



ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(a)	Identify and write down the uses and importance of silver in former times, and the uses and the advantages of silver in modern times, as outlined in the passage.			
1	<i>Used to make jewellery (given)</i>	1 mark for each correct point up to a max. of 15		
2	Made into coins / money / currency (for everyday transactions)		<u>Silver</u> coins	<i>Used as coins/ money/currency</i>
3	(Used in / to facilitate) <u>international</u> trade			<i>Lift of lines 13–15 in the nineteenth century...porcelain (alone)</i>
4	In some / various / ancient languages / Sanskrit and Hebrew, same word is used to describe both silver and money			
5	(in many ancient cultures) associated with religion / god(s)			
6	(Romans / they knew that) wine stored in silver containers remained drinkable <u>for a longer period of time / for longer / for a long time</u>			
7	(Roman army generals / they discovered / knew that) silver coins (dropped) in water (storage) containers kept soldiers healthy / meant that few(er) soldiers would become sick		Silvers coins in stored water	<i>'Water' (alone) for 'water (storage) containers'</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
8	(Ancient civilisations / Greece and Macedonia used silver / it) for medicinal / medical purposes		(Used as) medicine Lift of lines 23–24 (the Greek physician) <i>Hippocrates... diseases</i> (It was thought / taught that it) healed wounds and controlled diseases	
9	(Chinese used silver) combined with mercury / silver and mercury / amalgam to make <u>better</u> / <u>quality</u> mirrors			<i>Chinese made better quality mirrors (alone)</i>
10	Silverpoint used by <u>artists</u> // a <u>drawing</u> technique called silverpoint // a <u>drawing</u> technique used silver <u>wire</u>		'Art' for 'drawing'	' <i>painting</i> ' for 'drawing'
11	<i>Used in solar panels (given)</i>			
12	(More effective than aluminium to) coat telescope mirrors		Lift of lines 32-33 in the past... (more) effective	' <i>lenses</i> ' for 'mirrors'
13	(extremely efficient to) insulate glass // reduces heat loss through glass			' <i>Silver reduces heat loss</i> ' (alone) ' <i>glasses</i> ' for 'glass'
14	(Used in) water purification (to prevent bacteria/ algae building up in filters) // helps oxygen to sanitise water // prevents need for chlorine in pools /spas [<i>needs water context</i>]		'reduces' for 'prevent'	' <i>Beneficial to healthy living</i> ' (alone)
15	(Silver mixed) with mercury / amalgam to fill (cavities in) teeth // (Silver) mixed with mercury / amalgam used in dentistry to fill cavities (in teeth)			<i>Silver used to fill teeth</i> (alone) <i>amalgam used in dentistry</i> (alone)
16	(In modern medicine used to) make / for / in surgical instruments // make / for / in instruments to perform surgical procedures / surgery / operations			<i>Surgical instruments</i> (alone)

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
	17 (Small electrical) devices / hearing aids use silver oxide <u>batteries</u> due to their long life / high energy to weight ratio			<i>Electrical devices are made of silver</i>
	18 <u>Speaker wires</u> are produced using silver (cable) because it improves sound quality		creates / gives good sound quality	
	19 (Important role in) manufacture / production of (high) quality wind instruments // (used in) wind instruments for fine sound / beautiful appearance		Suitable alternatives for 'fine' and 'beautiful', for example, 'excellent' 'flutes' for 'wind instruments'	<i>High quality wind instruments (alone)</i>
	20 (some) brass instruments are plated with silver		'trumpets' for 'brass instruments'	

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(b)	<u>Now use your notes to write a summary</u> in which you explain the uses and importance of silver in former times, and the uses and the advantages of silver in modern times, as outlined in the passage.			
<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 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: sustained, noticeable, recognisable but limited, wholesale copying and complete transcript. 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>HOW TO ANNOTATE Q1(b)</p> <p>SERIOUS ERRORS</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>Irrelevance: 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 OW box 3).</p> <p>Wrong or invented material: Put a cross in the margin to indicate a stretch / section of wrong or invented material.</p> <p>Short answers</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 Responses	Not Allowed Responses
Mark	Own Words	Mark	Use of English	
5	<ul style="list-style-type: none"> Candidates make a sustained attempt to re-phrase the text language. Allow phrases from the text which are difficult to substitute. 	5	<ul style="list-style-type: none"> Apart from very occasional slips, the language is accurate. Any occasional errors are either slips or minor errors. There is a marked ability to use original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. 	
4	<ul style="list-style-type: none"> There is a noticeable attempt to re-phrase the text. The summary is free from stretches of concentrated lifting. 	4	<ul style="list-style-type: none"> The language is almost always accurate. Serious errors will be isolated. Sentences show some variation, including original complex syntax. Punctuation is accurate and generally helpful. 	
3	<ul style="list-style-type: none"> There are recognisable but limited attempts to re-phrase the text detail. Attempt may be limited by irrelevance or by oblique or mangled relevance. Groups of text expression are interlaced with own words. The expression may not always be secure, but the attempt to substitute the text will gain credit. 	3	<ul style="list-style-type: none"> The language is largely accurate. Simple structures tend to dominate and serious errors are not frequent, although they are noticeable. Where sentences show some variety and complexity, they will generally be lifted from the text. Serious errors may occur when more sophisticated structures are attempted. Punctuation is generally accurate. 	
2	<ul style="list-style-type: none"> Wholesale copying of large areas of the text, but not a complete transcript, Attempts to substitute own language will be limited to single word expression. Irrelevant sections of the text will be more frequent at this level and below. 	2	<ul style="list-style-type: none"> Meaning is not in doubt but serious errors are becoming more frequent. [<i>8+ errors as a guide, but balance against sentence structure is also necessary</i>] Some simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct. 	
1	<ul style="list-style-type: none"> Pretty well a complete transcript of the text expression. There will also be random transcription of irrelevant sections of the text. 	1	<ul style="list-style-type: none"> Heavy frequency of serious errors, sometimes impeding reading. Fractured syntax is much more pronounced at this level. 	
0	<ul style="list-style-type: none"> Complete transcript 	0	<ul style="list-style-type: none"> Heavy frequency of serious errors throughout. Fractured syntax 	

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
2	From your reading of paragraph 1, decide whether each of the following statements is true or false, and tick the box you have chosen.			
	1 All civilisations were engaged in the mining of silver. False	1		
	2 Spices were traded for silver in Roman times. True	1		
	3 Bolivia, Peru and Mexico were the only countries producing silver in the late fifteenth century. False	1		

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
3	Select and write down <u>two</u> 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.			
	Opinion from Paragraph 1: <u>Silver</u> is more beautiful (even) than gold.	1	<u>Silver</u> is a precious metal more beautiful than gold. Lift of lines 5–6 '(but) no single event...New World (in the late fifteenth century)'	<i>Inclusion of 'more abundant'</i>
	Opinion 2 from Paragraph 2: People who wear/ adorn themselves with silver have good taste // silver jewellery is tasteful	1	Lift of line 10 '(and) people with good taste (still choose to) adorn themselves with silver'	

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(a)	What was the first sign of Mr Lutchman's interest in gardening?			
	he (firstly) bought (himself) (a set of) <u>gardening</u> tools	1	He noticed his patchy / poor lawn / grass Lift of line 4 'he noticed the patchy remains of lawn (a ragged...industry)'	<i>Gardening tools (alone)</i> <i>Lift of lines 5–6 'he looked over...neighbour's garden'</i>
4(b)	Pick out and write down from the paragraph the single word which shows that Mr Lutchman had more than just an 'interest' in gardening.			
	passion	1	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted, e.g. <i>The word is passion</i>	<i>More than one word</i>
4(c)	Why was Mr Lutchman envious of his neighbour?			
	the neighbour had healthy / green grass / a healthy strip of grass / a real /_proper / healthy / beautiful lawn	1	His neighbour had a healthy / beautiful garden His neighbour had better grass / a better lawn / garden (than he had) Lift of lines 5–6 'he looked...neighbour's garden' (but omission of 'enviously' = 0)	<i>His neighbour had a healthy green strip (alone – no reference to garden)</i> <i>He compared his lawn / garden with the neighbour's lawn / garden</i>

Additional information

Allow 'he' or 'they' for 'neighbour', even when there is ambiguity, for example,

- His lawn / garden was healthy = 1

Correct answers require reference to grass, lawn or garden.

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
5(a)	What was Mrs Lutchman's 'threat'?			
	Mr Lutchman / her husband / he would go to jail for stealing / uprooting grass / public property	1	Lift of 'Don't you realise you'll go to jail if you're caught rooting up grass like that?' Mr Lutchman / her husband / he would be arrested / be in trouble with the police	<i>Mr Lutchman would go to jail (alone)</i> <i>Mr Lutchman would go to jail for destroying grass / public property</i>
5(b)	'Success stimulated ambition.' Explain <u>in your own words</u> what this means.			
	SUCCESS: (Mr Lutchman / he) got it right / achieved / accomplished // he completed / brought about /realised his plan (to get the grass / lawn / garden to grow) // he made the grass / lawn / garden grow / made his lawn / grass / garden beautiful	1	Accept more generalised idea, e.g. things went well / work bore fruit / a positive outcome	<i>Victory / triumph / progress / winning</i> <i>Not being caught by the police</i> <i>the lawn / garden flourished</i>
	AMBITION: (Mr Lutchman / he) wanted to do /did <u>better</u> / <u>more</u> (things) / make <u>other</u> / <u>new</u> things grow // wanted to make the grass / lawn / garden grow <u>better</u>	1	Accept more generalised idea, e.g. grand(er) ideas / going <u>further</u> / <u>far</u> // he wanted / decided to have / buy plants / flowers / roses // he had / got / bought plants / flowers / roses	<i>Passion / curiosity / dedication / enthusiasm / determination / continuing / repetition / goal / aim / drive (alone)</i>
Additional information This is an OWN WORDS question. Key words are SUCCESS and AMBITION				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
5(c)	Mr Lutchman had developed a ‘new air of domesticity’. In which <u>two</u> ways is this ‘domesticity’ shown?			
	(i) he took his children out / on an excursion / on a trip // he took his children to buy flowers / rose trees / things / items	1	Lift of line 15 ‘the excursion...school holidays’	<i>He became the happy family man / he was in a good mood / he wore a straw hat</i> <i>Lift of lines 14–15 ‘it was the purchase of these items...school holidays’</i> <i>He spent time with his children (alone)</i>
	(ii) he spent (most of) his spare /free time (at home playing) with his (set of) gardening tools / gardening / tending the garden	1		<i>He decided to have flower beds / rose bushes</i> <i>Lift of line 19 ‘ he was content to spend most of his spare time at home’ (alone)</i> <i>He spent most of his time in the garden</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
6(a)	What was it about the landscape on the day of the excursion which showed that it was 'dry and uncultivated'?			
	(it was reddish) brown	1	Lift of 'the predominant colour changing from green to (reddish)-brown'	<i>A definition of dry and uncultivated, e.g. there was no moisture / nothing grew</i> <i>Inclusion of reference to rice / watercress</i>
6(b)	The sign said 'Plants for sale'. Give <u>two</u> reasons from the paragraph why this is surprising.			
	(i) dead / dying plants <u>in baskets</u>	1	Lift of 'there was a rambling, red-brick house from which hung dead and dying plants in baskets' Excess denies Idea that baskets of dying plants were inside the house	<i>The gardener shouted etc. (the focus is on plants)</i>
	(ii) the garden was decaying / dead / rotting	1	Lift of 'the house was set in an extensive, decaying garden (dotted with mango trees)'	<i>The road / landscape was decaying etc.</i> <i>The lawn was being watered by a gardener</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
6(c)	<p>The sign also said ‘Visitors welcome’. Give <u>one</u> reason from the paragraph why this is surprising.</p> <p>The <u>gardener</u> told them to stop / stopped them / told them it was private property// the <u>gardener</u> did not welcome them/ was unfriendly / hostile /rude // the <u>gardener</u> shouted at them / /suggested they shouldn’t have come</p>	1	<p>‘the owner’ for ‘the gardener’ the passive, e.g. Mr Lutchman / he / they were told it was private property</p> <p>Lift of line 27 ‘the gardener...furiously’</p> <p>Lift of lines 27–28 ‘the gardener...private property you know’</p> <p>The gardener stopped them from entering the house</p> <p>Correct answer linked to the idea that they went into the house</p>	<p><i>‘the man / he’ for ‘the gardener’</i></p> <p><i>Lifting of any or all of the direct speech starting at ‘Stop...’ (alone)</i></p> <p><i>It was private property</i></p>
<p>Additional information</p> <p>If more than one reason is offered, reward the first acceptable one.</p>				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
7	<p>What exactly was the ‘logic’ of the gardener’s generosity?</p> <p>the orchid/ plant was half price because it was already half dead / half alive</p>	1	<p>He gave Mr Lutchman the orchid at half price so that he would buy / spend more</p> <p>‘Half of the plant was dead’ for ‘half dead’</p> <p>Plurals, i.e. orchids / plants</p>	<p><i>He said he would give him the orchid at half price (alone)</i></p> <p><i>The orchid was half dead / dying / decaying (alone)</i></p> <p><i>‘it / they’ for ‘orchid / plant’</i></p> <p><i>He sold the orchid at half price because it was (nearly) dead</i></p> <p><i>Lift of lines 30–31 ‘I’ll give it to you...half dead’</i></p> <p><i>‘roses/rose bushes’ for ‘orchids/plants’</i></p>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
8(a)	What was Mr Lutchman ‘tempted’ to do?			
	steal / take / snatch the (avocado) tree	1	Lift of ‘could he not put the tree outside the gate and collect it later when they were driving back?’ + <u>without paying</u>	<i>snatch up</i> <i>Lift of ‘could he not put the tree outside the gate and collect it later when they were driving back?’ (alone)</i> <i>get the tree for free</i> <i>He was tempted to steal it</i> <i>He was tempted to snatch the tree / it</i> <i>He stole / snatched / tried to steal the tree</i>
8(b)	Mr Lutchman swooped down to take the tree. What effect does ‘swooping down’ have that would not be achieved by, for example, ‘bent down’?			
	Suddenness / abruptness / speed / quickness / swiftness	1	Other parts of speech, e.g. quick / quickly Quicker (than bending)	<i>Secrecy / concealment / vigilance / stealth / cunning</i> <i>Snatched / grabbed</i>
Additional information				
Look for effect of swooping down, not consequence.				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
8(c)	The gardener showed his disapproval of Mr Lutchman by wagging his finger at him. In what <u>one</u> other way did the gardener's behaviour show his disapproval?			
	he made / was making (small) scolding noises	1		<i>Inclusion of he came up behind him / tapped him on shoulder. One feature of behaviour is required.</i>
Additional information				
8(d)	Explain <u>in your own words</u> what the gardener did to 'to disguise the fact that he was making up the prices' of the various items 'as he went along'.			
	ENUMERATE: count / calculate / tally / add up / total / reckon / tot up / sum up / itemise / list / state / name / spell out / announce	1	Tell / give	<i>Increase / highlight / mention / record / come up with / sort out / check / change / write / said / identify / describe</i>
	EXAGGERATED: elaborate(d) / emphasised / in great detail / laboured / too much / excessive / fake / overdone / artificial / forced / pretend	1	Showy / made a deal of / enhanced	<i>Extreme / great / extra / more / unnecessary / made up / abnormal / unusual</i>
Additional information				
This is an OWN WORDS question. Key words are ENUMERATE and EXAGGERATED				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
9	Mr Lutchman planted the avocado tree in the back yard. Explain fully why this was 'ironic'.			
	he didn't want anyone to steal it/ he didn't want it to be stolen / he wanted to protect it from thieves / he thought someone would steal it	1	Lift of lines 42–43 ' he had planted...less likely to be stolen' Lift of line 43 ' it was less likely to be stolen' It would not get stolen	
	(but) he had tried to steal it (himself / in the first place)	1		<i>He had stolen it</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
10	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 has in the passage.			
	1 unpremeditated (L2) unplanned / not thought out / without thinking / not calculated / not pre-determined / out of the blue / spontaneous / impromptu / on the spur of the moment / from nowhere / off the cuff	1 mark For each correct mean- ing (max 5)		<i>Unexpectedly / without warning / suddenly / unannounced / for no reason / unintentionally / surprisingly / uncontrollably / naturally / inadvertently / unpredicted / by chance</i>
	2 industry (L5) work /endeavour / labour / spade work / effort / toil			<i>Factory / production / dedication / creation / drive / diligence / application</i>
	3 set to (L6) started / began / commenced / embarked on / got cracking with / busy oneself / got (down) to / went ahead / went to / got under way / got the ball rolling / launched into / got stuck into			<i>Got ready to / decided to / moved to / got back to / left for</i>
	4 persisted (L12) continued / kept on / persevered/ didn't give up / carried on / went on / kept going / pressed on / stayed with it / plugged away / didn't stop / stuck with / still did / was tenacious / stuck to his guns / stood by what he wanted			<i>Tried / was determined / stayed determined / was firm / was steadfast / refused to listen / was stubborn / did not change</i>
	5 encouraged(L31) spurred on / motivated / persuaded / emboldened /given hope /stimulated / urged on / boosted / inspired / roused / optimistic about / pushed / egged on / driven / moved on / given confidence / prompted / enthused / supported			<i>Reassured / heartened / cheered / forced / satisfied / pleased / convinced / influenced / rallied / invigorated / moved / impressed</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
6	dilapidated (L38) run down / ruined / worse for wear / in disrepair / falling to pieces / falling apart / falling to bits / battered / decrepit / ramshackle / rickety / tumbledown / in bad condition / in poor condition / broken down / rotting / shabby / wrecked / decaying / badly maintained			<i>Ancient / useless / obsolete / worn out / beaten up / neglected / broken / uncared for / destroyed / damaged / tatty / tattered</i>
7	reluctantly(L44) unwillingly / not wanting to / resistingly			<i>Hardly / barely / hesitantly / with difficulty / cautiously / slowly / unenthusiastically / grudgingly / unhappily / lazily</i>
8	comprehension (L47) understanding / realisation / awareness/ enlightenment / perception / apprehension			<i>Explanation / conclusion / truth / learning / reason / knowledge</i>

Additional information

Mark only the first FIVE words attempted.