
ENGLISH LANGUAGE**1123/21**

Paper 2 Reading

May/June 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 **14** 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>Identify and write down the advantages of out-of-town shops and shopping, and the advantages of town centre shops and shopping, as outlined in the passage.</p> <p>1 mark for each correct point to a maximum of 12 marks.</p> <p>Advantages of out-of-town shops and shopping.</p>	12	
	1 Given point: <i>retail parks provide plenty of parking spaces, which are generally free of charge</i>		
	2 Drivers are not faced with (as much / much) congestion / a lot of traffic (on the roads) // there is not (as much) congestion / as much traffic on the roads // the travelling experience is pleasant // customers arrive in a relaxed frame of mind		<i>Not as much congestion / traffic (alone)</i>
	3 Many stores // wide range of goods <u>in a single trip</u>		
	4 (Shopping) can be done in comfortable temperatures <u>in a mall / under one roof</u> // weather is not an issue / problem <u>in a mall / under one roof</u>		<i>Can be done in comfortable temperatures (alone) Can be done under one roof (alone)</i>
	5 Bigger stores // greater variety of goods (for sale)		<i>Lift of lines 14–15 'these big stores ... in town' (see point 6)</i>
	6 Longer opening hours // open late (into the evening) AND every day Allow lift of lines 14–15 'these big stores ... in town' Note: this is not point 5		
	7 (sometimes able to offer) lower prices / cheaper goods		
	8 Multi-national companies (are attracted to retail parks)		<i>Lift of lines 24–26 'because of ... cheaper'</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	Advantages of town centre shops and shopping		
	9 Given point: <i>if a town is of historical interest, the shops will generate income from tourists</i>		
	10 A town might achieve its own individual character by its <u>type of</u> shops / distinctive (range of) shops // shops can give a town its character // the features of a town are reflected in its type of shops		<i>examples alone</i> <i>Complete lift of lines 30–31 ‘the features of a university town ... to be found there’</i>
	11 Income is derived (for a town) from occasional / planned events // people visit towns for occasional / planned events and spend money in shops there		
	12 <u>Lively / busy / vibrant</u> town(s) (centres) / promote / give the residents a sense of civic pride / pride in their town		<i>Line 36 ‘it’s wonderful ... community’ ‘promote a sense of civic pride’ (alone)</i>
	13 Shoppers / people / you / they / we will (often) spend more than (simply) the price of the items (bought) // Shoppers / people, etc. might go for coffee / meet friends for lunch increasing (local) income		<i>increasing (local) income (alone)</i>
	14 Social dimension // give (people) an opportunity to relax / to take time out (at cafes / restaurants) Allow lift of lines 41–42 ‘many people ... opportunity’		<i>Lift of line 41–42 ‘many people ... relax’ (alone)</i>
	15 Small businesses flourish (in town centres) Allow the lift of line 43 ‘small businesses ... <u>maybe</u> ... flourish’		<i>examples alone</i>
	16 <u>Local</u> people can walk / cycle / take public transport (to do their shopping) // more accessible to <u>local</u> people // it is easier for <u>local</u> people to get there Allow line 47 ‘might be local public transport (such as tram or bus) // there is no need to own / use a car		

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p><u>Summary</u></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="320 651 967 1861"> <thead> <tr> <th colspan="3" data-bbox="320 651 967 719">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 719 472 1323">Band 5</td> <td data-bbox="472 719 568 1323">9–10</td> <td data-bbox="568 719 967 1323"> <p>Excellent understanding of the task demonstrated in an impressive response:</p> <p>All content included is relevant, with no unnecessary details/repetitions</p> <p>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="320 1323 472 1861">Band 4</td> <td data-bbox="472 1323 568 1861">7–8</td> <td data-bbox="568 1323 967 1861"> <p>Good understanding of the task demonstrated in a skilful response:</p> <p>Almost all content included is relevant, with only occasional unnecessary details/repetitions</p> <p>Generally fluent and coherent presentation of the points, with appropriate 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</p> <p>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 skilful response:</p> <p>Almost all content included is relevant, with only occasional unnecessary details/repetitions</p> <p>Generally fluent and coherent presentation of the points, with appropriate linking devices</p>	10	
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Question	Answer			Marks	Not Allowed Responses
1(b)	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</p> <p>Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</p>		
	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</p> <p>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</p> <p>Little attempt to present the points with no concept of linking devices</p>		

Question	Answer			Marks	Not Allowed Responses
1(b)	Band 0	0	No understanding of the task demonstrated in: A totally irrelevant response Insufficient material to reward		

Question	Answer	Marks	Not Allowed Responses
2	Re-read paragraphs 2, and 4, and 5, and give one opinion from each of these paragraphs.		
	Paragraph 2: There is nothing more relaxing than late-night shopping (after a busy day in school or at the office)	1	
	Paragraph 4: (However most) out-of-town retail parks are boring / soulless (because they are identical to each other)	1	
	Paragraph 5: It's wonderful to be part of a happy / settled community	1	

Section 2: Reading for Meaning

Question	Answer	Marks	Not Allowed Responses
3(a)	From paragraph 1 Why did the writer regularly visit Aunt Joan? She lived alone // (the writer thought) she was (often) lonely Allow To keep her company (and chat to her)	1	<i>To chat (alone)</i>
3(b)	In what way does the writer indicate that Aunt Joan was 'frequently confused' (line 1)? (she says that sometimes it was as though / it seemed) she was seeing the world through a mist Allow Lift of lines 2–3 'sometimes she was perfectly rational, while sometimes it was as though she were seeing the world through a mist'	1	

Question	Answer	Marks	Not Allowed Responses
4(a)	From paragraph 2 What two things did Aunt Joan do which showed that she knew she was doing something wrong?		
	(i) (she was examining several items at a stall) glancing nervously over her shoulder (from time to time)	1	
	(ii) stealthily dropped / hid the bracelet / it into her pocket Allow Lift of lines 10–11 'my aunt ... pocket'	1	<i>inclusion of any reference to walking away / haughty expression</i>
4(b)	Aunt Joan attempted to walk away 'with a haughty expression, her head held high' (lines 11–12). Give one word used later in the paragraph which continues this idea. arrogant	1	

Question	Answer	Marks	Not Allowed Responses
5(a)	From paragraph 3 Why does the writer think that the objects in the cupboard 'were clearly unused' (line 18)? (They still had) labels attached (to them)	1	<i>They were cheap / ill-assorted</i>
5(b)	'It had clearly been going on for some time.' (line 20) What does 'it' refer to? Joan / her aunt stealing / shoplifting (things) Allow (the / her) stealing	1	<i>pickpocketing</i>

Question	Answer	Marks	Not Allowed Responses
6(a)	<p>From paragraph 4</p> <p>What mistake did the writer make when Aunt Joan asked her to fetch her spare pair of glasses?</p> <p>she opened the wrong / third drawer (when she'd been told / asked to open the second drawer)</p>	1	<i>She opened another drawer (alone)</i>
6(b)	<p>'It was not intentional but the sight almost paralysed me; for several seconds I thought I would choke.'(lines 24–25) Describe in your own words the writer's reaction to what she saw in the drawer.</p>		
	she (almost) couldn't move / was rooted to the spot / froze / was petrified	1	<i>horrified</i>
	(and) couldn't / could hardly breathe / swallow // (thought) she might suffocate	1	<i>coughing / spluttering / couldn't speak (alone)</i>

Question	Answer	Marks	Not Allowed Responses
7(a)	<p>From paragraph 5</p> <p>Why did Aunt Joan go into the bedroom?</p> <p>Because the writer / Mary was in the bedroom for a long time // the writer took a long time (to find the glasses) // Aunt Joan / she had waited a long time</p> <p>Allow A long time (had) passed // because of the time / how long the writer / Mary took / was in the bedroom // the writer / Mary was in the bedroom for (quite) a while</p> <p>Note: Look for reference to the passage of time</p>	1	<p><i>Lift of line 28 'I had no concept of time passing' (alone)</i></p> <p><i>To see what the writer was doing (alone)</i></p>
7(b)	<p>'Aunt Joan hissed' (line 30). What emotion do you think she was feeling?</p> <p>anger / fury</p>	1	<p><i>embarrassment / threatened / fear / annoyance / irritation / upset (alone)</i></p>
7(c)	<p>'A promise is a promise, but theft is a crime' (line 36). Explain in your own words why the writer thought she had a 'dilemma'.</p>		
	<p>she told her aunt / Joan she would keep (what happened) a secret / her secret // she wouldn't say / reveal / tell (what had happened / what she had done) // she made an oath (to her aunt / Joan) // she would keep her word // she wouldn't break her trust</p>	1	<p><i>A secret is a secret (alone)</i></p>
	<p>(but) her aunt / Joan / she stole (things) / broke the law // what her aunt / Joan / she did was wrong // her aunt / Joan / she would go to gaol</p> <p>Give benefit of the doubt with 'she / her' for Aunt Joan</p>	1	

Question	Answer	Marks	Not Allowed Responses
8	<p>From paragraph 6</p> <p>The writer looked in Aunt Joan’s ‘bedside cabinet once more, but now it was empty.’ (lines 39–40)</p> <p>(i) What was she looking for? (ii) Why was the drawer empty?</p>		
	<p>(i) The jewellery / valuables / (small) fortune in jewellery</p> <p>Allow lift of lines 25–26 ‘several gold bangles ... necklaces (a small fortune in jewellery)’</p> <p>BUT do not insist on exact number or descriptions</p>	1	<p><i>The stolen goods</i></p> <p><i>(small) fortune (alone)</i></p>
	<p>(ii) Joan / she moved / hid the jewellery / it</p> <p>Allow She had taken the precaution of hiding the jewellery (elsewhere)</p> <p>She / Joan had hidden / moved <u>it</u> / <u>the contents</u> provided ‘jewellery’ etc. is mentioned in (i)</p>	1	<p><i>The passive (alone), e.g. the jewellery had been moved</i></p>

Question	Answer	Marks	Not Allowed Responses
9	<p>From paragraphs 1–7</p> <p>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage.</p>		
9(a)	C (improved)	1	
9(b)	B (wealth)	1	
9(c)	B (threatening)	1	
9(d)	D (foolishly)	1	
9(e)	A (large)	1	

Question	Answer	Marks	Not Allowed Responses
10	<p>Re-read paragraphs 5 and 6, which contain sentences telling us (a) what Joan said and (b) what the writer said. Explain:</p> <p>the <u>meaning</u> of each sentence as it is used in the passage</p> <p>the <u>effect</u> of each sentence as it is used in the passage.</p> <p>Reward any plausible explanations.</p> <p>Candidates should be awarded a mark for an appropriate response to the 'effect' part of the question, even if no mark is scored for the 'meaning' part, and vice versa.</p>		

Question	Answer	Marks	Not Allowed Responses
10(a)	(a) 'They'll take all my pretty things away and then they'll take me away.' (lines 32–33)		
	Meaning: All the jewellery / stolen items / stolen goods / contents of the drawer would be removed and Joan / she would be arrested / put in prison / a home // Joan / she wouldn't be allowed to live on her own	1	<i>'things / possessions' for 'jewellery'</i>
	Effect: the writer / reader / we feel(s) sorry for her / Joan // (to create) sympathy / pity / sorrow (for Joan / her) // she / Joan sounds weak / sad / upset / vulnerable / helpless / pitiful / afraid / desperate Allow any paraphrases which capture the appropriate ideas for both meaning and effect	1	<i>pathetic (text) / worried / she knew what she was doing was wrong / it wasn't just forgetfulness which made her steal</i>
10(b)	'I wonder if it was there in the first place or did I dream the whole thing up?' I said to myself. (line 43)		
	Meaning: the writer / Mary / she thinks she might be / was imagining things / hallucinating // the writer / Mary / she thinks that she didn't really see any jewellery // the writer / Mary / she is confused / not sure whether it really happened	1	<i>'making things up' for the 'dreaming' idea</i>
	Effect: the writer / Mary / she wanted to / was trying to know / to understand what happened // the writer / Mary / she wanted it not to be true // the writer / Mary / she hoped there would be another explanation // the writer / Mary / she hoped / was trying to convince herself that Joan was not a thief / that there was no stolen jewellery Allow any paraphrases which capture the appropriate ideas for both meaning and effect	1	