



**Cambridge Assessment International Education**  
Cambridge Ordinary Level

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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**October/November 2017**

MARK SCHEME

Maximum Mark: 50

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**Published**

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This document consists of **15** printed pages.

Question	Answer	Marks	Allowed Responses	Not Allowed Responses	
1(a)	<b>Identify and write down the stages in the development of chocolate and its uses in former times, and the benefits of chocolate and the reasons for its continuing popularity today, as outlined in the passage.</b>				
	1 Prepared as a drink 2000 years ago (given)	1 mark for each correct point up to a max. of 15			
	2 (In Mayan civilisation drinking chocolate) played (important) part in cultural ceremonies				
	3 Incorporated into religion (of Aztec civilisation)			<i>Lift / OW version of lines 13–15 ‘they associated... humans’</i>	
	4 (cocoa beans / chocolate / it became) a form of currency (in Aztec civilisation)				
	5 Reached Spain (after Spanish conquest of Aztecs) // Introduced to Spanish elite				
	6 (popularity increased with) addition of sugar				
	7 (craze) spread to <u>other</u> European countries / other parts of Europe				
	8 Dutch, English, French / other European countries created cocoa plantations in Central America			‘chocolate’ for ‘cocoa’	<i>‘plantations’ (alone)</i>
	9 (Industrial Revolution brought steam powered) engines / machines which speeded up the processing / manufacture / production				
	10 (Invention of a) <u>press</u> /pressing machine which made chocolate / it cheaper to produce / make				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
11	Press facilitated manufacture of chocolate in pressed / solid form / bars <i>(do not insist on reference to press if context already established in an attempt at point 10)</i>			
12	Invention of conching produced rich taste and smooth texture		'better quality' for 'rich taste and smooth texture'	
13	<i>Has positive benefits on health by improving circulation (given)</i>			
14	(rich) source of antioxidants // contains / has (rich source of) substances which reduce damage to cells in the body // may work / works against (some types of) cancer			
15	(Consumption of) dark chocolate may reduce/ reduces cholesterol			
16	(Consumption of chocolate) may boost / boosts thinking skills / cognitive function			
17	50 000 000 / many people depend on chocolate /it for <u>their livelihood</u> // (chocolate production) provides 50 000 000 / many jobs / jobs for many people			
18	<u>Fairtrade</u> (chocolate) ensures fair wages (for workers and boosts the popularity of chocolate)			
19	(Boxes of chocolate(s) / it) given as presents // given as a sign of love/friendship / appreciation (of a host)			<i>The / an international system for Fairtrade</i>
20	Symbolic role (to play) in (some) religious festivals			<i>'important' for 'symbolic'</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(b)	<p><b><u>Now use your notes to write a summary</u> in which you explain the stages in the development of chocolate and its uses in former times, and the benefits of chocolate and the reasons for its continuing popularity today, as outlined in the passage.</b></p>			
<p>Candidates have now fleshed out their notes into a piece of formal, continuous prose.</p> <p>The mark for Style incorporates TWO categories of writing, namely OWN WORDS and USE OF ENGLISH. The table which follows on a later page provides descriptors of the mark levels assigned to these TWO categories.</p> <p>In assessing the overall mark for Style, first of all assign the script to a mark level under the category of OWN WORDS. Then arrive at the mark level for USE OF ENGLISH.</p> <p>Under OWN WORDS, key pointers are: <b>sustained, noticeable, recognisable but limited, wholesale copying and complete transcript</b>. The difference between wholesale copying and complete transcript is that, whereas in wholesale copying there is nothing / little that is original, the copying has been selective and directed at the question, but with a complete transcript the candidate has started copying and continued writing with little sense of a link to the question. Complete transcripts are rare.</p> <p>Under USE OF ENGLISH, take into consideration the accuracy of the writing, and the ability to use original complex sentence structures.</p> <p>Write marks for OWN WORDS and USE OF ENGLISH separately in a text box (found in the marking palette) beneath the question. Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number e.g. OW 3, UE 2, giving 3 to be entered in Scoris marks column.</p>				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
<p><b>SERIOUS ERRORS</b></p> <p>Wrong verb forms.            Serious tense errors.            Serious errors of sentence structure, especially in setting up subordination.            Omission or obvious misuse of prepositions.            Wholesale misunderstanding over the meanings of words used.            Serious errors of agreement.            Using a comma to replace the necessary full stop.            Mis-spellings of simple, basic words, e.g. were / where // to / too /two // their/ there.            Breakdown of sense.            Serious omissions, or serious intrusions e.g. of definite article. Ignore what are clearly slips.            Please indicate <u>only</u> serious errors. Putting crosses over minor errors can give a false impression of the script.</p> <p><b>Irrelevance:</b> Put IR in the margin to indicate a stretch / section of irrelevance.            If script is entirely irrelevant, mark for style as normal (i.e. arrive at mark under OW and UE, then add together and halve) and give 2 max for style. Note that such scripts are extremely rare.</p> <p><b>Wrong or invented material:</b> Put a cross in the margin to indicate a stretch / section of wrong or invented material.</p> <p><b>Short answers</b>            There is no penalty for long answers but, if a script is OBVIOUSLY short, please count the words, mark as normal (i.e. arrive at mark under OW and UE, then add together and halve) and award marks to the following maxima:            66–80 = 4 marks max for style            51–65 = 3 marks max for style            36–50 = 2 marks max for style            21–35 = 1 mark max for style            0–20 = 0 marks for style. No assessment of OW and UE is necessary.            Such scripts will be rare.</p>				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
<b>SUMMARY STYLE DESCRIPTORS</b>				
Mark	Own Words	Mark	Use of English	
<b>5</b>	<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>	<b>5</b>	<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>	
<b>4</b>	<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>	<b>4</b>	<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>	
<b>3</b>	<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>	<b>3</b>	<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>	
<b>2</b>	<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>	<b>2</b>	<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>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>	

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
2	<b>Read paragraph 1, and decide whether each of the following statements is true, false or not stated in the paragraph and tick the box you have chosen.</b>			
	Sugar is added to chocolate to take away its bitter flavour. <b>NOT STATED</b>	1		
	Cocoa mass is the same as cocoa butter. <b>FALSE</b>	1		
	White chocolate contains no cocoa solids. <b>TRUE</b>	1		

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
3	<b>From paragraph 1, select and write down <u>two</u> of the writer's opinions. You may use the words of the text or your own words.</b>			
	Opinion 1: Chocolate is a delicious food (made from the cocoa tree's beans)	1		
	Opinion 2: (although) white chocolate has the best taste (of all) / tastes better than milk or dark chocolate	1		<i>White chocolate is better than others</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(a)	<b>Aoife can't read. How does she feel about the 'printed word'?</b>			
	It was dangerous / not to be trusted	1	Lift of 'the printed word was dangerous and not to be trusted' =1  It was harmful  Answers which reflect her response to danger / lack of trust, e.g. she was scared / suspicious / unsure	<i>Dislikes / hates etc.</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(b)	<b>If Aoife could read, how would she get to her apartment?</b>			
	(by / she would take / use the) elevator / lift	1		
4(c)	<b>The letters would have shifted with ‘sickening suddenness’. Explain <u>in your own words</u> what this means.</b>			
	SICKENING: nauseating / it made her ill / revolting / ghastly / dreadful /horrible/ awful / terrible	1	Agonising / painful	<i>Disgusting / bad / disturbing / annoying / made her angry / frightening / confusing / unpleasant</i>
	SUDDENNESS: quickness / speed / immediacy / abruptness / instantly / instantaneously / at once/ in a flash/ in a second /	1	out of the blue / right before her eyes / out of nowhere / in the blink of an eye / without warning	<i>All the time / every minute / at any time / randomly / unexpectedly</i>
	<b>Additional information</b> This is an OWN WORDS question. Key words are SICKENING and SUDDENNESS (not ‘shifted’)			
4(d)	<b>Explain how Aoife led a ‘double life’.</b>			
	she pretended to be able to read (but couldn’t) // she didn’t tell / let people know she couldn’t read // people thought she could read but (secretly) she couldn’t // by guarding the secret that she could not read	1	‘dyslexic’ for ‘difficulties reading / could not read’  Lift of line 6 ‘she could not...truth’  She made people think she could read	<i>She couldn’t read (alone)</i>  <i>Answers which don’t mention inability to / difficulty with reading, e.g. she kept her condition secret</i>  <i>Nobody knew she couldn’t read (no pretence / secrecy)</i>
	<b>Additional information</b> Idea of ‘double’, shown through pretence or secrecy, must be clear			



Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(e)	<b>From which group of people in her life was Aoife most anxious to keep her secret?</b>			
	her family	1		<i>Lift of 'certainly not her family'</i>  <i>Any reference to friends or colleagues</i>
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
5(a)	<b>In Aoife's opinion, which was the most 'implausible' excuse she used 'to cover up her problem'?</b>			
	her eyes were tired	1		<i>Any reference to being short sighted or forgetting her glasses</i>
	<b>Additional information</b>			
5(b)	<b>When she was in a restaurant, Aoife never shut a menu 'too fast'. What impression was she trying to create?</b>			
	that she was (still) reading / had read the menu / it // that she could read the menu / it	1	She understood / knew what was in the menu / it  Accept answers which suggest she was in the process of reading / choosing / deciding	<i>that she wanted her companion to order</i>  <i>that she could read (alone)</i>  <i>She didn't like the food</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
5(c)	<b>Explain <u>in your own words</u> how Aoife was able to recognise people who would help her.</b>			
	CUNNING: craftiness / slyness / deviousness / artfulness / wiliness/ duplicity / guile	1		<i>Skill / resourcefulness / ingenuity / care / smartness / cleverness / intelligence</i>
	NECESSITY: need / lack of choice / lack of option/ no alternative/ a must  OR	1		<i>Importance</i>
	HAPPY: pleased / delighted / thrilled / content / joyful / gleeful / excited / eager / enthusiastic // (they) loved	1	Answers which recast 'only too happy', e.g. smug / (self) satisfied / complacent / superior / proud / jumped at the chance / more than willing	
	SHOW OFF: flaunt / display / demonstrate / present / draw attention (to) / make an impression / let people know	1		<i>Verbal ideas, e.g. boast / brag / prove</i>
<p><b>Additional information</b></p> <p>This is an OWN WORDS question. Marks can be scored by recasting <b>EITHER</b></p> <p>(i) CUNNING and NECESSITY <b>OR</b></p> <p>(ii) HAPPY and SHOW OFF</p> <p>Only one of the above pairs is acceptable.</p>				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
5(d)	<b>Once Aoife had asked someone to read her a page of text, what two things did she do to pretend that she had read it herself?</b>			
	(i) she listened carefully // she listened with (great) concentration	1	she concentrated	
	(ii) she memorised / learnedj the page / it // she remembered (it so well she could repeat/ recall every word)	1	Lift of line 17 'she opened up ... that remembered'  Allow run on into 'things...flawlessly'	<i>She could repeat it flawlessly (alone)</i>
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
6	<b>Aoife thought that Evelyn Nemetov was standing on the pavement 'as if she were just another member of the human race.' What does this suggest about Aoife's attitude to Evelyn?</b>			
	she admired / looked up to her // (she thought) she was wonderful / extraordinary/ special // she idolised / worshipped / adored (her)	1	She thought highly of her // she was a role model // she made a big deal of her // (she thought she was) superior to / more important than / better than (all) other people	<i>Respects / likes her</i>  <i>She was amazed to see her // couldn't believe she was seeing her</i>  <i>(she thought) she was famous / a celebrity / important (alone)</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
7(a)	<b>It 'was difficult for Aoife to draw breath into her lungs'. Pick out and write down the <u>two word phrase</u> used later in the paragraph which conveys a similar idea.</b>			
	Suffocating panic	1	The use of the correct words in a phrase or sentence provided that they are underlined or otherwise highlighted.	<i>One word</i>  <i>More than two words</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
7(b)	<b>The letters in the contract looked to Aoife like ‘lines of ants crawling over the page’. Give <u>two</u> ways in which this is an effective comparison.</b>			
	(i) the printed word is black // ants are black // they are black	1	(printed) words / text / letters as interchangeable ‘same colour’ for ‘black’	<i>Specific colours other than black</i>
	(ii) the text was moving (around) // ants / move (around) // they move (around)	1	‘(clustered and) rearranged (themselves)’ for ‘moved’ // scattered	<i>Clustered / gathered (alone) / moving in a (straight) line</i>
	(iii) the letters are small // ants are small // they are small		‘same size’ for ‘small’	
	<b>Additional information</b>			
	Any 2 of 3 for 1 mark each. Look for any two of colour / movement / size.			
7(c)	<b>The writer says the letters on the page were ‘like grasses swaying in the wind.’ Explain how the letters appeared to Aoife at that moment.</b>			
	(They were) waving / oscillating // moving from side to side / to and fro / back and forth	1	moving from left to right	<i>wafting / swaying / moving around / undulating / bending</i>  <i>Block lift of lines 31–32 ‘the letters...left to right’</i>
	(long vertical) columns // vertical lines // (lines) going from top to bottom // (they were) long / tall	1	(They were) one above the other / on top of each other // piled / stacked	<i>Block lift of lines 32–33 ‘they gradually regrouped...to bottom’</i>
	<b>Additional information</b>			
	Look for idea of (i) movement and (ii) shape.			
	Correct answers will focus on either the grasses or letters.			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
8(a)	<b>Aoife lifted the contract as if it ‘radiated toxic material’. What does she do which shows this feeling?</b>			
	Aoife / She lifted / held the contract / it with (only) the tips of her fingers	1		<i>Run on into ‘she wasn’t aware of the moment in which she made the decision’</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
8(b)	<p><b>What does the writer suggest about Aoife’s plans by ending the passage with a single word ‘Somehow’ (line 47)?</b></p> <p>she won’t deal with the folder / it / the problem //</p> <p>she doesn’t know how to solve the problem //</p> <p>she doesn’t know what to do // she’s / her plans were undecided / uncertain //</p> <p>she doesn’t have a plan</p> <p><b>Additional information</b></p> <p>Look for a negative response suggesting that she will not deal with it /solve the problem.</p>	1	<p>Dealing with it would be impossible</p> <p>She will <u>continue</u> to cover it up / <u>keep on</u> covering it up</p> <p>She will <u>keep</u> hiding / covering up her dyslexia</p>	<p><i>Any suggestion that there will be a happy outcome</i></p> <p><i>Optimistic additions such as She will learn to read / she will get someone to help her</i></p> <p><i>She will deal with it eventually</i></p> <p><i>She will try to do it</i> <i>Dealing with it will be difficult</i></p>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
9	<b>Choose <u>five</u> of the following words or phrases. For each of them give <u>one</u> word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.</b>			
1	brimming(L8)	<b>1 mark For each correct meaning (max 5)</b>	full / overflowing / bursting / filling (up)	<i>Swamped / flooded / engulfed / overwhelmed</i>
2	eccentric(L17)		odd / unusual / misfit/ scatty/ zany /mad / daft/ ridiculous / out of the ordinary / extraordinary / abnormal / weird / strange / crazy / funny / queer / quirky / peculiar	<i>Stupid/ foolish / different</i>
3	flawlessly(L19)		perfectly / error-free /faultlessly/ impeccably / immaculately / without a mistake/ without difficulty / without any problem / without any issue	<i>Clearly / smoothly</i>
4	struck up (L23)		began/ started / commenced / initiated / got into	<i>Talked to each other / engaged in / created / came up with</i>
5	string (L28)		succession / one after the other / series/ line/ run/ row / chain / strand / thread	<i>Range / assortment / group / list / column / stream</i>
6	crammed (L29)		Packed / jammed/ rammed /full / stuffed / chock–a-block / choked / swamped / crowded / congested	<i>Jumbled / squashed / squeezed / clustered / overflowing</i>
7	weighing up (L35–36)		assessing / judging /estimating / measuring/ calculating/ gauging / evaluating/ considering / rating / comparing / balancing / checking / sizing up	<i>Looking at / listing / deciding / thinking about / contemplating / pondering</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
	8 badly (L41)		Much / greatly / mightily / utterly / fiercely / dearly / heartily / terribly / intensely / immeasurably / a great deal / desperately / more than anything / passionately / a lot / wholeheartedly / keenly / longingly	<i>Excessively / too much / wrongly / eagerly / mostly</i>
<p><b>Additional information</b></p> <p>If candidate attempts more than 5 words / phrases, (rubric) mark the first 5 only.</p>				