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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**May/June 2016**

MARK SCHEME

Maximum Mark: 50

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**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.

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	Cambridge O Level – May/June 2016	1123	21

1 (a) **Identify and write down** the uses and attractions of horses in former times, and the continuing uses and attractions of horses in modern times, as outlined in the passage.

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	1 Horse racing a sport in Egypt and Ancient Greece / featured in ancient Olympic Games		
	2 Racing horse-drawn chariots (was popular / seen as entertainment in Ancient Rome / Byzantium)		
	3 Men on horseback / light cavalry (used in war to) overpower enemy (soldiers) / make a quick retreat		
	4 Soldiers wearing armour on horseback / heavy cavalry carried <u>lethal</u> weapons/ weapons such as swords / axes	Heavy cavalry were lethal	<i>Heavy cavalry crucial until tanks were introduced</i>
	5 Fighting from horseback gave (psychological) advantage of (great) height and speed		
	6 (By twentieth century horses used to) transport goods / supplies (in war)		
	7 (Watching) jousting / two single horsemen trying to knock each other off their horses (with long poles) was (popular) <u>entertainment</u> / <u>exciting</u>	Jousting...was <u>popular</u>	
	8 Tournaments / two groups of riders charging at each other was <u>popular</u> / <u>entertainment</u>		
	9 Horse-shows (a much loved element in European fairs)	Lift of line 25 ' horses were led (rather than ridden) to b evaluated OR Line 25–26 ' horses were led (rather than ridden) ... breeds OR own word equivalents	

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10	Harnessing horses to ploughs became an essential part of agriculture / food production // Harnessing horses to ploughs used for / in agriculture / food production	horses used for / in ploughing	<i>Horses were used as ploughs</i>
11	(Horses) used to pull carts / carriages		<i>Public transport (alone)</i>
12	<i>Equestrian events introduced into the modern Olympic Games in 1900</i>		<i>To pull chariots (in burials)</i>
13	(Entertainment from) recognising / seeing / marvelling at how the horse has been trained <u>to work</u> (in harmony) <u>with the rider</u>	Lift of lines 35–36 ‘the entertainment...rider’	
14	Horse <u>skin</u> used to make / create attractive / hard-wearing items // horse <u>skin</u> used to make attractive / hard-wearing coats and handbags	<b>NB:</b> line 37 suggests this point could be made in box 1. If this has been done, credit the point in box 1 but do <b>not</b> credit again in box 2.  ‘hide’ for ‘horse skin’	
15	Horse <u>hair</u> used to make <u>bows</u> for (stringed) instruments / musicians	Accept violin / cello for (stringed) instruments	<i>Horse hair used to make (parts of / some) musical instrument</i>
16	Horse <u>hair</u> used to make (best) paint brushes		
17	<u>Vital</u> / <u>important</u> / <u>necessary</u> means of transport in (some) parts / areas / regions / places of the world // means of transport (in parts of the world) where / when travelling by other means is difficult / impossible		<i>...in some areas etc (alone)</i>
18	Therapeutic (horse)– <u>riding</u> is a cure for physical ailments / brain injury / spinal injury		
19	Therapeutic (horse)–riding gives confidence // (horse)–riding gives confidence to people who are not able-bodied / have physical ailments / brain/spinal injury		<i>(horse)–riding gives confidence to (able-bodied) people (alone)</i>
20	Handling / grooming a horse is restful/ relaxation		<i>Lift of whole in part of lines 47–48 ‘the very act...rider’</i>

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**Additional information**

If script is entirely verbatim lift give 0. This is extremely rare.

If more than one content point appears under a single bullet point, award each content point separately if clearly made.

If content point being made depends on information contained in another bullet point, withhold the mark unless a clear link is made between the two points.

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- (b) Now use your notes to write a summary of the uses and attractions of horses in former times, and the continuing uses and attractions of horses in modern times, as outlined in the passage.

Candidates have now fleshed out their notes into a piece of formal, continuous prose.

The mark for Style incorporates TWO categories of writing, namely OWN WORDS and USE OF ENGLISH. The table which follows on page 9 provides descriptors of the mark levels assigned to these TWO categories.

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.

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.

Under USE OF ENGLISH, take into consideration the accuracy of the writing, and the ability to use original complex sentence structures.

HOW TO ANNOTATE Q1(b)

**Below follows a list of serious errors:**

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.

Miss-spellings of simple, basic words, e.g. were/ where // to/ too/ their/ there.  
Breakdown of sense.

Serious omissions, or serious intrusions e.g. of definite article. Ignore what are clearly slips.

For sentence structure merit, tick only instances where the sentence structure is both complex and. Ticks tend to be over relative pronouns, present participles and conjunctions.  
Do not tick vocabulary: this will be taken into consideration under assessment of OW.

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**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 3 box).

**Wrong or invented material:** Put a cross in the margin to indicate a stretch / section of wrong or invented material.

### **Short answers**

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:

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.

### 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 re-phrase 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 re-phrase 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 re-phrase 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>

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- 2 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 boxes you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Statement 1 is True	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	<i>If any two, or all three, choices are indicated against any statement</i>
1 mark	Statement 2 is Not stated		
1 mark	Statement 3 is False		

<b>Additional information</b>

- 3 'This partnership between horses and humans...brought about a major advance for society' (paragraph 5).

**From your own knowledge or experience, give an example of a 'major advance for society', and go on to explain what effect this advance has had. Do not use any example related to horses or public transport.**

Mark	Expected Answer	Allow	Don't Allow
1 mark	Examples might be computers, electrical appliances of one kind or another, mobile phones.  For sensible link to advantage. Be generous with candidates' interpretation.	Electricity	<i>Technology (alone)</i>
1 mark		Allow air travel (even though strictly speaking it is public transport)	

<b>Additional information</b>
Be generous with candidates' interpretation.



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4 (a) Why was Jean Louise ‘miserable’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	Dill / her (and her brother's) friend went / had gone home // she was (miserable) without Dill // she was missing Dill	Dill went away on the five o'clock bus  Lift of 'My brother.....bus' Excess denies	<i>The summer was over</i>

Additional information
Ignore gender confusion in this and subsequent questions. Look for the idea of separation. Be generous with tenses, e.g. Dill was leaving / would leave etc.

(b) What made Jean Louise feel better?

Mark	Expected Answer	Allow	Don't Allow
1 mark	she was starting school <u>in a week/ soon</u> // she was <u>about to</u> start school	Lift of ' I would be starting school in a week'  Lift of 'I was miserable without him until it occurred to me that I would be starting school in a week', although first person is used	<i>School was opening / starting the next week</i>  <i>She was going to school in a week</i>

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- (c) Explain in your own words why, according to Jem, he and Jean Louise would play at home but not at school.

Mark	Expected Answer	Allow	Don't Allow
1 mark	MORTIFY: embarrass/ shame/ make awkward		<i>Disturb / bother / trouble (in either limb)</i>  <i>It would make him look childish / stupid</i>
1 mark	TAGGING ALONG: following / hanging about / shadowing	in tow	<i>Answers suggesting equality between them, e.g. hanging out with / accompanying</i>

**Additional information**

This is an OWN WORDS question. Key words are MORTIFY and TAGGING ALONG

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- 5 (a) Explain in no more than fifteen words why the children were ‘not impressed’ by Miss Caroline’s story.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	The cats were like human beings / weren’t like animals	Accept reference to / lift of conversations, clothes or living in kitchen  Accept ‘animals’ for ‘cats’ in either limb	
1 mark	But the children / they knew animals / cats weren’t like that	Lift of ‘they had been dealing with animals since they were able to...’  They didn’t believe the story / it  They knew the story was unrealistic / not true	

<b>Additional information</b>
Accept answers in either order.

- (b) ‘A line appeared between her eyebrows’. What emotion do you think Miss Caroline was experiencing?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	anger/ annoyance / irritation / disapproval / puzzlement / confusion		<i>fear/ distaste/ dislike / surprise / shock / distress/ frustration / fury / dumbfounded / horrified</i>

<b>Additional information</b>
Accept idea of either annoyance or puzzlement.

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- (c) Pick out and write down the four consecutive words which tell us that Miss Caroline did not like Jean Louise.

<b>Mark</b>	<b>Expected Answer</b>	<b>Allow</b>	<b>Don't Allow</b>
1 mark	more than faint distaste	The use of the correct word in a phrase or sentence provided that they are underlined or otherwise highlighted.	<i>More than these four words</i>

- (d) Explain fully why Miss Caroline's instruction to Jean Louise was ironic.

<b>Mark</b>	<b>Expected Answer</b>	<b>Allow</b>	<b>Don't Allow</b>
1 mark + 1 mark	<p>Look for the idea of contradiction for 2 marks. Several examples follow but there will be many other different ways of expressing it. Signals such as 'but / yet' will be useful</p> <p><i>Examples for 2 marks</i> The teacher should have been pleased that Jean Louise (JL) could read / that she had a literate child in her class (=1) but she was annoyed about it (=1)</p> <p>She did not want her to learn anymore (=1) yet she was a teacher (=1)</p> <p>It's strange for a teacher to tell her student to stop being taught by her father (=1)</p>	<p>For one side of the idea only, award 1 mark (irony cannot be established)</p> <p><i>Examples for 1 mark</i> The teacher should have been pleased that JL was literate (=1)</p> <p>The teacher was annoyed that JL's father had taught her to read (=1)</p> <p>Inclusion of the teacher's instruction provided it is balanced by information which creates a contradiction, e.g. she was telling JL's father to stop teaching her but Miss Caroline should be encouraging her</p>	<p><i>Mere repetition / recasting of the teacher's instruction, e.g. her father teaching her would interfere with her reading (alone)</i></p> <p><i>She said she would undo the damage JL's father had done (alone)</i></p> <p><i>She said JL's father should stop teaching her (alone)</i></p>

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<p>despite the effects being positive (=1)</p> <p>being able to read is a good thing (=1) not a bad thing (=1)</p> <p>Miss Caroline should have been encouraging her success (=1) instead of putting her down (=1)</p>		
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<b>Additional information</b>
Look for idea of contradiction for two marks

- 6 'I had never deliberately learned to read' (lines 20–21). Explain fully how Jean Louise did in fact learn to read.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) her father read to her/ read aloud / she listened to her father reading <u>every evening / night / all the evenings she could remember</u>	Any other idea of frequency, e.g. often, every day / the daily news  Block lift of lines 23–25 'I could not... every night'	
1 mark	(ii) with his finger moving on / over/ underneath / pointing to the words (he was reading)	Lift of line 23 '(when) the lines...words' Excess denies	<i>By following her father's finger (alone)</i>

<b>Additional information</b>
Look for idea of <i>sound</i> for first mark.

7 (a) Which two pieces of evidence show that Jem cares for his sister?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he (took her aside from the rest of the class and) asked her how she was getting on // he asked if everything / she was ok	Lift of line 27 'Jem (he) took...getting on'  Specific responses, e.g. he asked how the lesson had gone	
1 mark	(ii) he told her not to worry (about her teacher / Miss Caroline)	He comforted her / cheered her up / made her feel better  Lift of 'he comforted me'  'Don't worry about her'  He made her feel comfortable	<i>He explained why Miss Caroline was annoyed</i>

<b>Additional information</b>

(b) Why do you think the writer describes Miss Caroline's printed words as 'so-called' revelations?

Mark	Expected Answer	Allow	Don't Allow
1 mark	they were not revelations / new to <u>Jean Louise</u> / <u>Jean Louise</u> could read them / <u>Jean Louise</u> could (already) read	JL found the words easy / knew them  They were supposed to be something new / revelations	<u>The class</u> could read etc.

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8 (a) Explain exactly why ‘the ceiling danced with metallic light’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	the lunch boxes were made of metal	The metal lunch boxes	
1 mark	(which) shone / sparkled / gleamed / twinkled / reflected (sun)light //		<i>The metal was dancing on the ceiling (repeats words of question)</i>

(b) ‘Someone whispered ‘Tell her, Jean Louise.’ ’ What was Jean Louise expected to tell the teacher?

Mark	Expected Answer	Allow	Don't Allow
1 mark	That Walter couldn't / wouldn't be able to pay (the money back) // that Walter came from a poor family	Walter had no money	

(c) Explain in your own words what the class were thinking as they looked at Jean Louise.

Mark	Expected Answer	Allow	Don't Allow
1 mark	ASSURANCE: certainty / confidence / knowledge / knowing / understanding / guarantee	Definitely / without doubt / certainly // they knew...	<i>Surely / easily they believed / expected</i> <i>could / would / should (alone)</i>
1 mark	RECTIFY: put right / (re)solve / sort out / clear up / correct / fix / mend (the difficulty / problem)		<i>Specific examples, such as 'take away Walter's embarrassment'</i> <i>Take care of / handle / change / improve / explain</i> <i>To avoid it getting worse</i>

<b>Additional information</b>
This is an own words question. Key words are ASSURANCE and RECTIFY

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9 Choose **five** of the following words or phrases. For each of them give **one** word or short phrase (of not more than seven words) that has the same meaning that the word or phrase has in the passage.

Mark	Words	Expected Answer	Don't Allow
1 mark For each correct meaning (max 5)	1    condescended (L4)	stooped / lowered (himself) / deigned/ was gracious	
	2    sweet (L 9)	cute / lovely / dear / charming / endearing / captivating /appealing / enchanting / pretty / attractive / adorable / beautiful	<i>Nice / tasteful / elegant</i>
	3    mumbled (L20)	muttered / murmured // spoke indistinctly / incoherently / unclearly / inaudibly / in a muffled way // spoke under breath // swallowing your words / talking to yourself	<i>Said / spoke (alone) Whispered / grunted // spoke in a low voice // eat your words // spoke quietly/softly/in hushed tones</i>
	4    meditated (L20)	thought about / thought over/ thought deeply / pondered / considered/ reflected / mulled over / chewed over / contemplated / cogitated / deliberated	<i>Thought (alone) / concentrated / focused</i>
	5    compelled (L21)	forced / driven / obliged / had (to) / constrained / made (to)	<i>Urged / given reason to / obligated</i>
	6    tangle (L22)	confusion / mess / muddle / jumble / knot(ted) / entwined / twisted / mixed up	<i>Bunch / bundle</i>
	7    sternly (L32)	Firmly / forcefully / severely / harshly / stiffly / coldly / hard / steely / strictly / authoritatively	<i>Seriously / sharply / adamantly / unbending</i>
	8    on the wrong foot (L44)	badly / terribly / incorrectly / not well / unfavourably / in a bad way	<i>Wrong (even in a phrase)</i>