



---

**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**May/June 2017**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Question	Answer	Marks	Allowed Response	Not Allowed Response
1(a)	<b>Identify and write down the importance of pearls and the problems associated with their production in former times, and the main methods of pearl production in modern times, and the benefits these bring, as outlined in the passage.</b>			
	<b>1</b> <i>Seen as exquisite / beautiful objects (given)</i>	<b>1 mark for each correct point up to a max. of 15</b>		
	<b>2</b> (Used to) make jewellery // (used as) centrepiece in rings / earrings / bracelets / necklaces ( <i>at least 2 examples</i> )			
	<b>3</b> (Used to) adorn clothing (for men and women)			
	<b>4</b> (pearl) <u>fishing</u> brought (deserved) wealth (to those who engaged in / controlled it)		<u>A lot</u> of money / <u>good</u> source of income for 'wealth'	'made money' (alone) for 'wealth'
	<b>5</b> Feature in (several) religions // feature in Christianity and Islam		Mentioned in Christianity / the Bible <u>and</u> Islam / the Qu'ran  Lift of lines 14–16 'in the Christian... wearing of pearls'	
	<b>6</b> (some Indian mythology describes) <u>powdered</u> pearls used for medicinal / medical purposes / as medicine / to aid digestion / to cure indigestion / to cure mental illness(es)		'crushed' for 'powdered'	<i>powdered pearls were used for illnesses</i>
	<b>7</b> Large number / many / hundreds of oysters needed to obtain three / four / (a) few pearls			
	<b>8</b> Divers (had to) descend(ed) to great depths / depths of (over) 30 metres <u>on a single breath</u> / <u>holding their breath</u>			'People / they' for 'divers'

Question	Answer	Marks	Allowed Response	Not Allowed Response
9	divers faced danger / risk of (being attacked by) hostile creatures // divers could be attacked by hostile creatures		'dangerous' for 'hostile'  Lift of lines 25–27 'divers faced... creatures (off some... waters)  Additional of '(–) off some...coasts'	'sharks' for 'hostile creatures'  <i>Divers faced hostile creatures (alone)</i>
10	(Many) divers (lost consciousness and) drowned/died because they held their breath (too)long (underwater)  <i>[The agent in points 8, 9 and 10 is 'divers'. If agent is missing, penalise the first omission only.]</i>			
11	<i>(vast majority of ) pearls produced worldwide are cultured pearls formed through human intervention (given)</i>			
12	Oysters are kept in farms / are farmed // oyster farms			
13	system which produces (cultured) pearls <u>imitates</u> nature / bead deliberately introduced as an irritant // bead put under (oyster) shell as irritant		(cultured) pearl farming  beads were used as irritants	<i>Cultured pearls imitate nature</i>
14	(There is) no risk to human life		lift of lines 35–36 '(nevertheless) cultured pearl... human life'	
15	(Cultured pearls / They) are produced (much) more quickly than <u>natural pearls / ones</u>			<i>Cultured pearls can be produced in (as little as) 6 months</i>
16	(There is) no <u>unnecessary</u> killing of oysters (because every oyster produces a pearl)			<i>No oysters are killed</i>
17	Coloured pearls can be produced by inserting (natural) dye under oyster's shell			

Question	Answer	Marks	Allowed Response	Not Allowed Response
	<b>18</b> Chance/guesswork taken out of production		'putting / using' for 'inserting'	
	<b>19</b> (Pearl industry) a stable form of employment // offers employment to very many people			<i>'offers employment' (alone)</i>
	<b>20</b> (Cultured pearls are) much cheaper than <u>natural</u> pearls / <u>naturally</u> produced pearls // (Owning / wearing) pearls is no longer limited to the rich // most / ordinary people can afford pearls / them		Lift of lines 46–47 'cultured pearls... naturally produced ones'	<i>Poor people can afford pearls</i>

Question	Answer	Marks	Allowed Response	Not Allowed Response
1(b)	<p><b><u>Now use your notes to write a summary</u> in which you explain the importance of pearls and the problems associated with their production in former times, and the main methods of pearl production in modern times, and the benefits these bring, 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</b> and <b>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>				
<p>HOW TO ANNOTATE Q1(b)</p> <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.</p> <p><b>Irrelevance:</b> Put IR in the margin to indicate a stretch / section of irrelevance. This may be a gloss or an example or elements of the text which do not address the question. Such scripts may be described as recognisable OW but limited by irrelevance (see Box OW 3).</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>				

Question	Answer	Marks	Allowed Response	Not Allowed Response
<p><b>Short answers</b></p> <p>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:</p> <p>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.</p>				

Question	Answer	Marks	Allowed Response	Not Allowed Response
SUMMARY STYLE DESCRIPTORS				
Mark	Own Words	Mark	Use of English	
5	<ul style="list-style-type: none"> <li>Candidates make a <b>sustained</b> attempt to rephrase the text language.</li> <li>Allow phrases from the text which are difficult to substitute.</li> </ul>	5	<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>	
4	<ul style="list-style-type: none"> <li>There is a <b>noticeable</b> attempt to rephrase the text.</li> <li>The summary is free from stretches of concentrated lifting.</li> </ul>	4	<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>	
3	<ul style="list-style-type: none"> <li>There are <b>recognisable but limited</b> attempts to rephrase 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>	3	<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>	
2	<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>	2	<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>	
1	<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>	1	<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>	
0	<ul style="list-style-type: none"> <li><b>Complete transcript</b></li> </ul>	0	<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 Response	Not Allowed Response
<b>Scoris marking guidance</b>				
Award a zero, 1, 2, 3 or NR (no response)				
2	<b>From your reading of Paragraph 1, decide whether each of the following statements is true, false, or not stated in the passage, and tick the box you have chosen.</b>			
	(i) Pearls are produced when a grain of sand gets under an oyster's shell: False	1		
	(ii) A substance produced by the oyster makes mother-of-pearl: True	1		
	(iii) Two thousand years ago, all pearl fishers were Chinese: Not stated	1		

Question	Answer	Marks	Allowed Response	Not allowed Response
<b>Scoris marking guidance</b>				
Award a zero, 1, 2 or NR (no response)				
3	<b>Select and write down two of the writer's opinions, one from Paragraph 1 and one from Paragraph 2. You may use the words of the text or your own words.</b>			
	<b>Opinion from Paragraph 1:</b> pearls (which) are the most beautiful (of) gems	1		<i>Preceding / following</i>
	<b>Opinion from Paragraph 2:</b> Pearl fishing brought deserved wealth (to those who engaged in it).	1		



Question	Answer	Marks	Allowed Response	Not Allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 1</b> There are three parts to this question. Award a zero, 1 or NR (No response) for each part.				
4(a)	<b>What caused Mr Lutchman's sudden interest in photography?</b>			
	Wilkie / a colleague / friend had a camera (which he would like) to sell.	1	Lift of 'Wilkie, a friend at the office, had mentioned (casually) that he had a camera (which he would like to sell'.	<i>He wanted to take photos (of the sunset) 'neighbour' for 'Wilkie'.</i>
4(b)	<b>'An idea caught Mr Lutchman's fancy, and soon became a temptation.' What was Mr Lutchman tempted to do?</b>			
	to buy Wilkie's / his colleague's / friend's camera / the camera (to take photographs of a sunset)	1		<i>Buy / have <u>a</u> camera</i>
4(c)	<b>Pick out and write down the <u>single</u> word used later in the paragraph which continues the idea of 'temptation'.</b>			
	alluringly	1	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted, e.g. The word is alluringly.	<i>More than one word.</i>

Question	Answer	Marks	Allowed Response	Not Allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 2</b>				
There are two parts to this question. Award a zero, 1, 2 or NR (no response) for each part.				
5(a)	<b>Describe <u>in your own words</u> Mrs Lutchman's reaction to her husband's question.</b>			
	TAKEN ABACK: surprised / shocked / disconcerted / astonished / caught unawares / startled / amazed / astounded / dumbfounded / nonplussed.	1	caught off guard	<i>Bewildered / puzzled / confused</i>
	STRANGENESS: oddness / unexpectedness / oddity / peculiarity / bizarreness / weirdness / unusualness	1	Unusual / mystifying / curious / puzzling / perplexing / random  didn't know where it was coming from	<i>Uniqueness / illogical / unknown / abnormal</i>
<b>Additional information</b>				
This is an OWN WORDS question. Key words are TAKEN ABACK and STRANGENESS				
5(b)	<b>Mrs Lutchman says: 'Don't do anything foolish'. What advice do you think she is giving her husband?</b>			
	not to buy a camera // not spend / waste (a lot of) money on a camera	1	'not to buy the camera', although she doesn't know about it at this stage  Idea of thinking carefully before buying a camera	<i>Not to do anything foolish / rash / silly (alone) as it's a repeat of the question.  Not to start taking photographs</i>

Question	Answer	Marks	Allowed Response	Not Allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 3</b>				
There are three parts to this question. Award a zero, 1, 2 or NR (no response) for each part.				
6(a)	<b>When Mr Lutchman offered a low price for the camera, Wilkie ‘laughed loudly’. What emotion do you think Wilkie wanted Mr Lutchman to feel?</b>			
	embarrassment / awkwardness / shame	<b>1</b>	Regret / sorrow / humiliation  adjectives, e.g. embarrassed / awkward / ashamed	<i>Stupidity</i>  <i>that the payment was too low</i>  <i>he felt bullied</i>
6(b)	<b>Wilkie ‘laughed loudly’ at Mr Lutchman. Give <u>two</u> other ways in which he persuades Mr Lutchman to pay a hundred dollars for the camera.</b>			
	(i) <u>he tells him</u> the camera / it is an excellent one // he <u>tells him</u> the camera	<b>2</b>	Accept generalisations such as <u>he tells him</u> it has additional features / flashbulbs and light meters.	<i>‘good’ for ‘excellent’</i>
	(ii) <u>he tells him</u> he will tell the ‘boys’ / his friends about the (low) offer / that he had offered him (only) twenty dollars / that he’d made a silly / ridiculous offer		he made him afraid of what the boys would think of his (low)offer	<i>Lift of line 11 ‘I must (remember to) tell the boys that one’.</i>
	(iii) <u>he tells him</u> the camera cost him / originally cost \$200 / was expensive AND it is / was in perfect condition		Lift of line 15 ‘that camera...condition’ + he said.  He said it was in perfect condition and / but he would / was prepared to sell it for half the price he paid for it	<i>Lift of line 15 ‘that camera...condition’ (alone)</i>  <i>He tells him how much the camera cost</i> <i>He would sell it for half price</i>
<b>Additional information</b>				
Accept any <b>two</b> of three for 1 mark each.				

Question	Answer	Marks	Allowed Response	Not Allowed Response
6(c)	<b>Pick out and write down the <u>four word phrase</u> from the paragraph which shows that Mr Lutchman realised that the price of the camera was too high.</b>			
	Against his better judgement	1	The use of the correct words in a sentence provided that it is underlined or otherwise highlighted, e.g. He bought it 'against his better judgement' // The phrase is against his better judgement.	

Question	Answer	Marks	Allowed Response	Not allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 4</b>				
There are two parts to this question. Award a zero, 1, 2 or NR (no response).				
7(a)	<b>Explain <u>in your own words</u> why Mr Lutchman disliked the camera's instruction booklet.</b>			
	INCOMPREHENSIBLE: impossible to understand / difficult to understand // unintelligible	1		<i>Contained difficult / hard words (alone)</i>  <i>Indecipherable / complicated/senseless / confusing</i>
	BAFFLING: confusing / puzzling / mystifying / perplexing / bewildering	1	Makes no sense <u>to him</u> // meant nothing <u>to him</u>	<i>Complicated / senseless / surprising / weird / complex / unclear / inaccurate</i>
<b>Additional information</b>				
This is an OWN WORDS question. Key words are INCOMPREHENSIBLE and BAFFLING.				

Question	Answer	Marks	Allowed Response	Not Allowed Response
7(b)	<b>Explain fully how Mr Lutchman’s use of the ‘large and impressively illustrated book’ was different from the way it was meant to be used.</b>			
	he cut out (a) photograph(s) / picture(s) / image(s) and put / plastered them on the (sitting-room) wall // he cut out (a) photograph(s) / picture(s) / image(s) and decorated his (sitting-room) wall (with them)	1	‘He took / ripped / pulled / used’ for ‘cut’ Lift of lines 19–21 ‘(in particular) one photograph...wall (followed soon by others)’	
	instead of using the book to learn how to take photographs / instead of using the book to learn about photography // instead of using the photographs as models / examples (for his own photographs) // the book was meant to teach / instruct / inspire / help people / him to take photographs / to learn about photography	1	It meant to teach people / him how to use a / his camera	<i>It was meant to be read (alone)</i>

Question	Answer	Marks	Allowed Response	Not Allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 5</b>				
Award a zero, 1, 2 or NR (no response)				
8	<b>In what <u>two</u> ways does Mrs Lutchman try to comfort her husband over the failure of his photographs?</b>			
	(i) <u>she says that</u> nobody is perfect (at photography) right away	1	<u>She says</u> that it takes time to learn photography / anything  Lift of lines 28–29 ‘nobody is...said (consolingly)’	<i>Nobody is perfect right away (alone)</i>
	(ii) <u>she says</u> it was / the spoiled photographs were the fault of the people who developed them	1	She says it wasn’t his fault (the photographs were spoiled / hadn’t turned out)  She blamed the people who developed the photos / them	<i>Lift of lines 30–31 ‘maybe...developed them’ (alone)</i>  <i>Lift of lines 31–32 ‘I would...own photographs’</i>

Question	Answer	Marks	Allowed Response	Not Allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 6(d)</b> Award a zero, 1, 2 or NR (no response)				
9	Give <b>two</b> reasons why the Lutchman children had ‘strained expressions’ on their faces while they were being photographed.			
	(i) A group of (curious) neighbours had gathered to watch / were watching them	1	Lift of lines 34–35 ‘A group of curious neighbours had gathered around (to watch)’  [allow run on into ‘as Mr Lutchman...line’]	<i>They didn’t want to be watched</i>  <i>They were arranged in a line</i>  <i>The neighbours were laughing at / mocking them</i>
	(ii) Mr Lutchman / their father was losing / lost his temper / was shouting / yelling / howling at them	1	“Grin! Grin!” their father howled at them’	<i>‘he’ for ‘Mr Lutchman / their father’ unless he has been mentioned in (i)</i>  <i>Their father was (getting) impatient</i>

Question	Answer	Marks	Allowed Response	Not Allowed Response
<b>Scoris marking guidance</b>				
<b>From Paragraph 7</b> There are two parts to this question. Award a zero, 1 or NR (no response) for each part.				
10(a)	<b>Mr Lutchman ‘could feel his confidence ebbing away’. What effect does ‘ebbing away’ have which would not be achieved by, for example, ‘left him’?</b>			
	his confidence/it went away <u>slowly</u> // he <u>gradually</u> became less confident	1	Slowness / bit by bit  fading away	<i>Mere synonyms of ‘ebbing’, (alone) e.g. draining</i>
<b>Additional information</b> Effect and not meaning is asked for.				

Question	Answer	Marks	Allowed Response	Not Allowed Response
10(b)	<b>Why was the roar of anger and distress ‘muffled’?</b>			
	Mr Lutchman / Lutchman’s head was under a blanket / under the bed	1	‘He / his head’ for ‘Mr Lutchman(’s head)’	Reference to basins clanging / water flowing  Any reference to darkness

Question	Answer	Marks	Allowed Response	Not Allowed Response
----------	--------	-------	------------------	----------------------

**Scoris marking guidance**

Award a zero, 1, 2, 3, 4, 5 or NR (no response).

11	<b>Choose <u>five</u> of the following words. From 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 has in the passage.</b>			
	1 casually (L2)  off-handedly / in passing / nonchalantly / without making a fuss / without making a big deal / by the way	1 mark for each correct meaning (max. 5)		Accidentally / unintentionally / randomly / normally / informally / carelessly
	2 delicately (L17)  carefully / attentively / gently / cautiously / sensitively / lightly			slowly
	3 tackle (L23)  attempt / take on / try out / try his hand / undertake / go for / embark on / try his luck at / venture // have a go / a shot / a crack / a stab at / face / deal with / work at / work on / address / handle			Conquer / attack / overcome / confront / begin / start / do
	4 mounting (L25)  increasing / growing / escalating / progressive / building (up) / heightening / rising			A lot of/(too) much/great/raising

Question	Answer	Marks	Allowed Response	Not Allowed Response
	<b>5</b> confining (L33)  restricting / limiting / constraining / keeping (to) / restraining / sticking to / dealing with one thing			<i>specialising</i>
	<b>6</b> curious (L34)  nosy / inquisitive / wondering / intrigued / wanting to know / wanting to find out			<i>Odd / enquiring / eager / interested</i>
	<b>7</b> disconsolately (L41)  unhappily / in a depressed way / miserable / dejectedly / sadly / discontentedly / despondently / gloomily / despairingly / disheartened / dispirited / downcast / melancholic ally / ruefully / with a heavy heart / wretchedly / forlornly / morosely / dismally / glumly / fed up / hopelessly			<i>Displeased / disappointedly / dissatisfied / demotivated</i>
	<b>8</b> mass (L46)  heap / bundle / lump / bulk / hunk / mound			<i>Body / weight / group</i>

**Additional information**

Mark only the first FIVE words attempted.