
ENGLISH LANGUAGE**1125/02**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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	Do not accept
1(a)	<p>Identify and write down the information in the passage which describes the importance of honey in former times, and the possible benefits of honey in modern times</p> <p>1 mark for each correct point to a maximum of 12 marks</p> <p>The importance of honey in former times</p>	12	
	1 Given point: <i>sweetening ingredient in (many) dishes (in Greek / Egyptian / Roman cuisine)</i>		
	2 (features in) mythology / folklore / legend (of many civilisations)		<i>examples (alone)</i>
	3 the <u>texts</u> / <u>books</u> / <u>writings</u> of (many world) religion(s) / faith(s) / belief(s) contain references (to honey / it) // (honey / it is) in the <u>texts</u> / <u>books</u> / <u>writings</u> of (many world) religion(s) / faith(s) / belief(s)		<i>examples (alone)</i> <i>used in religion(s) / references to it in religion(s)</i>
	4 (used for) medicinal / medical / therapeutic purposes (by the Egyptians, Chinese, Greeks and Romans) Allow the lift of lines 10–11 'In ancient times ... intestine.'		<i>if examples of countries / peoples are given, it must be all four</i> <i>used to heal cuts (alone)</i> <i>used to cure diseases of the intestine (alone)</i>
	5 (given as) a <u>valuable</u> / <u>precious</u> / <u>prized</u> / <u>special</u> gift Allow the lift of line 12 'It was seen ... (precious) gift.'		<i>reference to Egypt / Pharaoh (alone)</i>
	6 (used as) an embalming / preserving agent // (used for) embalming Allow the inclusion of lines 16–17 ('used there') '5000 years ago...'		<i>examples of people / countries (alone)</i> <i>the lift of lines 15–18 'In an ancient ... Persians.'</i>
	7 (placed) in tombs as food for the afterlife / the dead Allow the lift of lines 18–20 'there was an established ... afterlife.'		<i>examples (alone)</i>

Question	Answer	Marks	Do not accept
1(a)	8 (had a) symbolic value // (used as a) symbol // (used) in ritual(s)		<i>examples of New Year / weddings (alone)</i> <i>it was a ritual</i>
	The possible benefits of honey in modern times		
	9 Given point: (it may) improve our bodies' immunity to many illnesses		
	10 (might be) beneficial / helpful / useful for (people / patients) <u>recovering from illness</u> // (might) speed up the healing process <u>after surgery</u>		<i>possesses healing properties (alone)</i>
	11 (mixed with lemon is a reliable) cure / treatment for coughs / colds / sore throats // the WHO recommends it (as treatment) for coughs / colds / sore throats		<i>treatments for coughs / colds / sore throats for children (alone)</i>
	12 source of (many) vitamins <u>and</u> minerals (the most common ones being Vitamin C, calcium and iron)		<i>source of Vitamin C, calcium and iron (alone)</i>
	13 improves / enhances athletic performance / ability Allow in / for athletic performance / ability Allow lift of lines 37–39 'Because ... performance.'		<i>maintains blood sugar levels (alone)</i> <i>encourages muscle recuperation after a workout (alone)</i> <i>athletic performance (alone)</i>
	14 (mixed with milk, honey helps to) create(s) smooth / soft skin		<i>improves skin (alone)</i>
	15 (triggers) changes in the body which ensure we won't crave sugar / (other) sweet foods // weight loss programme based on honey // helps / used in a weight loss programme		<i>helps us to lose weight</i> <i>helps us to lose more than a kilo in a week (alone)</i> <i>used as a weight loss programme</i>
	16 (can be) part of our normal / regular / everyday diet		<i>part of our normal diet, added to tea, sauces and cakes</i>

Question	Answer	Marks	Do not accept
1(b)	<p><u>Summary</u> Now use your notes from 1(a) to write a summary of the importance of honey in former times, and the possible benefits of honey 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>	10	

Summary – Task Fulfilment 10 marks		
Band 5	9–10	<p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> • 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
Band 4	7–8	<p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> • Almost all content included is relevant, with only occasional unnecessary details/repetitions • Generally fluent and coherent presentation of the points, with appropriate linking devices
Band 3	5–6	<p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> • 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
Band 2	3–4	<p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> • Content included is of limited relevance, with frequent unnecessary details/repetitions • Presentation of the points breaks down, with little coherence and lacking linking devices
Band 1	1–2	<p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> • Content included is of little relevance, with noticeably unnecessary details/repetitions • Little attempt to present the points with no concept of linking devices
Band 0	0	<p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> • A totally irrelevant response • Insufficient material to reward

Question	Answer	Marks	Do not accept
2	Re-read paragraphs 1, 6 and 7 and give one opinion from each of these paragraphs.	3	
	Para 1: (the production of) honey has a fascinating history		
	Para 6: (and) the best shower gels / shampoos (are those advertising that they) contain (milk and) honey.		
	Para 7: we would all agree that honey is (just) delicious! // honey is delicious!		
	Accept own word versions, e.g. MAKING for PRODUCTION in paragraph 1		<i>a correct opinion in the wrong paragraph</i>

Section 2: Reading for Meaning

Question	Answer	Marks	Do not accept
3(a)	<p>From paragraph 1</p> <p>As a child, what did the writer want to do when he became an adult?</p> <p>study animals // (be a) zoologist / naturalist / wildlife expert</p>	1	
3(b)	<p>Why did the writer think he was ‘an exceptionally lucky person’?</p> <p>He got the job he <u>always</u> wanted // Most people don’t get the jobs they dream of <u>as children</u> <u>but he did</u> // He fulfilled / realised his <u>childhood</u> ambition / goal to become a zoologist / get the job he wanted</p> <p>Allow lift of lines 2–4 ‘(I am ... that) a child ...wanted.’</p> <p>Allow lift of lines 3–4 ‘(But) my dream ... I’d always wanted.’</p>	1	<p><i>Most people don’t get the jobs they dream of as children (alone)</i></p> <p><i>His / my dream came true (alone)</i></p> <p><i>He became a zoologist / naturalist (alone)</i></p> <p><i>Lift of lines 2–3 ‘(people say that) ...role.’</i></p> <p><i>‘Role’ (alone) for ‘job’</i></p> <p><i>He fulfilled his ambition (alone)</i></p>

Question	Answer	Marks	Do not accept
4(a)	<p>From paragraph 2</p> <p>The writer brought into the house ‘every conceivable type of creature’ (line 6). Give the phrase used later in the paragraph which conveys the same meaning.</p> <p>(my) vast assortment of wildlife</p> <p>Allow use of correct answer in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. the phrase is vast assortment of wildlife.</p>	1	<p><i>each new acquisition</i></p> <p><i>(although) they were harassed ... wildlife</i></p>

Question	Answer	Marks	Do not accept
4(b)	<p>The family comforted each other with the thought that the writer’s hobby ‘was just a phase I was passing through and that I would soon grow out of it’ (lines 7–8). Explain in your own words what the family felt about his hobby.</p> <ul style="list-style-type: none"> it was temporary / momentary / a stage / a step / wouldn’t last / would stop / wasn’t permanent / he would get over it / for a (short) period (of time) / for the time being / short-term / short-lived / fleeting / transient as / when he got old(er) / mature(d) / became a man / adult // was no longer a child / young / a teenager <p>Note: This is an OWN WORDS question. Key ideas are to be found in the words PHASE and GROW OUT OF IT. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p> <p>Note: The words PASSING, JUST and SOON are not being tested.</p>	2	<p><i>it happened when he was young / a child // it was childish</i></p> <p><i>it would change (for temporary)</i></p> <p><i>later / one day / in time / eventually</i></p> <p><i>he would become wiser / realise it was silly</i></p> <p><i>Any answer which depends on grow / grow up (text)</i></p>

Question	Answer	Marks	Do not accept
5(a)	<p>From paragraph 3</p> <p>Why could the writer’s school friend no longer look after Hortense?</p> <p>He was moving to (a) town / city / (an) apartment // he was moving out of the countryside // he was moving to a house / place where he could not have an animal / animals</p> <p>Allow lift of lines 14–15 ‘He explained ... pet (even house-trained)’</p>	1	<p><i>he couldn’t take it to (live in) a town / apartment</i></p>

Question	Answer	Marks	Do not accept
5(b)	<p>What two signs were there of the school friend's 'desperation' to be rid of Hortense?</p> <p>(i) he <u>wrongly</u> described him as young // he described him as young <u>but he wasn't</u> // he lied that he was young // he lied about his age</p> <p>(ii) His father / he could deliver it / wanted to give it away within twenty four hours / as soon as possible / quickly / at once / immediately // it could be / had to be delivered within twenty four hours, etc.</p> <p>1 mark for each correct response</p> <p>Accept in either order</p> <p>Credit correct responses where they appear, even if both are in one limb or if a correct response straddles both limbs</p>	2	<p><i>he lied (in his description)</i></p> <p><i>he wrongly described him // he described him positively</i></p> <p><i>he described him as tame / house-trained</i></p> <p><i>he</i></p> <p><i>it wouldn't take long to deliver it</i></p>

Question	Answer	Marks	Do not accept
6(a)	<p>From paragraph 4</p> <p>In what two ways was the writer's decision to take Hortense not wise?</p> <p>(i) He didn't ask / should have asked his mother('s permission) // he should have / didn't talk to his mother (about it) // he didn't tell / should have told his mother (about it)</p> <p>Allow lift of lines 18–19 'I should have asked ... not at home.'</p> <p>Allow PARENT for MOTHER</p> <p>(ii) he hadn't seen him / it / the deer // he didn't know what the deer looked like</p> <p>Allow he didn't see the deer / it / him</p> <p>Allow he should have seen the deer / it / him</p> <p>Allow lift of lines 21–22 '(It was not a wise decision but) I agreed ... seen him.'</p> <p>1 mark for each correct response</p> <p>Accept in either order</p> <p>Credit correct responses where they appear, even if both are in one limb or if a correct response straddles both limbs</p>	2	<p><i>his mother was not at home (alone)</i></p> <p><i>his mother wouldn't allow it (alone)</i></p> <p><i>he already had a lot of animals</i></p> <p><i>anyone / an elder / his parents / his family for mother</i></p>

Question	Answer	Marks	Do not accept
6(b)	<p>In what way can we tell that the writer wasn't sure his mother would allow him to take Hortense?</p> <p>He rehearsed / practised / went over his story / what he would say (to her over and over again) // he made up a story that would soften / melt her heart / a heart of stone</p> <p>Allow lift of lines 22–24 '(By the time my mother returned) I had rehearsed my story (over and over ... she had).'</p>	1	<p><i>he told her the story many times</i></p> <p><i>he made up / created a story (to convince her) (alone)</i></p>

Question	Answer	Marks	Do not accept
7(a)	<p>From paragraph 5</p> <p>Hortense had 'a pair of horns with a forest of lethal-looking spikes, and he was about four feet high' (lines 27–28). Give one word from the paragraph which shows a surprising contrast between his appearance and his behaviour.</p> <p>delicately</p> <p>Allow use of correct word in a phrase or sentence provided it is underlined or otherwise highlighted, e.g. the word is delicately.</p>	1	
7(b)	<p>Why do you think the writer was in a hurry to thank the boy and his father?</p> <p>in case / before his mother changed her mind // his mother could change her mind // so that his mother couldn't change her mind // in case / before his mother told the boy / father to take Hortense back // in case / before his mother said that Hortense was too big / bigger than they had expected // so that they would go away before his mother changed her mind / recovered from the shock // he wanted to move him / take him into the garage before his mother changed her mind / recovered from the shock</p> <p>Note: Look for EITHER what would happen after his mother recovered from the shock OR what he wanted to happen before his mother recovered from the shock.</p>	1	<p><i>lift of lines 28–29 'before my mother could recover from the shock'</i></p> <p><i>so that his mother could recover from the shock</i></p> <p><i>to put him in the garage / tie him up (before his brother arrives)</i></p>

Question	Answer	Marks	Do not accept
7(c)	<p>What do you think the writer's brother feels about animals?</p> <p>he doesn't like / dislikes / hates / disapproves of / can't stand them</p> <p>Allow one-word responses, e.g. hatred / hate</p>	1	<p><i>he is afraid of them</i></p> <p><i>he dislikes fierce animals</i></p> <p><i>he thinks they are fierce / dangerous</i></p>

Question	Answer	Marks	Do not accept
8	<p>From paragraph 7</p> <p>Explain in your own words what the writer means when he describes Hortense as 'astonished by the havoc he had created' (line 44).</p> <ul style="list-style-type: none"> • he was surprised / taken aback / amazed / shocked / stunned / astounded • at the trouble / fuss / mess / chaos / disruption / bedlam / pandemonium / mayhem / disaster / destruction / uproar / commotion / ruin / devastation / disorder / carnage / damage / turmoil (he had caused) <p>Note: This is an OWN WORDS question. Key ideas are to be found in the words ASTONISHED and HAVOC. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p> <p>Note: Do not allow the idea that the writer is astonished.</p>	2	<p><i>unaware / bewildered / puzzled / confused // didn't / couldn't believe unconcerned // it was unexpected / unintended</i></p> <p><i>confusion</i></p>

Question	Answer	Marks	Do not accept
9	<p>From Paragraphs 2–7</p> <p>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.</p>		
9(a)	C (early)	1	
9(b)	A (dilemma)	1	
9(c)	D (settled)	1	
9(d)	A (excessively)	1	
9(e)	B (shyly)	1	

Question	Answer	Marks	Do not accept
10	<p>Re-read paragraphs 2 and 7, which contain sentences telling us about the personalities of (a) the writer and (b) the writer's brother. Explain:</p> <ul style="list-style-type: none"> • the meaning of each sentence as it is used in the passage • the effect of each sentence as it is used in the passage 		
10(a)	<p>'I knew without a shadow of a doubt that I wanted to be a collector of animals' (lines 10–11)</p> <p>Meaning: he was sure / definite / certain / convinced/ had made his mind up / had no second thoughts that he wanted to collect animals // he was sure / definite, etc. what he wanted to be / that he would become a zoologist // he knew <u>exactly</u> what he wanted to be</p> <p>Note: Do not insist on recasting of collector of animals but some sensible context is required</p> <p>Effect: he is (a) determined / single-minded / decisive / unwavering / confident (sort of person) // once he makes his mind up it stays that way</p> <p>Allow single-word responses, either nouns or adjectives, e.g. decisiveness / decisive / determination / determined</p>	1	<p><i>answers which use the word DOUBT (alone)</i></p> <p><i>it was clear / obvious, etc.</i></p> <p><i>he had no problem deciding what he wanted to be</i></p>
		1	<p><i>he is fascinated by animals</i></p> <p><i>he is ambitious / motivated</i></p>

Question	Answer	Marks	Do not accept
10(b)	<p>“This is the last straw,’ roared Larry, ‘so get that animal out of here!’” (line 43)</p> <p>Meaning: Larry / he / the brother is tired / fed up / upset / sick (of the writer’s animal(s) / hobby) // it was too much for Larry // he had had enough of Hortense // he wants Hortense to be sent away / removed / gone</p> <p>Note: Allow recasting of EITHER ‘this is the last straw,’ roared Larry, OR ‘so get that animal out of here’.</p> <p>Can be recast in direct speech</p>	1	<p><i>he hates animals</i> <i>he was frustrated (alone)</i> <i>He didn’t want to see the animal again</i></p>
	<p>Effect: Larry / he / the brother is (a) bad-tempered / intolerant / impatient (sort of person)</p> <p>Allow (it emphasises / shows) his anger / that he was angry</p> <p>Allow single-word responses, either nouns or adjectives, e.g. anger / angry // intolerance / intolerant</p> <p>Allow we / the reader don’t / doesn’t like Larry // Larry is an unsympathetic character</p>	1	<p><i>he hates animals</i> <i>he was frustrated (alone)</i> <i>he was fed up (alone)</i></p>