

---

**ENGLISH LANGUAGE****1123/22**

Paper 50 Reading

**May/June 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 May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

IGCSE™ is a registered trademark.

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.

Question	Answer	Marks	Not Allowed Responses
1(a)	<p><b><u>Content Points</u></b></p> <p><b><u>Passage 1</u></b></p> <p><b><i>People and Animals</i></b></p> <p><b><u>Identify and write down</u> the information in the passage which describes people’s uses of animals in former times, and the uses made of animals today.</b></p> <p>1 mark for each correct point up to a maximum of 12 marks</p>	12	
	<b>People’s uses of animals in former times</b>		
	1 Given point: <i>(means of) human transport</i>		
	2 (harness and/or pack animals) moved objects / things / stuff (around) // (harness and/or pack animals) carried <u>and</u> pulled objects / things / stuff (around)		<i>Oxen pulling ploughs / elephants hauling logs / llamas carrying heavy loads (alone)</i> <i>Pack animals moved objects (alone)</i> <i>Harness animals moved objects (alone)</i>
	3 clothing // (people used / hunted) fur / hides to keep (themselves) warm (and dry)		<i>Clothing developed (alone)</i> <i>Used animals to keep themselves warm</i>
	4 food // hunted for food // domesticated for food		<i>Examples of goats and sheep (alone)</i> <i>Lift of lines 11–13 ‘a breakthrough...food’</i>
	5 hunt <u>other</u> animals		<i>Examples of cats and cheetahs (alone)</i>
	6 warfare // battle		<i>Horses pulled wagons in battle (alone) / horses carried soldiers on battlefields (alone) // elephants charged the enemy (alone)</i>
	7 sacrificed / offered to god / gods / deities // offered as tributes / sacrifices to god / gods / deities		<i>Used in religion / for religious purposes (alone)</i>

Question	Answer	Marks	Not Allowed Responses
1(a)	8 sport(s) / (many kinds of) sporting activities		<i>Greeks and Romans used horses for chariot races / sport jk (alone) // horses used in jumping (alone)</i>
	<b>Uses made of animals today</b>		
	9 Given point: <i>(used for) educational purposes</i>		
	10 entertainment / circuses		<i>Lift of line 31 'using animals...unnatural'</i>
	11 <u>horse(s)</u> trained / used to look for / find people who are lost / trapped in dangerous terrain		
	12 forecast earthquakes / improve short term forecasting of earthquakes		
	13 (trained) to sniff (out) drugs / explosives		<i>To fight crime (alone)</i>
	14 scientific testing / scientific research / scientific study		<i>Scientific testing of medicine / cosmetics (alone)</i>
	15 selling animal products (allows people to pay for education for their children)		<i>Milk, eggs, wool, meat (alone)</i>
	16 (keeping) pets (give emotional benefits)		<i>Keeping animals (alone) Cat provides companionship (alone)</i>
	17 (animal assisted) therapy (can improve a patient's social / emotional / cognitive functioning)		<i>Verbatim lift of lines 50–51 'the most...therapy'</i>
<b>Additional Information</b>			

Question	Answer	Marks	Not Allowed Responses									
1(b)	<p><b><u>Summary</u></b></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 <b>relevant, well-organised</b> and <b>easy to follow</b>.</p> <table border="1" data-bbox="316 685 962 1753"> <thead> <tr> <th colspan="3" data-bbox="316 685 962 734">Summary – Task Fulfilment 10 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 734 448 1261">Band 5</td> <td data-bbox="448 734 544 1261">9–10</td> <td data-bbox="544 734 962 1261">           Excellent understanding of the task demonstrated in an impressive response:           <ul style="list-style-type: none"> <li>• All content included is relevant, with no unnecessary details/repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices</li> </ul> </td> </tr> <tr> <td data-bbox="316 1261 448 1753">Band 4</td> <td data-bbox="448 1261 544 1753">7–8</td> <td data-bbox="544 1261 962 1753">           Good understanding of the task demonstrated in a skilful response:           <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details/repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul> </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"> <li>• All content included is relevant, with no unnecessary details/repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices</li> </ul>	Band 4	7–8	Good understanding of the task demonstrated in a skilful response: <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details/repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul>	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"> <li>• All content included is relevant, with no unnecessary details/repetitions</li> <li>• Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylish linking devices</li> </ul>										
Band 4	7–8	Good understanding of the task demonstrated in a skilful response: <ul style="list-style-type: none"> <li>• Almost all content included is relevant, with only occasional unnecessary details/repetitions</li> <li>• Generally fluent and coherent presentation of the points, with appropriate linking devices</li> </ul>										

Question	Answer			Marks	Not Allowed Responses
1(b)	Summary – Task Fulfilment 10 marks (continued)				
	Band 3	5–6	Acceptable understanding of the task demonstrated in a competent response: <ul style="list-style-type: none"> <li>• Some of the content included is relevant, with unnecessary details/ additions</li> <li>• Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices</li> </ul>		
	Band 2	3–4	Insecure understanding of the task demonstrated in a rather faltering response: <ul style="list-style-type: none"> <li>• Content included is of limited relevance, with frequent unnecessary details/repetitions</li> <li>• Presentation of the points breaks down, with little coherence and lacking linking devices</li> </ul>		
	Band 1	1–2	Very little understanding of the task demonstrated in an incoherent response: <ul style="list-style-type: none"> <li>• Content included is of little relevance, with noticeably unnecessary details/repetitions</li> <li>• Little attempt to present the points with no concept of linking devices</li> </ul>		
	Band 0	0	No understanding of the task demonstrated in: <ul style="list-style-type: none"> <li>• A totally irrelevant response</li> <li>• Insufficient material to reward</li> </ul>		

Question	Answer	Marks	Not Allowed Responses
<p><b>Additional information</b></p> <p>Candidates have been asked to write 150–180 words. There is no penalty for long answers but if a script is <u>obviously</u> short, please count the words, marks as normal (i.e. arrive at mark under relevance and coherence) and award marks to the following maxima:</p> <p>91–100 = 8 max 81–90 = 7 max 71–80 = 6 max 61–70 = 5 max 51–60 = 4 max 41–50 = 3 max 31–40 = 2 max 21–30 = 1 max 0–21 = 0</p>			

Question	Answer	Marks	Not Allowed Responses
2	<p><b>Re-read paragraphs 4, 6 and 7</b> <b>Identify and write down <u>one</u> opinion from each of these paragraphs.</b></p> <p>[1 mark for each correct response]</p> <ul style="list-style-type: none"> <li>Opinion from paragraph 4 (Although using) animals (solely) for entertainment is (definitely) cruel and unnatural</li> <li>Opinion from paragraph 6 (although the medical) benefits for humans (certainly) outweigh animal suffering</li> <li>Opinion from paragraph 7 The most exciting innovation in modern medicine is animal-assisted therapy</li> </ul> <p><b>Allow:</b> Own word versions of any opinion.</p>	3	<i>(perhaps) the most surprising of these being rats</i>

Question	Answer	Marks	Not Allowed Responses
3(a)	<p><b>From paragraph 1</b></p> <p><b>Give two reasons why Nizam was happy ‘on the day that he qualified’ as a teacher.</b></p> <ul style="list-style-type: none"> <li>(he had) made his parents proud</li> <li>he had achieved an (lifelong) ambition / dream (in becoming a teacher) // he had / it was / it had been a (lifelong) ambition / dream (to become a teacher)</li> </ul> <p>Under (ii) Lift of line 9 ‘he had...teacher’</p>	2	<p><i>He was young</i></p> <p><i>He achieved his dream when he was young</i></p>
3(b)	<p><b>Nizam had ‘to write reports on his junior classes’. What is the other reason why Nizam’s weekend was less relaxing than it normally was?</b></p> <ul style="list-style-type: none"> <li>he had to produce a topic for the school’s (annual) story-writing competition</li> </ul> <p><b>Allow</b> lift of lines 7–8 ‘his Principal had asked him to produce a topic for the school’s (annual) story-writing competition’</p>	1	<i>Do not accept more than one reason</i>



Question	Answer	Marks	Not Allowed Responses
4(a)	<p>From paragraph 2</p> <p><b>‘The young students Nizam taught were not lazy, inconsiderate or impolite’. What is the other reason why Nizam found the newspaper article ‘infuriating’?</b></p> <ul style="list-style-type: none"> <li>• he was young (too / himself) // he was in that / the same age group</li> </ul> <p><b>Allow:</b> Lift of line 17 ‘was he not able to count himself as being in that age group?’ ‘was he not young (himself / too?)’</p>	1	<p><i>Do not accept more than one reason</i></p> <p><i>It was an unjustified tirade against the younger generation (alone)</i></p> <p><i>He was 23 (alone)</i></p> <p><i>He was not able to...age group</i></p>
4(b)	<p><b>‘Instead of reciprocating the smile, the waiter... gave Nizam a stony look.’ Explain in your own words the waiter’s reaction to Nizam’s smile.</b></p> <ul style="list-style-type: none"> <li>• The waiter didn’t smile <u>back</u> / didn’t <u>return</u> the smile / didn’t <u>match</u> the smile // <u>responded without</u> smiling // should have smiled <u>back</u></li> <li>• But instead looked at him in an unfriendly / hostile / cold / sullen / hard / stern / harsh / frozen way // scowled // frowned</li> </ul>	2	<p><i>Didn’t respond to the smile / it (in a good / positive way)</i></p> <p><i>Serious</i></p> <p><i>Stubborn / indifferent / irritated / angry / rude / unhappy / glum / displeased / inconsiderate / unemotional / blank</i></p>
<p>This is an own words question. Answers should capture the ideas of ‘RECIPROCATING’ and ‘STONY’. Any paraphrases which capture these ideas are acceptable.</p>			

Question	Answer	Marks	Not Allowed Responses
5(a)	<p><b>From paragraph 3</b></p> <p><b>A contrast is created between the stallholders' 'apparent hostility' and what is really going on. Without copying from passage: (i) Describe what seems to be happening (ii) Describe what is really going on.</b></p> <ul style="list-style-type: none"> <li>• (they seem to be) unfriendly / enemies / to dislike each other / to be arguing / quarrelling / fighting / not on good terms</li> <li>• it's all an act // they are just pretending / putting on a show / it's all for effect // they're attracting attention (to themselves / their goods / to make a sale) // providing / having fun / enjoyment</li> </ul>	<b>2</b>	<p><i>They were angry / competing (with each other)</i></p> <p><i>They want to sell things / are attracting customers / they are in competition / they are working together</i></p>
<p>Answers should capture the ideas of apparent HOSTILITY and the contrast with WHAT IS GOING ON. Any paraphrases which capture these ideas are acceptable.</p>			
5(b)	<p><b>From paragraph 3</b></p> <p><b>Pick out and write down the one word which shows that the stallholders' sales talk never varied.</b></p> <ul style="list-style-type: none"> <li>• routine</li> </ul> <p><b>Allow:</b> use of correct word in a phrase or sentence provided it is underlined or otherwise highlighted.</p>	<b>1</b>	

Question	Answer	Marks	Not Allowed Responses
6(a)	<p><b>From paragraph 4</b></p> <p><b>The stallholder showed the woman a scarf. ‘Then another. Then another.’ What does ‘Then another. Then another’ show about: (i) The stallholder’s character (ii) The woman’s character</b></p> <ul style="list-style-type: none"> <li>• he is patient / accommodating / helpful / persistent / kind / persuasive / determined / attentive / tolerant / hard-working / enthusiastic / good-natured <b>Allow:</b> eager / keen (to make a sale)</li> <li>• she is clever / cunning / a trickster <b>Allow:</b> hard to please / indecisive / awkward / particular / fussy / choosy / picky / selective</li> </ul> <p>Note: in both parts look for <i>character</i> not behaviour</p>	<b>2</b>	<p><i>Insistent / stubborn / polite / pleasant // trying / wanting to make a sale</i></p> <p><i>Caring / sympathetic</i></p> <p><i>Trying to steal / is a thief / she isn’t going to buy anything / is wasting time / is trying to distract the stallholder</i></p>
6(b)	<p><b>Nizam was ‘shocked’ and eventually ran after the woman. What two other aspects of his behavior show that he was ‘shocked’?</b></p> <ul style="list-style-type: none"> <li>• he gasped (in outrage) <b>Allow:</b> run on into lines 35–37 ‘as...throat’</li> <li>• (for a second) he was rooted to the spot / he couldn’t move / he was petrified</li> </ul>	<b>2</b>	<p><i>He shot out of the cafe</i></p> <p><i>The run on into lines 39–40 ‘writer a story etc’</i></p>

Question	Answer	Marks	Not Allowed Responses
7(a)	<p><b>From paragraph 5</b></p> <p><b>Who do you think laid a ‘heavy hand’ on Nizam’s shoulder?</b></p> <ul style="list-style-type: none"> <li>• the waiter (from the café)</li> </ul> <p><b>Allow:</b> security guard // (café) owner // a person who works in the cafe  <b>Allow:</b> alternatives as long as they are linked to the café, e.g. the waiter or the owner // the owner of the café or another diner</p>	<b>1</b>	<i>Police / stallholder</i>
7(b)	<p><b>Nizam thought ‘The irony of it all!’ Explain fully the ‘irony’ in Nizam’s situation.</b></p> <ul style="list-style-type: none"> <li>• Nizam was being accused of theft but the woman was the thief OR</li> <li>• Nizam would be punished but the woman would not OR</li> <li>• The woman was guilty, not him OR</li> <li>• Young people always got the blame for things but the thief wasn’t young / was elderly / was old OR</li> <li>• He was accused of stealing while trying to catch a thief</li> </ul> <p><b>Allow: examples for 1 mark</b>  Young people always got the blame for things  OR  The thief wasn’t young / was elderly / was old  OR  The woman was guilty  OR  He was (wrongly) accused when he was innocent</p>	<b>2</b>	
<p>Look for answers that show understanding of contrast between innocence and guilt, or between young and old, or between trying to catch a thief and being accused of theft for 2 marks.</p> <p><b>Allow:</b>  ‘He left without paying / forgot to pay’ for the idea of theft</p>			

Question	Answer	Marks	Not Allowed Responses
8	<p>From paragraphs 3–5 inclusive</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>		<p><i>Do not award a mark where more than one letter is indicated, <b>unless</b> one of the responses has been clearly discarded by the candidate.</i></p>
8(a)	B (variety)	1	
8(b)	D (persuaded)	1	
8(c)	C (invisibly)	1	
8(d)	B (bumped into)	1	
8(e)	A (probability)	1	

Question	Answer	Marks	Not Allowed Responses
9	<p>Re-read paragraph 4, which contains phrases that tell us about (a) the woman and (b) Nizam.</p> <p>Explain:</p> <ul style="list-style-type: none"> <li>the <b>meaning</b> of the phrases as they are used in the passage</li> <li>the <b>effect</b> of the phrases as they are used in the passage.</li> </ul> <p>The suggested answers below are guidance: reward any plausible explanations.</p> <p>Candidates should be awarded marks for an appropriate response to the ‘effect’ part of the question, even if no marks are scored for the ‘meaning’ part and vice versa.</p> <p>If correct <b>meaning</b> is given under <b>effect</b>, or vice versa, do not award the mark.</p>		
9(a)	<p><b>‘Her conveniently voluminous handbag’ (line 36)</b></p> <p><b>Meaning:</b> she had a usefully / helpfully / suitably / appropriately big handbag <b>Allow:</b> adequately big / big enough / big and easy to put things in</p> <p><b>Effect:</b> she could hide the (stolen) goods / scarf in her bag // it would make it easier for her to steal things // she had come prepared / planned to steal Note: needs the idea of theft or deception</p>	1	<p><i>Satisfyingly / correctly</i></p> <p><i>She could fit the scarf inside // irony / sarcasm (alone)</i></p>
9(b)	<p><b>‘he shot out of the cafe’ (line 41)</b></p> <p><b>Meaning:</b> he ran / rushed / sprinted / dashed (out) / sped / darted</p> <p><b>Effect:</b> (it stresses / shows / emphasises) the suddenness or explosive nature of his movement / action // a sudden / explosive movement / action <b>OR</b> (it stresses / shows / emphasises) he was agitated / desperate / angry <b>OR</b> it conveys a sense of urgency / emergency / no time to lose</p>	1	<p><i>He left (quickly / as quickly as possible / like a bullet) // he hurried</i></p> <p><i>Speed (alone)</i> <i>The reason he shot out, e.g. he didn’t want the thief to escape // he didn’t want a thief to get away with it // he had a sense of justice // justice prevailed</i></p> <p><i>His speed he was like a bullet</i></p>