



Cambridge Assessment International Education
Cambridge Ordinary Level

ENGLISH LANGUAGE

1123/22

Paper 2 Reading

October/November 2018

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **16** printed pages.

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.

Section 1: Reading for Ideas

Question	Answer	Marks	Not Allowed Responses
1(a)	<p><u>Content Points.</u></p> <p><u>Passage 1 Sugar</u></p> <p><u>Identify and write down the information in the passage which describes the origins and spread of sugar, and the reasons for the decline in popularity of sugar.</u></p> <p>1 mark for each correct point up to a maximum of 12 marks</p> <p>Award points in any order In points 2–5 and in point 7 allow <i>sugar</i> or <i>sugar cane</i></p> <p>The origins and spread of sugar</p>	12	
	1 Cultivation (probably) originated in New Guinea (an island in the South Pacific) (given)		
	2 Spread / extended to other / nearby / neighbouring islands (in the South Pacific)		
	3 With (the migration of) Pacific islanders it moved (westwards) to India // Pacific islanders took it to India (because of migration)		<i>Moved to India (alone)</i>
	4 India(n merchants) traded sugar cane / it with China		
	5 When Persians invaded India they took sugar back / to Persia // Persians took it (to Persia) from India		
	6 Arab people(s) learned / saw how sugar was made // Arabs broke open the secret of sugar-making		<i>This secret (of sugar) was broken open (alone)</i>
	7 Arab people(s) began sugar production in other lands / in lands they conquered Allow 'they' for 'Arabs' if identified in an attempt at point 6		<i>The lift of L14 'As Arab expansion continued, they began sugar production' (alone)</i>
	8 European trade with the East included (the importation of) sugar /it //Europeans traded with the East in sugar / it Allow Lift of lines 16–17 'subsequent centuries...of sugar'		<i>Sugar cane for sugar</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	9 Spread into the pharmaceutical world / medicine(s) // considered (a valuable) medicine // used to mask the (bitter / unpleasant) taste of (some) medicine		<i>Sugar cane for sugar</i> <i>Cure for serious illnesses (such as tuberculosis) (alone)</i>
	Reasons for the decline in the popularity of sugar 10 <i>Link between sugar and obesity (is well established) (given)</i>		
	11 causes / may cause illnesses linked to gaining (too much) weight Allow Lift of lines 27–28 ‘those who consume...too much weight’		<i>Causes / may cause illness (alone)</i>
	12 refined / white / purified sugar is empty calories // refined / white / purified sugar has no nutritional value		<i>Removal of impurities from raw sugar has no nutritional value</i>
	13 (sugar can become / is) addictive		<i>Energy boosts cause body to crave more</i> <i>Lift of lines 34–6 ‘if someone ... addiction’</i>
	14 refined / white / purified sugar makes people / children hyperactive // refined / white / purified sugar causes hyperactivity Allow Lift of lines 36–7 ‘refined sugar...hyperactive (which is why...sugary foods)’		<i>Lift of lines 39–40 ‘hyperactivity claim...bad behaviour’ (alone)</i>
	15 tooth decay linked to sugar (consumption) // (causes) tooth decay		<i>Lift of lines 42–3 ‘snacking...accelerated’ (alone)</i>
	16 hidden sugar in processed food // sugar added to processed food causes health risks Allow Lift of line 45 ‘(However,) it is disturbing...processed foods’		<i>Lift of lines 47–9 ‘producer of pasta sauce...contained’</i> <i>Foods such as cereal, bread and soup</i>

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p>Summary 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, well organised and easy to follow (coherent). The table below refers to both strands in each band.</p> <table border="1" data-bbox="301 685 987 1720"> <thead> <tr> <th colspan="3" data-bbox="301 685 987 752">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="301 752 416 1285">Band 5</td> <td data-bbox="416 752 531 1285">9–10</td> <td data-bbox="531 752 987 1285"> 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/repetitions • Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices </td> </tr> <tr> <td data-bbox="301 1285 416 1720">Band 4</td> <td data-bbox="416 1285 531 1720">7–8</td> <td data-bbox="531 1285 987 1720"> 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/repetitions • Generally fluent and coherent presentation of the points, with appropriate linking devices </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"> • All content included is relevant, with no unnecessary details/repetitions • Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish 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/repetitions • Generally fluent and coherent presentation of the points, with appropriate linking devices 	10	
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/repetitions • Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish 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/repetitions • Generally fluent and coherent presentation of the points, with appropriate linking devices 										

Question	Answer			Marks	Not Allowed Responses
1(b)	Summary – Task Fulfilment 10 marks				
	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/ additions • Satisfactory 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/repetitions • Presentation of the points breaks down, with little coherence and lacking linking devices 		
	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	Not Allowed Responses
2	Re-read paragraph 1 Identify and write down <u>three</u> opinions from this paragraph.		
	<ul style="list-style-type: none"> Opinion 1: Sugar is (a) deliciously sweet (substance)(often used in food) // sugar is delicious 	1	
	<ul style="list-style-type: none"> Opinion 2: it is fascinating that the explorer / Captain Cook saw sugar-cane (still growing there many centuries later) // it is fascinating that sugar cane was (still) growing there (many) centuries later // it is fascinating that sugar cane was (still) seen (many) centuries later 	1	
	<ul style="list-style-type: none"> Opinion 3: (and) it is easy to see why they kept the process of making sugar (from sugar-cane a closely guarded) secret. 	1	<i>Cultivation probably originated in New Guinea 8000 years ago.</i>
	Allow Own word versions of any opinion.		
	1 mark for each correct opinion		

Section 2: Reading for Meaning

Question	Answer	Marks	Not Allowed Responses
3(a)	<p>From paragraph 1</p> <p>Lila and the writer ‘decided to skip school’. Whose idea was it?</p> <ul style="list-style-type: none"> Lila(‘s) 	1	<p><i>We decided to skip school</i></p> <p><i>Her / the writer’s friend</i></p> <p><i>Mostly Lila’s</i></p> <p><i>Lift of lines 3–4 ‘Lila pushed...by myself’</i></p>
3(b)	<p>What was the ‘exceptional’ event the girls used to deceive their parents?</p> <ul style="list-style-type: none"> they were going to the teacher’s house for a party / a party at their teacher’s house <p>Allow a teacher’s party // a farewell / end of term party at the teacher’s house</p>	1	<p><i>They were going to the teacher’s house (alone)</i></p> <p><i>They were going to a party (alone)</i></p>
3(c)	<p>According to the paragraph, who is the person least likely to be taken in by the girls’ deception?</p> <ul style="list-style-type: none"> the writer’s mother <p>Allow Her mother / my mother</p>	1	<p><i>Lila’s mother / (the) mother / the girl’s / girls’ mother / their mother</i></p> <p><i>Lift of lines 9–10 ‘at my house...even my mother’</i></p> <p><i>Any more than one person</i></p>

Question	Answer	Marks	Not Allowed Responses
4(a)	<p>From paragraph 2</p> <p>The girls were ‘intrigued by the invisible.’ Explain in your own words what this tells us about the girls.</p> <ul style="list-style-type: none"> • they were fascinated by / taken with / very interested in / attracted by / excited by / curious about • the sea, although they had never seen it / been there // things they had never seen / couldn’t see // the unknown / things they hadn’t experienced // seeing new things 	1	<p><i>They were happy / eager / willing / wanted / amazed / tempted / looking forward to / wanted to know about / mesmerised</i></p> <p><i>Imagined / hidden</i></p> <p><i>Responses which suggest the girls are invisible</i></p>
4(b)	<p>What exactly do you think was the ‘violent explosion of sound’?</p> <ul style="list-style-type: none"> • the echo of Lila’s / the voice / shout / yell / scream 	1	<p><i>Echo (alone)</i></p> <p><i>Lila’s / the voice / shout / yell / scream (alone)</i></p> <p><i>the echo of the writer’s / their voice/ shout / yell / scream</i></p> <p><i>the echo of what was said (by Lila)</i></p> <p><i>the echo of footsteps / laughter</i></p>

Question	Answer	Marks	Not Allowed Responses
5(a)	<p>From paragraph 3</p> <p>As an adult, the writer thinks of ‘the pleasures of childhood.’ What two particular ‘pleasures of childhood’ did she experience that day?</p>		
	<ul style="list-style-type: none"> • (many) hours / a long time / a day when no adult / parent would look for them / us / her /me <p>Allow: Lift of line 18 ‘Ahead of us ...look for us’</p>	1	<p><i>Verbatim / own words run on into ‘as usual...’</i></p> <p><i>No adult would look for them (alone)</i></p> <p><i>They had many hours (alone)</i></p> <p><i>Harmonious start to the day (alone)</i></p>
	<ul style="list-style-type: none"> • having a close / dear / best /true friend // having a friend like Lila <p>Allow: Lift of line 20 (Like all girls of my age) I was so happy to have a close friend</p>	1	<p><i>Verbatim / own words run on into ‘I felt as if...’</i></p> <p><i>Having a friend (alone)</i></p> <p><i>Skipping school with a close friend</i></p>
	<p>1 mark for each correct answer Accept in either order</p>		
5(b)	<p>The day had a ‘harmonious’ start. Give the one word used in the paragraph which conveys the opposite idea.</p> <ul style="list-style-type: none"> • disordered <p>Allow: use of correct word in a phrase or sentence provided it is underlined or otherwise highlighted, e.g The word is <u>disordered</u>.</p>	1	

Question	Answer	Marks	Not Allowed Responses
6	<p>From paragraph 4</p> <p>‘People we passed seemed indifferent to our escapade.’ Explain in your own words what the writer thought about the people they passed.</p>		
	<ul style="list-style-type: none"> the people they passed / they didn’t care / were disinterested / oblivious / not interested in / didn’t <u>take</u> (any) notice of / pay attention to / weren’t bothered / concerned with / ignored 	1	<i>They didn’t notice / weren’t worried / didn’t know about / see</i>
	<ul style="list-style-type: none"> their adventure / exploit // why they were not at school // that they were truanting // that they should have been at school // what they were up to 	1	<i>Escaped / run away / fled</i> <i>Journey / trip / expedition / excursion / plan / mission</i>

Question	Answer	Marks	Not Allowed Responses
7	<p>From paragraph 5</p> <p>Why was the writer surprised that Lila wanted to turn back?</p> <ul style="list-style-type: none"> they would get (just as) wet whether they went on or turned back// they would get wet in both cases / anyway/ either way // Lila was not using her usual / own type of reasoning // normally she would have kept going / would have finished what she started // she was not the kind of person who changed her mind <p>Allow Lift of line 30 ‘whether we went... just the same’</p>	1	<i>Lift of lines 31–32 ‘it was her own type of reasoning...didn’t apply it.</i> <i>It had been her idea to go</i> <i>I had never seen her so agitated</i> <i>They would get wet (alone)</i> <i>There was no reason to turn back</i>

Question	Answer	Marks	Not Allowed Responses
8(i)	<p>From paragraph 7</p> <p>‘Things had not happened as we expected’.</p> <p>What unexpected thing happened?</p> <ul style="list-style-type: none"> the writer’s mother discovered that her daughter wasn’t in school / her daughter had been lying / there was no party // the writer’s mother went to school (to take her to the party) <p>Allow lift of line 39 ‘my mother had gone to school (with an umbrella to take me to the party)’</p>	1	<p><i>It was raining (alone)</i></p> <p><i>Her mother / she</i></p> <p><i>Her mother had been looking for her for an hour</i></p>
8(ii)	<p>What expected thing happened?</p> <ul style="list-style-type: none"> at Lila’s house nobody had noticed anything // nobody in Lila’s family found out she wasn’t at school / that there was no party <p>Allow Lift of lines 41–2 ‘Lila knew...noticed anything’ For Lila’s ‘family’ accept any member(s)</p>	1	<p><i>At her house nobody noticed anything (alone)</i></p> <p><i>Lila’s mother didn’t come to the school</i></p> <p><i>Lila’s mother was less attentive / didn’t care about her</i></p>

Question	Answer	Marks	Not Allowed Responses
9	<p>From paragraph 8</p> <p>Explain what Lila did to betray the writer. Why did she do this?</p> <ul style="list-style-type: none"> • Lila / she persuaded / forced / made / encouraged / planned for the writer to skip / miss school • She hoped / thought / so that the writer's parent(s) / mother / father would not send her / allow her to go to high school / continue her studies // so that the writer would not be allowed to / couldn't / wouldn't go to high school 	<p>1</p> <p>1</p>	<p><i>Made the writer lie about the party</i></p> <p><i>She took the writer to the seaside</i></p> <p><i>Lift of lines 44–46 'are they still...betrayal sank in'</i></p> <p><i>She was jealous because she couldn't go to high school (and didn't want the writer to go either) (alone)</i></p> <p><i>So the writer's parents would take her out of school / high school</i></p> <p><i>She didn't want the writer to go to high school</i></p>



Question	Answer	Marks	Not Allowed Responses
10	<p>From paragraphs 1–6 inclusive</p> <p>For each of the words below, circle the option (A, B, C or D) which has the same meaning that the word has in the passage.</p>		
10(a)	C (cautiously)	1	
10(b)	D (charmed)	1	
10(c)	C (nasty)	1	
10(d)	A (forced)	1	
10(e)	B (grip)	1	

Question	Answer	Marks	Not Allowed Responses
11	<p>Re-read paragraphs 3 and 5 which contain phrases about the relationship between Lila and the writer.</p> <p>Explain:</p> <ul style="list-style-type: none"> • the meaning of the phrases as they are used in the passage • the effect on the writer suggested by the phrases as they are used in the passage. 		
11(a)	<p>‘As usual, it was as if Lila were ten steps ahead and knew precisely what to do and where to go’ (lines 18–19)</p>		
	<p>Meaning: Lila / she was the / a leader / guide // Lila / she was in charge / planned everything / was organised / prepared</p>	1	<p><i>Lila knew what to do and where to go (text)</i></p> <p><i>She knew everything / was smart</i></p>
	<p>Effect on the writer: the writer looked up to / admired Lila // had confidence in / relied on / trusted Lila // Lila was the writer’s hero / role model // she felt secure / confident / reassured</p>	1	<p><i>Lila was older / wanted the writer to look up to her</i></p> <p><i>The writer was happy that Lila was the leader etc // she felt guided</i></p>

Question	Answer	Marks	Not Allowed Responses
11(b)	<p>‘There was something she had on the tip of her tongue but couldn’t make up her mind to tell me’ (lines 28–29)</p>		
	<p>Meaning: Lila / she was deciding whether or not to talk to the writer about something / tell the writer something // she wanted to tell her something but didn’t know if she should / didn’t know how to</p>	1	<p><i>She was hiding something (alone)</i></p> <p><i>She wanted to say something but couldn’t make up her mind to tell her (text) // couldn’t bring herself to</i></p> <p><i>She had something to say but couldn’t / wouldn’t / didn’t want to</i></p>
	<p>Effect on the writer: (The writer feels that) <u>Lila</u> was feeling awkward / guilty / uneasy // (The writer feels) shut out from <u>Lila’s</u> thoughts / that something is wrong / that <u>Lila</u> is hiding something</p> <p>(The writer feels) confusion / worry / suspicion / bewilderment / uncertainty / tension / doubt</p>	1	<p><i>The writer feels anger / fear / Lila’s agitation // she wants to know / doesn’t know what Lila is thinking</i></p> <p><i>‘she’ was hiding something</i></p>