
ENGLISH LANGUAGE**1123/21**

Paper 2 Reading

October/November 2019

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.

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This document consists of **17** 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	Do not accept
1(a)	<p>Identify and describe the rise and spread of silk in former times and the reasons why silk is valued in modern times, as outlined in the passage.</p> <p>1 mark for each correct point to a maximum of 12 marks.</p> <p>Rise and spread of silk in former times.</p> <p>1. Given point: <i>Leizu saw a cocoon made from a long thread (both soft and strong)</i></p>	12	
	2. (invention of silk) reels <u>and</u> looms (to make threads / spin threads into fabric)		
	3. valued commodity // (reserved for) clothing for Emperors // (reserved as) gifts for Emperor's / court guests		
	4. ordinary people were / everyone was allowed to wear silk / it // ordinary people / everyone wore silk / it		
	5. diverse / many / other uses in manufacturing (processes such as, paper, fishing lines and bows for musical instruments)		<i>examples (alone)</i>
	Allow the lift of lines 11–13 'it had many other ... manufacturing (processes ... instruments).'		
	6. used as money (in some Chinese dynasties)		<i>'medium of exchange' for 'money'</i>
	7. (silk / silkworms / it / the secret) spread / smuggled to <u>other</u> countries / to <u>other</u> parts of the world / around the world		<i>examples alone</i> <i>spread to part of the world</i> <i>the run on into lines 19–20 'was the discovery .. mummy'</i>
	8. long-distance (silk) trade / trade (in silk) became extensive		
	Allow the lift of lines 22–23 '(through time) the trade ... Silk Road.'		<i>major trade route between Asia and Europe known as Silk Road (alone)</i>

Question	Answer	Marks	Do not accept
	Reasons why silk is valued in modern times.		
	9. Given point: <i>Takes dye well and can be made in brilliant, luminous colours.</i>		
	10. smooth / soft (texture) // neither stiff nor limp // hangs well // ideal for elegant clothing		
	11. (attractive) shimmering / glittering / shiny appearance // (its structure allows it to) reflect(s) / refract(s) light (at different angles)		
	12. it blends well / can be combined with <u>other</u> fibres (to produce other materials / fabrics) Allow the lift of line 28 'It blends well with fibres such as wool / camel hair / cotton'. Allow the lift of line 29 'can (also) be combined with other fibres to produce, for example, chiffon / crepe de chine / taffeta.'		<i>examples alone</i>
	13. suitable for all temperatures // comfortable (to wear) in hot climates // (it) keeps warm air close to the skin during cold weather // (it) keeps you warm in cold weather / climates		<i>'does not easily conduct heat' (alone)</i>
	14. (excellent in the manufacturing of) clothing which protects from insect bites / insects // protects wearers from insect bites / insects		
	15. (silk / it is very) strong / durable // (this) strength / (this) durability Allow the lift of lines 34–36 '(Wool and cotton ... by comparison silk is) ... strong'.		<i>examples alone</i> <i>Lift of lines 36–37 'This strength ... emergency services.'</i>
	16. (worn) to show / shows status / professional standing		<i>example alone</i>
	17. (an exclusive) symbol of wealth		

Question	Answer	Marks	Do not accept												
1(b)	<p><u>Summary</u></p> <p>Now use your notes from 1(a) to write a summary of the rise and spread of silk in former times and the reasons why silk is valued in modern times, as outlined in the passage.</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="308 786 1070 2051"> <thead> <tr> <th colspan="3" data-bbox="308 786 1070 848">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 848 440 1317">Band 5</td> <td data-bbox="440 848 555 1317">9–10</td> <td data-bbox="555 848 1070 1317"> <p>Excellent understanding of the task demonstrated in an impressive response:</p> <p>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</p> </td> </tr> <tr> <td data-bbox="308 1317 440 1653">Band 4</td> <td data-bbox="440 1317 555 1653">7–8</td> <td data-bbox="555 1317 1070 1653"> <p>Good understanding of the task demonstrated in a skillful response:</p> <p>Almost all content included is relevant, with only occasional unnecessary details/repetitions Generally fluent and coherent presentation of the points, with appropriate linking devices</p> </td> </tr> <tr> <td data-bbox="308 1653 440 2051">Band 3</td> <td data-bbox="440 1653 555 2051">5–6</td> <td data-bbox="555 1653 1070 2051"> <p>Acceptable understanding of the task demonstrated in a competent response:</p> <p>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</p> </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> <p>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</p>	Band 4	7–8	<p>Good understanding of the task demonstrated in a skillful response:</p> <p>Almost all content included is relevant, with only occasional unnecessary details/repetitions Generally fluent and coherent presentation of the points, with appropriate linking devices</p>	Band 3	5–6	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <p>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</p>	10	
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Question	Answer			Marks	Do not accept
1(b)	Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <p>Content included is of limited relevance, with frequent unnecessary details/repetitions Presentation of the points breaks down, with little coherence and lacking linking devices</p>		
	Band 1	1–2	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <p>Content included is of little relevance, with noticeably unnecessary details/repetitions Little attempt to present the points with no concept of linking devices</p>		
	Band 0	0	<p>No understanding of the task demonstrated in:</p> <p>A totally irrelevant response Insufficient material to reward</p>		

Question	Answer	Marks	Do not accept
2	Re-read paragraph 1 and give three opinions from the paragraph.		
	Opinion 1. Silk is a (exceptionally) beautiful material (that silkworms produce when they are making their cocoons) // silk is (exceptionally) beautiful	1	
	Opinion 2. It would be fascinating to know if the legend is true	1	
	Opinion 3. (Obviously, all) visitors to (the royal) court who were given gifts of silk would be / were entranced by its exclusivity // (obviously, all) visitors to (the royal) court would be given gifts of silk that made them entranced by its exclusivity Allow appropriate own words versions e.g. 'gorgeous' for 'beautiful' = 1, BUT 'beauty' for 'exclusivity' = 0	1	

Section 2: Reading for Meaning

Question	Answer	Marks	Do not accept
3(a)	<p>From paragraph 1</p> <p>3(a) The writer ‘had to start by looking after the lion’. What kind of animals did he expect to start with?</p> <p>less dangerous / fierce (animals) animals which weren’t dangerous / animals which weren’t as dangerous (as lions) / tame animals</p> <p>Allow singular e.g. ‘a less dangerous animal’ Allow addition of sensible examples, e.g. tortoise(s), giraffe(s)</p>	1	<i>lions</i>
3(b)	<p>The writer tells us ‘I plucked up the courage and displayed an indifference that I did not truly feel’ (lines 4–5). Explain in your own words what the writer did.</p>		
	<p>he gathered / found / summoned / pulled (up) his courage // he pulled himself together // he pushed away / held back / faced his fear</p> <p>Allow apt colloquialisms such as manned up / pulled his socks up / got a grip.</p>	1	<p><i>gained / increased / boosted his courage</i></p> <p><i>forced himself to be brave</i></p>
	<p>(he pretended / acted / behaved as if) he wasn’t bothered / affected / didn’t care / was unconcerned / unmoved // was relaxed / was nonchalant</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words PLUCKED UP and INDIFFERENCE. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p>	1	<p><i>(he pretended / acted / behaved as if) he was brave / happy with the task / confident</i></p>

Question	Answer	Marks	Do not accept
4(a)	<p>From paragraph 2</p> <p>Why do you think Joe ‘rattled a stick along the fence?’</p> <p>to attract the lion’s / Albert’s attention / to get the lion / Albert to react / be interested (in them) // to alert the lion / Albert to their presence // to let the lion / Albert know they were there</p>	1	<p><i>to wake up / startle the lion (alone)</i></p> <p><i>to show the lion to the writer</i></p> <p><i>to attract <u>his</u> attention</i></p>
4(b)	<p>What ‘lesson’ did Joe want to teach the writer when he said ‘He may look tame but he’s not’?</p> <p>the lion(s) / Albert is/are dangerous / fierce / wild // be careful / cautious around the lion(s) / Albert // treat the lion(s) / Albert with respect // don’t trust the lion(s) / Albert // the lion(s) / Albert may not look dangerous / fierce but they are / he is // not to regard the lion(s) / Albert as a pet / friend</p>	1	<p><i>‘he’ / ‘it’ / ‘them’ for ‘lion(s)’</i></p> <p><i>not to be fooled by the lion(‘s’) / Albert’s appearance / act</i></p> <p><i>not to underestimate the lion(s) / Albert (alone)</i></p> <p><i>to take his job seriously</i></p>

Question	Answer	Marks	Do not accept
5(a)	<p>From paragraph 3</p> <p>Why did the writer soon have more time to try to ‘learn something about’ lions?</p> <p>the work / job / chores was/were (fairly) basic // he learned the work / job / chores quickly / in a few days / easily // it did not take him long to learn the work / job / chores // he memorised / mastered his (daily) work / job / chores // he got used to the job</p> <p>Allow he did his work / job / chores more quickly / faster.</p>	1	<p><i>don’t allow he learned <u>it</u></i></p> <p><i>the lift of line 15 ‘I had mastered it,</i></p>
5(b)	<p>What two things did the writer do to try to ‘learn something about’ lions?</p> <p>(i) wrote things down / made notes about Albert’s / the lion’s behaviour</p> <p>Allow reference to the notebook as a gloss on correct response.</p>	1	<i>writing (down) alone</i>
	<p>(ii) read / reading (all he could about lions / them)</p> <p>Allow the lift of lines 19–20 ‘I decided to read all I could (and ... observations).’ Excess denies including ‘I discovered this when’.</p>	1	

Question	Answer	Marks	Do not accept
5(c)	<p>The lion is called ‘King of Beasts’ (line 21). Why is this name ‘un-zoological’?</p> <p>no scientist / zoologist has ever called it ‘King of Beasts’ / used that name // there is no (scientific) evidence that a lion is a king // it isn’t based on fact // it is an opinion</p>	1	<p><i>no scientist has ever done so</i></p> <p><i>there isn’t enough evidence</i></p> <p><i>animals have zoological / scientific / specific names</i></p> <p><i>that is not its / their real name</i></p> <p><i>it’s nothing to do with science / zoology</i></p>
5(d)	<p>In what way, according to the writer, did Albert show on the first morning ‘he did not have an ounce of pity in his character’?</p> <p>he jumped at / out / up towards the writer <u>and</u> roared at the writer / him // he jumped against the bars <u>and</u> roared at the writer / him</p> <p>Allow ‘he jumped out <u>and</u> roared at me’</p> <p>Allow the lift of lines 25–27 ‘(Albert had concealed ... mercilessly) he jumped out against the bars with a hair-raising roar at me.’</p> <p>Allow ‘roared as the writer was passing’ for ‘roared at the writer’</p> <p>Allow first person responses</p>	1	<p><i>he hid / concealed himself in the grass to frighten the writer / he frightened the writer</i></p> <p><i>jumped out and roared (alone)</i></p>

Question	Answer	Marks	Do not accept
5(e)	<p>The writer says that Albert’s eyes were ‘full of ferocious amusement at my panic’ (line 28). Describe in your own words Albert’s reaction to the writer’s panic.</p> <p>(Albert looked at the writer in) a savage / wild / fierce / dangerous / deadly / cruel / brutal / vicious / aggressive way</p>	1	<p><i>frightening / surprising / angry / furious / evil / berserk / mad</i></p>
	<p>(Albert / the lion thought it / the writer’s / his panic) was funny / comical / entertaining / enjoyable / humorous / a joke</p>	1	<p><i>happy / joyful / satisfied / exciting</i></p>

Question	Answer	Marks	Do not accept
6(a)	<p>From paragraph 4</p> <p>Why did Joe and the writer place ‘a huge piece of meat’ inside the cage?</p> <p>to get / encourage / tempt / lure Albert / the lion into the cage // they wanted the lion / Albert to eat it inside the cage // they wanted to trap / close / lock Albert / the lion inside the cage // they wanted to get Albert / the lion out of the enclosure // they wanted to clean the enclosure</p>	1	<p><i>‘it’ / ‘him’ for Albert / the lion</i></p> <p><i>they wanted to trap / attract Albert (alone)</i></p> <p><i>so that the lion would smell it / the meat</i></p>
6(b)	<p>Give one word from the paragraph which shows that the procedure for ‘trapping a lion’ (line 35) always followed the same pattern.</p> <p>ritual</p> <p>Allow the use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted, e.g. ‘the word is ritual.’</p>	1	<p><i>more than one word</i></p>

Question	Answer	Marks	Do not accept
7	<p>From paragraph 5</p> <p>In what two ways was the performance to trap the lion ‘doubly ridiculous’ (line 40)?</p> <p>(i) they spoke in childish voices / as if Albert / the lion was a child</p>	1	<i>they repeated themselves / the childish voices (endlessly) (alone)</i>
	<p>(ii) Albert / the lion didn’t understand them / what they were saying // they talked as if Albert / the lion could understand them / knew what they were saying / Albert / the lion understood none of it</p> <p>Allow ‘the writer and Joe’ for ‘them’ / ‘they’.</p>	1	

Question	Answer	Marks	Do not accept
8	<p>From the whole passage</p> <p>For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage.</p>		
8(a)	D (anxiety)	1	
8(b)	C (scornful)	1	
8(c)	A (competed with)	1	
8(d)	B (helpfully)	1	
8(e)	C (prize)	1	

Question	Answer	Marks	Do not accept
9	<p>Re-read paragraphs 2 and 5, which contain sentences telling us about (a) what Joe did and (b) what Joe and the writer did. Give:</p> <p>the meaning of each sentence as it is used in the passage</p> <p>the effect of each sentence as it is used in the passage.</p>		
9(a)	'he fixed me with an intense stare' (line 11)		
	<p>Meaning: Joe / he looked / gazed hard / closely / severely / fiercely / with focus / without looking away // Joe / he glared</p>	1	<p><i>for a long time / continuously (alone)</i></p> <p><i>ferociously / scarily / attentively / seriously / carefully / unpleasantly</i></p>
	<p>Effect: Joe wants the writer / him to know his message / lesson is / would be serious / important // Joe wants to be sure he has the writer's / his (full) attention // the writer / he knows that Joe's / his message / lesson is / would be serious / important // the writer / he knows that Joe is serious / isn't joking // the seriousness / importance of the message / lesson / what will be said</p>	1	<p><i>it is serious (alone)</i></p> <p><i>one-word answers such as 'seriousness' / 'importance'</i></p> <p><i>he was in danger</i></p>

Question	Answer	Marks	Do not accept
9(b)	‘we would saunter off down the path’ (line 43)		
	<p>Meaning: we / they walked slowly / casually / in a relaxed way // we / they strolled</p>	1	<i>we / they walked quietly or pretended to walk away</i>
	<p>Effect: we / they were pretending we / they were going (away) / leaving // we / they were not really / actually going (away) / leaving // we / they were tricking Albert / the lion into thinking we / they were going (away) / leaving // to make Albert / lion think we / they were going (away) / leaving // we / they were pretending that we / they didn't care / weren't bothered (what the lion did) // we / they pretended to be nonchalant / indifferent / uninterested</p> <p>Allow we / they were not going (away) Look for idea of pretence / trickery / seeming to go (away) / leave</p>	1	