b> and <b>easy to follow</b>.</p> <table border="1" data-bbox="300 685 983 1682"> <thead> <tr> <th colspan="3" data-bbox="300 685 983 734">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 734 432 1261">Band 5</td> <td data-bbox="432 734 528 1261">9–10</td> <td data-bbox="528 734 983 1261"> <p>Excellent understanding of the task demonstrated in an impressive response:</p> <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="300 1261 432 1682">Band 4</td> <td data-bbox="432 1261 528 1682">7–8</td> <td data-bbox="528 1261 983 1682"> <p>Good understanding of the task demonstrated in a skilful response:</p> <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> </tbody> </table>	Summary – Task Fulfilment 10 marks			Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <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	<p>Good understanding of the task demonstrated in a skilful response:</p> <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>	10	
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Question	Answer			Marks	Not Allowed Responses
1(b)	Summary – Task Fulfilment 10 marks (continued)				
	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>		
	Band 1	1–2	Very little understanding of the task demonstrated in an incoherent response: <ul style="list-style-type: none"> <li>• Content included is of little relevance, with noticeably unnecessary details/repetitions</li> <li>• Little attempt to present the points with no concept of linking devices</li> </ul>		
	Band 0	0	No understanding of the task demonstrated in: <ul style="list-style-type: none"> <li>• A totally irrelevant response</li> <li>• Insufficient material to reward</li> </ul>		

Question	Answer	Marks	Not allowed responses
<p><b>Additional information</b></p> <p><b>Short answers</b> Candidates have been asked to write 150–180 words. There is no penalty for long answers but if a script is <u>obviously</u> short, please count the words, marks as normal (i.e. arrive at mark under relevance and coherence) and award marks to the following maxima:</p> <p>91–100 = 8 max 81–90 = 7 max 71–80 = 6 max 61–70 = 5 max 51–60 = 4 max 41–50 = 3 max 31–40 = 2 max 21–30 = 1 max 0–21 = 0</p>			

Question	Answer	Marks	Not allowed responses
2	<p><b>Re-read paragraphs 1, 3 and 6. Identify and write down <u>one</u> opinion from each of these paragraphs.</b> [1 mark for each correct response]</p> <ul style="list-style-type: none"> <li>• Opinion from paragraph 1 Elephants are magnificent creatures</li> <li>• Opinion from paragraph 3 (because) the ivory of which elephants' tusks are made is (really) beautiful</li> <li>• Opinion from paragraph 6 (keeping) elephants in captivity is (obviously) cruel</li> </ul> <p><b>Allow:</b> Own word version of opinions</p>	<b>3</b>	

## Section 2: Reading for Meaning

Question	Answer	Marks	Not allowed responses
3(a)	<p><b>From paragraph 1</b></p> <p><b>Why was Emma ‘staggering’?</b></p> <ul style="list-style-type: none"> <li>she was carrying / had / (had) bought heavy bags / heavy groceries</li> </ul>	1	<p><i>She was carrying bags / groceries (alone)</i></p> <p><i>The bags / groceries were heavy (alone)</i></p> <p><i>lift of lines 1–2 ‘staggering under the heavy bags of groceries (she had just bought)’</i></p>
3(b)	<p><b>What was Emma’s ‘huge responsibility’?</b></p> <ul style="list-style-type: none"> <li>her parents had left her in charge of her brother / James</li> </ul> <p><b>Allow</b> looking after her (younger) brother (and the house)</p> <p>lift of lines 3–4 (‘her parents had gone on holiday,) leaving her, (as the elder,) in charge of her brother</p>	1	<p><i>Lift of lines 5–6 It was the first time they had left their children alone in the house together</i></p> <p><i>She was the elder</i></p> <p><i>Excess denies</i></p> <p><i>Parents left her alone with her brother</i></p>
3(c)	<p><b>What was the most unpleasant change Emma found in the house when she came home?</b></p> <ul style="list-style-type: none"> <li>The muddy footprints (all over the floor)</li> </ul> <p><b>Allow:</b> James / he (had) left muddy footprints (all over the floor)</p>	1	<p><i>More than one change</i></p>
3(d)	<p><b>‘Feeling justifiably aggrieved, Emma resolved to tell James off when he came home.’ Explain in your own words how Emma is feeling at this point.</b></p> <ul style="list-style-type: none"> <li>Emma was cross / irritated / angry / annoyed / vexed / upset / aggravated / disgruntled / resentful / narked (with her brother)</li> <li>(And felt) she was right to be (angry, etc.) / had (good) reason to be (angry, etc.) / was understandably (angry, etc.)</li> </ul>	2	<p><i>Frustrated / sad / worried / agitated / anxious</i></p>

This is an own words question. Answers should capture the ideas of ‘JUSTIFIABLY’ and ‘AGGRIEVED’.

Question	Answer	Marks	Not allowed responses
4(a)	<p><b>From paragraph 2</b></p> <p><b>‘A cloud crossed her mind and gradually became a storm of doubt.’</b></p> <p><b>What does this tell you about Emma’s feelings at this point?</b></p> <ul style="list-style-type: none"> <li>• She was / became <u>more</u> / <u>increasingly</u> worried / concerned / scared / suspicious / uncertain / confused / (that there might be an intruder) // she started to worry and then worried <u>more</u> (that there might be an intruder)</li> </ul> <p><b>Allow:</b> <u>More / increasingly</u> doubtful</p> <p><b>Allow :</b> Addition of reasons for worry even if wrong, e.g. James’s return</p>	1	
4(b)	<p><b>Why did their parents want James to leave the house in the morning before Emma did?</b></p> <ul style="list-style-type: none"> <li>• They didn’t want him to be at home alone / in the house alone</li> </ul>	1	<i>Lift of lines 11–12 ‘Hadn’t James ... at home alone’</i>
4(c)	<p><b>What decision did Emma make when the ‘full force of her suspicion hit her’?</b></p> <ul style="list-style-type: none"> <li>• (She decided) to look / check in (all) the other rooms / to search the whole house</li> </ul> <p><b>Allow:</b> Lift of lines 15–16 ‘she realised ... rooms’</p>	1	<i>To look around the house / to look in other rooms / to make sure nobody else was in the house / to look in (all) the other rooms for her brother</i>

Question	Answer	Marks	Not allowed responses
5(a)	<p><b>From paragraph 3</b></p> <p><b>What are the two physical signs of fear shown by Emma?</b></p> <ul style="list-style-type: none"> <li>• her heart was pounding // her heart beating fast</li> </ul> <p><b>Allow</b> lift of lines 17–18 'she could feel her heart pounding ... hallway'</p> <ul style="list-style-type: none"> <li>• she was sweating</li> </ul> <p>1 mark for each correct answer</p>	<b>2</b>	<p><i>Verbatim</i> <i>Lift of lines 24–25</i> <i>'managing to ignore that fact that she was sweating'</i></p>
5(b)	<p><b>Why do you think Emma's mother had left three pairs of shoes lying in the bedroom?</b></p> <ul style="list-style-type: none"> <li>• She couldn't fit / get / push / shove them into her (already bulging) suitcase / bag // her suitcase / bag was (already) full // they / the shoes were too much for her (already bulging) suitcase / bag</li> </ul> <p><b>Allow</b> 'put' for 'fit', etc.</p>	<b>1</b>	<p><i>Verbatim</i> <i>Lift of lines 23–24</i> <i>'considered ultimately to have been too much for her already bulging suitcase'</i></p> <p><i>She didn't have time to put them in her suitcase / put them away</i></p>
5(c)	<p><b>Emma was 'inundated' with fear. Pick out and write down one word used in the paragraph which continues this idea of 'inundated'.</b></p> <ul style="list-style-type: none"> <li>• flooded</li> </ul> <p><b>Allow</b> use of correct word in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. the word is flooded</p>	<b>1</b>	

Question	Answer	Marks	Not allowed responses
6(a)	<p><b>From paragraph 5</b></p> <p><b>‘James stared at his sister with a look of undisguised puzzlement, which made her realise that what he was about to say was true.’ Explain in your own words how Emma knew that James was about to tell the truth.</b></p> <ul style="list-style-type: none"> <li>• He couldn’t / didn’t hide (the fact) that // it was obvious / easily seen / clear / blatant</li> <li>• he didn’t understand (what she was talking about) // he was confused / bewildered / perplexed</li> </ul>	<b>2</b>	<p><i>Genuine / real / fake / believable / uncontrolled / unfeigned / shocked / surprised</i></p>
<p>This is an own words question. Answers should capture the ideas of ‘UNDISGUISED’ and ‘PUZZLEMENT’.</p>			
6(b)	<p><b>Explain fully (i) who you think was knocking on the cupboard door and (ii) why.</b></p> <ul style="list-style-type: none"> <li>• an intruder / thief / the person who had left the muddy footprints / shifted the teabags / left the drawer open</li> <li>• s/he was unable to / wanted to get out (of the cupboard) / was locked in (the cupboard)</li> </ul>		<p><i>An animal / cleaner</i></p> <p><i>The door could only be opened from the outside</i></p>
<p>Look for the idea of intruder inside the cupboard for the first mark, and the fact that he is locked in/ cannot escape for the second mark.</p>			

Question	Answer	Marks	Not allowed responses
7	<p><b>From the whole passage</b></p> <p><b>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.</b></p>		<p><i>Do not award a mark where more than one letter is indicated, <b>unless</b> the incorrect response(s) has / have been clearly discarded by the candidate.</i></p>
7(a)	D (annoyed)	<b>1</b>	
7(b)	B (normal)	<b>1</b>	
7(c)	A (look quickly)	<b>1</b>	
7(d)	C (secretly)	<b>1</b>	
7(e)	B (scorn)	<b>1</b>	

Question	Answer	Marks	Not allowed responses
8	<p><b>Re-read paragraphs 3 and 4, which contain phrases about (a) Emma’s entry into her parents’ bedroom and (b) James’s behaviour when they sat down to eat.</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>		
8(a)	<p><b>The closed door of her parents’ bedroom creaked open ominously’ (line 21)</b></p> <p><b>Meaning:</b> The door opened (slowly and) threateningly / scarily / eerily / frighteningly / creepily / spookily / mysteriously</p> <p><b>Effect:</b> It adds tension/ suspense / mystery / drama / a feeling of foreboding / that something is wrong // makes the reader / Emma afraid / apprehensive / feel as if someone might be (hiding) in the room / hiding (there)</p>	<p>1</p> <p>1</p>	<p><i>Noisily / on its own</i></p> <p><i>Worry / anxiety</i></p>

Question	Answer	Marks	Not allowed responses
8(b)	<p><b>‘Oblivious to his sister’s mood, James rattled on to her about the runs he had scored in the cricket match at school.’ (lines 35–36)</b></p> <p><b>Meaning:</b> James / he didn’t notice / was unaware of / didn’t realise / didn’t pick up on / understand how his sister / Emma / was feeling / that she was worried / angry, etc.</p> <p><b>Allow:</b> any acceptable emotion for Emma but not ‘mood’ of the question</p> <p><b>Effect:</b> James is excited (about his cricket) / self-centred / selfish / insensitive</p> <p>OR</p> <p><b>Meaning:</b> James / he talked <u>a lot / continuously</u> // James / he nattered (on) / chattered (on) (about his performance / the runs he scored at cricket) // he talked / nattered / chattered <u>at her</u> (about his performance / the runs he scored at cricket)</p> <p><b>Effect:</b> Emma /she wasn’t listening to / interested / wasn’t engaged (with what he was saying) // Emma was preoccupied (with her worries)</p> <p><b>Allow:</b> answers which give the <i>effect</i> of the <b>whole</b> sentence, e.g. answers which show the conflicting feelings / emotions of James and Emma (such as <i>he was relaxed but she was tense</i>)</p> <p>Reward any plausible explanations.</p>	1	<p><i>Talked (alone) chatted</i></p>