



**Cambridge Assessment International Education**  
Cambridge Ordinary Level

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**ENGLISH LANGUAGE**

**1120/02**

Paper 2 Reading

**October/November 2017**

MARK SCHEME

Maximum Mark: 50

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**Published**

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**Cambridge Assessment**  
International Education

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(a)	<b>Identify and write down how fishing has been carried out through the ages, and the reasons for the decline in fish stocks, and the consequences of this decline, as outlined in the passage.</b>			
	1 Killing fish with spears common in ancient times (given)	<b>1 mark for each correct point up to a max. of 15</b>	'Fishes' for 'fish' throughout and in Q1(b)	
	2 (Fishermen) struck (surface of) sea to make / encourage (frightened) fish to jump into nets		Struck surface of sea and fish jumped into nets	
	3 Fly fishing // artificial bait in bright colours (to attract fish to bite)			
	4 (Using) hook suspended on / attached to a line // line fishing			Lift of lines 15–17 'fish, attracted...on the line'
	5 Toxic plants used to induce torpor in (river) fish (to make fish easy to catch)			
	6 (Use of) gill-nets (suspended straight down into the water)			
	7 Trawling // pulling a net behind the boat (which hauls in fish as the boat moves)		'drifting' for 'trawling'  Lift of line 21 'somewhat similar to gill-nets is trawling' = pt 7 only	
	8 Fish <u>processing</u> vessels/ships/boats // vessels/ships/boats get fish ready for sale / market before boats land / dock // vessels/ships/boats catch, clean, fillet, sort and freeze fish before boats land / dock			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(a)	9 (Invention of) nets made of synthetic fibre (used because cheaper / longer-lasting / require less maintenance)		'nylon' for 'synthetic'	
	10 Fish-farming // breeding and raising fish (commercially) in tanks / enclosures			
	11 <i>In modern times, people assume that supply of fish in the world's rivers and oceans is limitless (given)</i>			
	12 Over-fishing (because there were no rules/laws) // (supplies of) <u>certain</u> / <u>some</u> fish died <u>out</u> because there were no rules about fishing (them)			
	13 Some countries did not confine their fishing to their (own) shores // some countries fished off the shores of <u>other</u> countries			
	14 Fishermen do not know the <u>size</u> of available (fish) stock(s)		<u>Size</u> of fish stocks is not known to fishermen	<i>Fishermen don't know the fish stocks available</i>
	15 Defined <u>fishing</u> seasons // allocated <u>fishing</u> seasons		Defined seasons for (individual groups of) fishermen	<i>Lift of or own words version of lines 44–45 'fishermen are forced...no choice' (alone)</i>
	16 (Introduction of) fishing quotas // fishermen are limited as to number of fish they can take / catch			
	17 Authorities / governments (can) pass / there are laws about (fishing) nets (fishermen are permitted to use) // Authorities / governments (can) pass / there are laws about increased / larger <u>mesh</u> size / nets which enable / allow smaller fish to escape		Laws (are passed) about fishing nets	<i>There should be laws about nets</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(a)	18 (Attempts are made to) educate fishermen about dwindling resources		‘sensitise’ for ‘educate’	
	19 Struggle for (dwindling) resources (sometimes) results in violence		Struggle for fish / struggle to fish / struggle for them Lift of lines 51–2 ‘(global) struggle for them results in violence’	<i>(Global) struggle results in violence</i> <i>Any part of lines 52–54 ‘ it has been known...vessels’ (alone)</i>
	20 Pirate fishermen // fishermen / pirates fish without licences / ignore laws designed to preserve fish stocks / fishing laws			<i>‘private’ for ‘pirate’</i>
Additional information				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
1(b)	<b>Now use your notes to write a summary in which you explain how fishing has been carried out through the ages, and the reasons for the decline in fish stocks, and the consequences of this decline, as outlined in the passage.</b>			

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 later page 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.

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.

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
<p><b>SERIOUS ERRORS</b></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><b>Irrelevance:</b> 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 OW recognizable but limited by irrelevance. (See OW Box 3)</p> <p><b>Wrong or invented material:</b> Put a cross in the margin to indicate a stretch / section of wrong or invented material.</p> <p><b>Short answers</b></p> <p>While examiners are not asked to count words, candidates have been asked to write 150 words. 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.</p>				

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
<b>SUMMARY STYLE DESCRIPTORS</b>				
Mark	Own Words	Mark	Use of English	
<b>5</b>	<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>	<b>5</b>	<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>	
<b>4</b>	<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>	<b>4</b>	<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>	
<b>3</b>	<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>	<b>3</b>	<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>	
<b>2</b>	<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>	<b>2</b>	<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>	
<b>1</b>	<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>	<b>1</b>	<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>	
<b>0</b>	<ul style="list-style-type: none"> <li><b>Complete transcript</b></li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b> throughout.</li> <li><b>Fractured syntax</b></li> </ul>	

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
2	<b>Read paragraph 1 and decide whether each of the following statements is true, false, or not stated in the passage, and tick the box you have chosen.</b>			
	The first fishermen may have lived more than 40 000 years ago: <b>TRUE</b>	<b>1</b>		
	Around 40 000 years ago, people ate only fish: <b>NOT STATED // FALSE</b>	<b>1</b>	Either NS or F but not both.	
	Fishing was important in all early permanent settlements: <b>FALSE</b>	<b>1</b>		

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
3	<b>Select and write down <u>two</u> of the writer's opinions, one from Paragraph 2 and one from Paragraph 3. You may use the words of the text or your own words.</b>			
	Opinion from Paragraph 2: This account is fascinating (even today)	<b>1</b>	Addition of ' a Greek historian...harpoons' Excess denies including beginning at 'Evidence exists etc.'	<i>Hunting for swordfish using harpoons is fascinating</i>
	Opinion from Paragraph 3: Line fishing is a really cruel method (by which a fish, ... on the line)	<b>1</b>		<i>A correct opinion against the wrong paragraph</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(a)	<b>Why was Michael's decision to walk home a 'mad' one?</b>			
	it was (very / so) hot // the heat	<b>1</b>	Lift of line 1 ' Michael...day' Excess denies  It was a heatwave  He couldn't bear the heat  He was hot	<i>Any reference to roads choked/ buses stranded</i>  <i>Weather was sunny</i>



Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(b)	<b>Michael decided to walk home. How do you think he normally went home?</b>			
	(on the / by) bus	<b>1</b>		Any other additional form of transport  The buses were stranded / stuck in traffic
	<b>Additional information</b>			
4(c)	<b>What effect does the word ‘toil’ have that would not be achieved by, for example, the word ‘walk’?</b>			
	effort / difficulty / <u>hard</u> work / struggle / labour / force / endurance / striving / dragging himself	<b>1</b>		Uncomfortable / tired / slowly / not easy / it was hot / work (alone) / it was a long way
4(d)	<b>Which <u>one</u> aspect of his job did Michael dislike most?</b>			
	Rushing / hurrying / dashing (out) in the morning // rushing / hurrying / dashing to school	<b>1</b>	Getting out quickly in the morning	Any reference to marking / teaching classes  Lift of lines 6–7 ‘no more rushing out in the morning’  Rushing (alone)  Being late  Getting ready quickly in the morning
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
4(e)	<b>In which <u>one</u> way did Michael's relief show itself 'physically'?</b>			
	Dizziness // he was dizzy / lightheaded / faint	<b>1</b>	Lift of line 9 'he had a dizzy sensation in his head'	Lift of 'he felt happy, he felt unburdened, and he had a dizzy sensation in his head'  Any reference to happy or feeling unburdened
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
5	<b>What <u>two</u> things does Michael remember about the park in previous summers?</b>			
	(i) (different shades of / undulating) green / greenness / green grass	<b>1</b>	Lift of lines 12–13 'he recalled the park as a space of different shades of green' =1  Green trees	Lift of 'the park was no longer the undulating green he had always loved' (alone)  Lift of 'The grass was a scorched brown' (alone)  Green plants
	(ii) the <u>beautiful</u> flowerbeds / the flowerbeds <u>full</u> (of flowers)	<b>1</b>	Splendid / lovely / gorgeous etc. for beautiful Flowers for flower beds	Lift of 'And now the normally beautiful flowerbeds were empty and arid'
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
6(a)	<b>Why do you think Michael ‘switched his bulging briefcase to the other hand’?</b>			
	it was heavy	<b>1</b>	He wanted to rest his hand/ arm / shoulder // his hand /arm / shoulder was sore / painful / tired  Because of the weight	<i>It was bulging</i>  <i>He was in pain / tired (alone)</i>  <i>He / his hand was sweating</i>  <i>He was tired holding it (in his hand)</i>
	<b>Additional information</b>  Look for idea of ‘weight’ or ‘pain’, not ‘heat’			
6(b)	<b>Explain exactly why Michael’s neighbours were out on the street.</b>			
	to fill containers (with water) from the standpipe // to get water from the standpipe	<b>1</b>		<i>Lift of lines 17–18 ‘there was a queue at the water standpipe’</i>
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
6(c)	<b>Several neighbours ‘meandered listlessly’ across the pavement. Explain <u>in your own words</u> what this tells us about their behaviour.</b>			
	<b>MEANDERED:</b>  wandered/ drifted/ rambled/ ambled/ zigzagged / snaked/ wound/ wove /weaved / roamed/ ranged/ strayed	<b>1</b>	Walked aimlessly // walked without purpose  Not walking in a straight line  Walked from left to right / walking back and forth	<i>Sauntered / strolled /  pottered / turned / twisted  / curved / curled  /straggled // walked slowly  / in a disorderly way / with  difficulty / carelessly</i>  <i>Not standing in a straight  line</i>
	<b>LISTLESSLY:</b>  Wearily / without energy / apathetically / languidly / lethargically / sluggishly/ lazily / unenthusiastically / tiredly / exhaustedly / lifelessly / languorously / indolently / without spirit	<b>1</b>		<i>Disinterestedly /  uninterestedly/ bored /  thoughtlessly / carelessly  / uncomfortably / dully /  weakly</i>
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
7(a)	Which <u>two</u> things did Michael like most about his house?			
	(i) he and his wife (had) bought it with their own money	1	‘they’ for ‘he and his wife’  Addition ‘along with a large bank loan’  Lift of lines 21–23 ‘He loved his house...ceased to amaze him’ Excess denies	<i>‘he’ for ‘he and his wife’</i>
	(ii) it contained the two people <u>most</u> precious to him (in the world) // it contained his wife and son // his wife and son lived there		Lift of lines 23–25 ‘joy surged...precious to him in the world’  <u>Most</u> important / most loved etc. for ‘most precious’	<i>Run-on into ‘he unlocked the door’ etc.</i>  <i>It contained two of the people most precious to him // it contained (his) two precious people</i>  <i>His wife and son (alone)</i>
	Additional information			
7(b)	Michael ‘picked his way through the flotsam of bricks, miniature cars and pieces of jigsaw puzzles’. Pick out and write down the <u>single</u> word used later in the paragraph which continues the idea of ‘flotsam’.			
	debris	1	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted, e.g. the word is debris	<i>More than one word</i>

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
8(a)	<b>Pick out and write down the <u>three word phrase</u> used in the paragraph which shows that Michael was surprised his wife liked spending time in the attic.</b>			
	of all people	1	The use of the correct words in a phrase or sentence provided that they are underlined or otherwise highlighted, e.g. <i>The phrase is of all people</i> OR  <i>Never had he anticipated it being commandeered by his wife <u>of all people</u>.</i>	<i>More than three words</i>
8(b)	<b>'Now the attic was not how he had envisaged it at all'. Explain the contrast between what Michael wanted the attic to contain and what in fact it did contain. <u>Do not copy directly from the passage.</u></b>			
	he wanted it to contain toys / games // he wanted it to contain things that children / his son love / want	1	train set / building bricks / shells / leaves	<i>Verbatim lift of lines 35–36 'instead of a train set...shelves of books'</i>  <i>Verbatim lift of lines 36–37 'there were no collections...notebooks and folders'</i>
	but it contained study materials / things	1	Paper(s) / book(s) notebook(s) / folder(s) / desk	
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
9(a)	<b>Michael's wife had not told him she had enrolled for the college course. What <u>two</u> other pieces of evidence in the paragraph suggest that 'communication with her these days was almost impossible'?</b>			
	(i) there was a (new) look of hostility in her eyes	<b>1</b>	She was antagonistic / hostile	<i>Lift or own words version of lines 38–40 'Michael had been thinking...their marriage'</i>
	(ii) she didn't turn round / look at him when she spoke / when he came in // she kept on working / didn't stop working when she spoke / when he came in	<b>1</b>		<i>She didn't acknowledge him // she ignored him</i>  <i>Lift of lines 44–45 'Oh Michael she said without turning round'</i>
	<b>Additional information</b>			
9(b)	<b>Why did Michael's wife gradually appear 'from the feet up'?</b>			
	he was climbing / going up the ladder // he was climbing into the attic // he was climbing towards her	<b>1</b>	<i>Lift of lines 42–43 'Michael climbed the ladder into the attic'</i>	<i>he was on the ladder and she was in the attic</i>  <i>she was above him</i>
	<b>Additional information</b>			

Question	Answer	Marks	Allowed Responses	Not Allowed Responses
10	<b>Choose <u>five</u> of the following words or phrases. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.</b>			
	1 exude (L4)	<b>1 mark For each correct mean- ing (max 5)</b>	emit / ooze / seep out / give off / give out / let out / release / emanate / discharge / send out / issue / secrete / radiate	<i>Exhale / sweat / evaporate / leach / bleed / push out / expel / produce / come out</i>
	2 labyrinth (L4)		maze / network / warren/web/ jungle / complicated arrangement / complicated path / complicated place / confusing path / confusing place	<i>Complication / confusion / muddle / tangle / tunnel / difficult path / a place with lots of routes</i>
	3 unburdened (L8)		lightened/ light(er)/ (set) free(d) / liberated/ untroubled / unencumbered / unhampered /not oppressed / a weight removed / relieved / unshackled / unfettered / unloaded // without stress / worry / anxiety / responsibilities / pressure / problems	<i>Relaxed / at ease / peaceful / not trapped</i>
	4 fringed (L10)		bordered/ bound / skirted/ rimmed / edged/ were around / hugged / verged / flanked / encircled / surrounded / on the periphery	<i>Covered / sheltered / lined / next to</i>
	5 bead (line16)		drop / droplet / spot / globule / bubble / ball / pearl / globe /	<i>Trickle / blob / speck / dot / bit / circle / particle</i>



Question	Answer	Marks	Allowed Responses	Not Allowed Responses
10	6 involuntarily(L24)		spontaneously / instinctively / automatically / subconsciously/ as a reflex/ uncontrollably	<i>Unwillingly / reluctantly / without wanting to / without permission / unexpectedly/ without purpose / without meaning to / unintentionally / without planning / unconsciously</i>
	7 picked his way (L25–26)		navigated / manoeuvred / engineered himself /negotiated /weaved // walked cautiously / carefully / delicately / with difficulty // chose his path // walked through / round obstacles (for walked accept moved/ trod/ stepped)	<i>walked moved/ trod/ stepped (alone)</i>
	8 refuge(L33)		retreat / sanctuary/ safety/ shelter /protection / asylum / security / escape / haven / place to relax / place to chill / place of peace / place of comfort / calm / quiet	<i>Place to stay / place to hide</i>
	<b>Additional information</b>			