

**MARK SCHEME for the May/June 2006 question paper**

**1123 ENGLISH LANGUAGE**

**1123/02**

**Paper 2**

**maximum raw mark 50**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

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**QUESTION 1:**      **1 mark**      **[From paragraph 1]**

'not learned to read'      the letters danced before his eyes//he was trying to/had to remember the words/the story// he had to rely on his memory      [1]

Accept the lift, in whole or in part, of lines 3-5 ('The letters danced... goodnight')  
Excess denies.

he studied the picture = 0 (N)

**QUESTION 2:**      **3 marks (2 + 1)**      **[From paragraph 2]**

**(a)**      **2 marks**

'behaviour... in a hurry'      A. she was impatient/she bustled (impatiently) into his room      [1]

Accept the lift of line 6 ('Joseph! .....into the room') Excess denies.

B. she did not wait for an answer (when she spoke to him)      [1]

Accept the lift, in whole or in part, of lines 6-7 ('without waiting for an answer....the bus stop') Excess denies.

she was in a hurry/she acted hurriedly (alone) = 0 for either A or B.  
Question asks for two 'other' ways.

Mere lift of lines 6-8 ('Joseph!.....bus stop') scores neither A. nor B.  
Candidates must distil the answers.

If more than two answers are offered, mark the first two only. Two correct answers appearing in one limb of the answer will score 1 max. but accept the candidate's division.

**(b)**      **1 mark**

'mother was anxious'      Answer can be related to lack of money or lack of purchases

in case she did not/that she would not have enough money (to buy the school clothes)

OR in case she would have to come back with nothing/empty-handed/with less than she had hoped for/without (all) the school clothes/without all her son's (new) clothes      [1]

Any reference to 'mission' (alone) = 0 (N)

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<b>QUESTION 3:</b>	<b>1 mark</b>	<b>[From paragraph 3]</b>
'single word'	coaxed	[1]
	(hiding her) irritation = 0    promising (a reward) = 0	
	Give 0 if more than one word is offered. Accept the use of the correct word in a phrase or a sentence provided that it is underlined or otherwise highlighted.	
<b>QUESTION 4:</b>	<b>2 marks</b>	<b>[From paragraph 4]</b>
'mother and neighbour'	Note that this is an OWN WORDS question. Key words are RESPECTIVE and ACCOUNTS	
	Look for respective synonyms and be generous with grammatical form.	
	A. RESPECTIVE	
	each other's/in turn/each of them/both/mutual/one after the other	[1]
	considerate/deferential/polite = 0 (N)	
	B. ACCOUNTS	
	stories/biographies/what they had been doing/news/gossip/tales/explanations/versions/record/description/narration/chronicle/report	
	Accept verb forms, e.g. told/narrated/recounted/reported	[1]
	judgements/answers = 0 (N)	
	counting/reckoning/answers/estimates/values = 0 (W)	
<b>QUESTION 5:</b>	<b>4 marks (1 + 1 + 1 + 1)</b>	<b>[From paragraph 5]</b>
<b>(a)</b>	<b>1 mark</b>	
'magnetic'	Answer must reflect the idea of 'pull' or 'force' implied in the image. Focus can be either the boy or the picture.	
	he was drawn/pulled towards it//his attention was fixed on it//he could not help himself//he was compelled to look/attracted to it	
	OR it attracted him/it pulled him towards it/it drew his attention/it was irresistible	[1]
	It was (like) a magnet = 0 (N)	
<b>(b)</b>	<b>1 mark</b>	
'most attractive the toy'	(two miniature) trains	[1]
	Accept lift of lines 35-37 ('he gazed...toy stations') or lines 36-37 ('best of all...toy stations') Excess denies.	

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**(c) 1 mark**

'further explorations' (he was still) thinking of himself as the pirate king (ashore)//he was pretending to be the pirate king/a pirate//he was play acting//it was part of his game//he was playing a game//it was make-believe//he was in another world//he was not in the real world [1]

Accept lift of lines 38-39 ('still thinking...explorations') Excess denies.

**(d) 1 mark**

'nobody noticed.. leave the store' everyone/they were watching/enthralled by/the salesman/the demonstration/ the knife [1]

Lift, in whole or in part, of lines 40-45 ('Had the demonstration..... street') = 0. Answer must be distilled.

**QUESTION 6: 2 marks [1 + 1] [From paragraph 6]**

**(a) 1 mark**

'beggar and musicians' (they were)/collecting/hoping for/money/donations/coins [1]

Accept lift of line 49 ('collecting coins as donations') but do not accept lift of lines 50-51 ('a small can....feet')

Do not insist on agreement of singular beggar and plural musicians.

**(b) 1 mark**

he was handling/dealing with/food (which requires cleanliness)//it was unhygienic/he could cause sickness/illness (among his customers) [1]

**QUESTION 7: 3 marks [2 + 1] [From paragraph 7]**

**(a) 2 marks**

'mother noticed by assistant' Note that this is an OWN WORDS question. Key words are THINLY DISGUISED and TERROR.

Look for respective synonyms and be generous with grammatical form.

A. THINLY DISGUISED  
not/barely/hardly hidden/concealed/covered/masked/veiled/shrouded//(it was) obvious/clear/could be seen/observed/ spotted/noticed [1]

B. TERROR  
fear/dread/horror/panic/apprehension/trepidation/fright/alarm/dread/dismay/ despair [1]

worry/anxiety/misgiving/nervousness = 0

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**(b) 1 mark**

'filled with guilt' Look for an acceptable inference in either positive or negative form

she had been neglecting her son/had not been looking after him properly/had not seen him wander off//had been too busy talking to her former neighbour//had been distracted (in the store)

OR she should not have neglected her son/should have been looking after him properly/should have seen him wander off//should not have been talking to her neighbour//should not have been distracted [1]

**QUESTION 8: 1 mark [From paragraph 8]**

'pirate king... embraced' Answer can focus either on boy's feelings or on the fact that the game has stopped

he felt in need of affection/vulnerable//he had been afraid/had a bad experience/had been lost

he had dropped the pretence//he was no longer the pirate king//he was himself again [1]

**QUESTION 9: 3 marks (2 + 1) [From paragraph 9]**

**(a) 2 marks**

'change noticed in her son' Note that this is an OWN WORDS question. Key words are UNCHARACTERISTICALLY and WITHDRAWN. Look for respective synonyms and be generous with grammatical form.

A. UNCHARACTERISTICALLY unusually/abnormally/different (sic)/unexpectedly/unnaturally/atypically [1]

B. WITHDRAWN quiet/subdued/keeping to himself/uncommunicative//not talking/responding//introspective [1]

**(b) 1 mark**

'book face downwards' Reward any answer which shows that he is dissociating himself from the book.

he did not want this story (read to him)//he no longer liked it//the story had caused him to be lost/separated from his mother/frightened/have a bad experience/trouble//he did not want to look at the picture//the picture reminded him of a bad experience/of being lost//he was dissociating himself from it [1]

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**QUESTION 10: 5 marks (5 x 1)**

1. Mark only the first FIVE words attempted.
2. If more than FIVE are offered, cross out the excess and write RUBRIC.
3. For each word attempted, mark the first answer only when more than one answer is offered. A comma or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'thrilled and happy' for 'enchanted'.
5. For a short phrase answer, mark the first seven words only (RUBRIC).  
*Credit a correct element within this limit.*
6. Ignore mis-spelling if the word is phonetically recognisable.
7. Ignore errors of tense and grammatical form *but only if the meaning is correct.*
8. If answers are numbered and the question-word has been given as well, credit a correct answer even if the numbering does not agree.

(See words and equivalents overleaf.)

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		1 mark	0 mark Regard as 0[N] unless indicated as 0[W]
1	enchanted (line 3)	thrilled/delighted/spellbound/charmed/ captivated/fascinated/enthralled/ mesmerised/hypnotised//very/utterly/ completely/absolutely/totally/wholly interested	possessed/happy/amazed/excited /attracted/interested
2	reluctantly (line 9)	unwillingly/against his will/unhappily/ miserably/not wanting (to)/resisting/ hesitantly	struggling/fighting/refusing/slowly/ warily
3	with a practised eye (line 16)	expert/experienced/accomplished/ skillfully/she had not done it before/regularly/she was used to it/it was not the first time/trained/ professional	usual/normal/clever/smart/ carefully
4	efficiency (line 41)	effectiveness/cleverness/usefulness/ practicality/capability/ability to work/ good use	experience/sharpness/ability/ precision/uses/speed/easiness/ advantages/power/accuracy/ perfection
5	congregated (line 46)	gathered/assembled//got/come together//flocked/grouped/mustered/ united	aggregated/walked/moved/lined up
6	suppressing (line 66)	stopping/fighting/quelling/crushing/ subduing/checking/restraining/ keeping back/holding back/stifling/ resisting/controlling/pushing down/ holding down/repressing	hiding/concealing/disguising/ avoiding/withholding
7	rational (line 67)	reasonable/thinking/sensible/ intelligent/logical//using the mind/ brain/head//realistic	calm/unafraid/composed/aware/ open-minded/patient/relaxed/ positive/thoughtful
8	firmly (line 89)	determinedly/resolutely/decisively/ tenaciously//unwaveringly//he was sure/certain/in no doubt/resolved/ constant/unmoved/adamantly/ confidently/definitely/surely	strongly/fixedly/steadily/tightly/ quietly/smoothly/decidedly

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**QUESTION 11: 25 MARKS (15 +10)**

MARK TO A MAXIMUM OF 15 OUT OF 20 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE (See pages 10 -11 for the Style marking method.)

**NOTES:**

1 Points to be rewarded and their marks are indicated on the next page.

2 Introductory Words

No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing Style.

3 Length

Draw a double line where the introductory words end, or should end.

Count to 150 the number of words used by the candidate after the double line and write down this number at the bottom left of the candidate's answer.

DO NOT use the candidate's word-total without checking it.

STOP at 150 and cross out excess words.

(N.B. This maximum takes into account the ten introductory words to tally with Rubric of question, i.e. 160 words.)

4 Marking Technique

- (i) Indicate by numbered tick the point rewarded, e.g. ✓3
- (ii) Assign the mark-scheme number to points rewarded on all scripts.
- (iii) Assess qualities of Style separately. Add the Style Mark to the Content Mark and show as a ringed total in the right-hand margin.

5 For answers shorter than the 150 words, assess Style in the normal way, but apply the following maxima:

0-25 (0); 26-50 (2); 51-75 (4); 76-100 (6); 101-125 (8).

So in 121 words, with OW10 and UE10, Style mark = 8

6 If the candidate uses note-form throughout the answer, give 0 for the Style mark but allow the points where they are clearly made.

7. Sequence errors

In general, only withhold the mark for a point if it is wildly out of sequence or totally unsupported. Do not penalise the point that then follows. Avoid the double penalty.



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**Question 11 (cont'd.) EACH POINT SCORES 1 MARK**

**Line No.**

*After Joseph had let go of his mother's hand he.....*

1	moved towards/went to look at the picture (of the pirate ship)	32-33
2	he went into the toy department	34-35
3	he looked at (all) the toys/bears/cars/dinosaurs/trains//he concentrated on the trains	35-37
4	he set off for further exploration//he went downstairs//he went to the household department/another section of the store	39-40
5	he passed/went by the salesman's demonstration/the kitchen knife demonstration	40-42
6	he left the store/he went out into the street/nobody saw him/the boy leave the store	44-45
7	he watched/saw/noticed/found/met/came across the musicians (outside the store)	46-47
8	he moved further down the street/he squeezed through the crowd	49-50
9	he watched/saw/noticed/found/met/came across the beggar (sitting by the side of the road)	50-52
10	he listened to the conversation between the boy/cook and his customers//he listened to the conversation at the stall	54-55
11	he looked at the (colourful) fabrics/cloths in the shop (clothes = 0)	55-57
12	<u>he saw</u> the boy and his mother (coming out of the shop)	57-58
13	he <u>realised</u> he had become separated from his mother/ <u>realised</u> he was lost/alone/without mother/ <u>wondered</u> where mother was	58-59
14	he looked for his mother//could not find his mother	60-61
15	he started to cry ( <i>pirate king (alone) = 0</i> )	62
16	Kim realised/saw/noticed her son was missing//could not find her son	66
17	Kim went back to the (rails of) children's clothes (retraced steps (alone) = 0)	68-69
18	she looked for him in the changing area/went back to the changing area	69-70
19	she was taken to the (manager's) office/manager//a store assistant became involved/wanted to help	
20	the manager sent staff (out) to look for the boy/staff were sent to look for the boy	74-75
21	the manager phoned/contacted/called the police//the police were phoned/contacted/called	77
22	Kim and/or the manager went to the store entrance (to look for the boy)	78-79
23	two/the store assistants had found him/brought him to his mother	81-82
24	mother and son were re-united/embraced//she scooped him up (she ran towards him =0)	82-83

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## SUMMARY QUESTION

The mark for Style incorporates **TWO categories of** writing, namely OWN WORDS and USE OF ENGLISH. The table which follows on the next 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. Before deciding the mark for this level, take the accuracy of the writing into account, in particular the absence or frequency of **serious** errors. ***Underline only serious errors.***

**Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number. Add this mark to the Content mark and show as a total in the right-hand margin.**

## 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

Ingrained weakness *of* punctuation, i.e. the habitual comma replacing the necessary full stop

Breakdown of sense.

## MINOR ERRORS

Mis-spellings of a minor nature. Count as a serious error when the form of the word is severely mangled.

Obvious slips of repetition or omission.

Minor errors of punctuation, i.e. the failure to complete pairs of commas in parenthetical phrases/clauses, omissions of stops after introductory words like 'however'.

***Indicate how you arrived at your mark for OW and UE, either by a short comment at the end of the script or by use of left margin.***

Note 1: Scripts placed in last two boxes for OW cannot receive a UE mark from the **top** two boxes, as originality does not apply. But accurate copying must score middle box for UE as this is 'best fit' box.

Note 2: For answers written in wholesale or sustained irrelevance, ignore OW assessment and give 4 marks maximum for Style, depending on number of errors. Such scripts will be rare.

Note 3: For answers where relevance is oblique, or written in a mangled or nonsensical fashion, the 'best fit' OW box will probably be the middle one.

<b>SUMMARY STYLE DESCRIPTORS</b>			
<i>Mark</i>	<b>OWN WORDS</b>	<i>Mark</i>	<b>USE OF ENGLISH</b>
<b>10-9</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>10-9</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. Sentence structure is varied and there is a marked ability to use <b>original complex syntax</b> outside text structures.</li> <li>• Punctuation is <b>accurate and helpful</b> to the reader.</li> <li>• <b>Spelling is secure</b> across the full range of vocabulary used.</li> </ul>
<b>8-7</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>8-7</b>	<ul style="list-style-type: none"> <li>• The language is <b>almost always</b> accurate. Serious errors will be so isolated as to be almost unnoticeable.</li> <li>• Sentences show variation, including <b>original complex syntax</b>.</li> <li>• Punctuation is <b>accurate</b> and generally helpful.</li> <li>• Spelling is <b>nearly always secure</b>.</li> </ul>
<b>6-5</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 or by 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>6-5</b>	<ul style="list-style-type: none"> <li>• The language is <b>largely accurate</b>.</li> <li>• Simple structures tend to dominate and serious errors are not frequent, 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>. Spelling is <b>mostly secure</b>.</li> </ul>
<b>4-3</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>4-3</b>	<ul style="list-style-type: none"> <li>• Meaning is not in doubt but <b>serious errors are becoming more frequent</b>.</li> <li>• Some simple structures will be accurate, although this accuracy is not sustained for long.</li> <li>• Simple punctuation <b>will usually be correct</b>, with occasional errors of sentence separation. Spelling is <b>largely accurate</b>.</li> </ul>
<b>2-0</b>	<ul style="list-style-type: none"> <li>• Pretty well a <b>complete transcript</b> of the text expression.</li> <li>• Originality is barely noticeable.</li> <li>• There will also be random transcription of irrelevant sections of the text.</li> </ul>	<b>2-0</b>	<ul style="list-style-type: none"> <li>• <b>Heavy frequency of serious errors</b>, impeding the reading in many places.</li> <li>• Fractured syntax is much more pronounced at this level.</li> <li>• Errors of sentence separation are liable to be frequent.</li> </ul>

*Wholesale or sustained irrelevance, largely in own words, limits overall Style mark to max 4. Use UE to determine the mark between 0 and 4.*