

MARK SCHEME for the October/November 2006 question paper

1123 ENGLISH LANGUAGE

1123/02 Paper 2 (Comprehension), 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 instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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QUESTION 1 : 1 mark

[From paragraph 1]

Question 1
'fear she might do'

1 mark
weep / cry / break down / burst into tears

make a spectacle of herself = 0. This is mere repetition of question wording.

tears pricked her eyes = 0
The mark cannot be scored by lifting.

QUESTION 2 : 4 marks (2 + 2)

[From paragraph 2]

Question 2(a)
'find her passport'

2 marks
A. she was anxious / worried / in a panic / apprehensive / afraid / fearful / uneasy

Accept the lift of line 6 ('in a state of great anxiety') although this does not exactly fit the syntax of the question, but any run on into 'she chose the shortest queue' denies the mark. [1]

Accept the lift of line 7 ('panicking') or lines 7-8 ('panicking, she thought she had lost it') but any run on into 'only seconds later to find it' denies the mark.

B. her bag / handbag was overloaded / full // there was so much / too much / a lot (of things) in her bag

Accept the lift of line 7 ('her overloaded handbag' or 'she fished in her overloaded handbag')
But 'fished in her bag' = 0 [1]

Mere lift of lines 6-7 ('In a state....passport') 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.

Question 2(b)
'little girl's reaction'

2 marks
Note that this is an OWN WORDS question. Key words are STARTLED and HOSTILE.

STARTLED

A. surprised / shocked / taken aback / alarmed / frightened / afraid / scared / fearful

(be generous with grammatical form)

[1]

HOSTILE

B. unfriendly / suspicious / as if she was an enemy / aggressive / scowling / belligerent / cold (angry / mad / unhappy / furious = 0)

(be generous with grammatical form)

[1]

Number answers A. and B.

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QUESTION 3 : 5 marks (1 + 2 + 2)

[From paragraph 5]

Question 3(a) 1 mark
 'two consecutive words' mere routine [1]
 routine (alone) = 0
 Give 0 if more than two words are offered. Accept the use of the correct words in a phrase or a sentence provided that they are underlined or otherwise highlighted.

Question 3(b) 2 marks
 'two separate attitudes' (i) kind / understanding / helpful / patient / polite / sympathetic [1]
 not unkind(ly) = 0 nice = 0
 (ii) disdainful / disapproving / sarcastic / contemptuous / scornful / haughty / unkind / superior // exasperated / frustrated she was wasting his time / was inferior / was stupid [1]
 disdainful (alone) = 1. But lift, in whole or in part, of lines 37-40 ('with a disdainful...sighed again') = 0.
 Candidates must distil the answer.

Note that question calls for attitudes, not mere actions. Regard as 0(N) he told her to follow him / he looked at his watch / he led her to his office / he told her that her bag would be delivered / he asked for details of the bag / he sighed

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.

Question 3(c) 2 marks
 'miraculous' (he thought) it was amazing / surprising / marvellous / a marvel / wonderful / a wonder // he was amazed / surprised // // he was being sarcastic (that she knew her address) [1]
 it was a miracle = 0
 because she had not (even) known the details / make / colour / size of her (own) bag // she had not known simple / easy / basic information / was not able to answer his questions / her mind had gone blank (and yet she knew her address) [1]

QUESTION 4 : 1 mark

[From paragraph 7]

Question 4 1 mark
 'disappointed... no suitcase' (she had come straight from the airport / had not been delayed and so) there had been not been (enough) time for her suitcase / it to be delivered / to get there [1]

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QUESTION 5 : 4 marks (1 + 2 + 1)

[From paragraph 8]

Question 5(a) 1 mark
 'single word... dizzily [1]
 skyscrapers' Give 0 if more than one word is offered. Accept the use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.

Question 5(b) 2 marks
 'two impressions of (i) (city people / they are always) in a hurry / rush / dash // hurrying / rushing / dashing / busy / lead hectic lives [1]
 city people' Lift of line 65 ('hurried towards their destination') = 0 as question calls for generalised response.
 But accept 'they hurry (towards their destinations) = 1
 people surged (line 64) / people surge = 0(N)

(ii) (city people / they) don't care about / relate to each other // are isolated from / indifferent to each other // live independent lives // try to / choose to ignore what's happening around them / to isolate themselves // keep themselves to themselves / mind their own business / think only about themselves [1]

they are independent (alone) / they are impassive / their faces set impassively / they do not see / hear anything / each other / speak to each other // are unfriendly = 0

Candidate's division does not matter; mark what you see, as in Own Word questions

Question 5(c) 1 mark
 'drivers impatient' Answers can focus on the traffic or the drivers themselves.
 the traffic was slow (moving) / not going fast / was snarled up // there was (traffic) congestion / a jam [1]
 OR the drivers / they were in a (traffic) jam / moving slowly etc.
 Accept lift of line 66 ('they inched along the road') = 1. But 'they inched along the road, their drivers tapping their fingers = 0. This does not answer the question.
 Any reference to exhaust fumes, or people surging past, or motor bikes, denies the mark in an otherwise correct answer.
 (they were waiting for traffic lights to change = 0)

QUESTION 6: 3 marks [1 + 2]

[From paragraph 9]

Question 6(a) 1 mark
 fearful.... 'her bag might be stolen // she might be robbed // there might be thieves (in the around the market' market) [1]

Accept as 0(N) any reference to loud noise/voices

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Question 6(b)
'relishing the market'

2 marks

Note that this is an OWN WORDS question. Key words are VASTNESS and VARIETY.

VASTNESS

A. huge / big / large / gigantic / immense / great / giant size / spacious size (alone) = 0 [1]

Be generous with grammatical form. Adjectives are more likely than nouns here.

VARIETY

B. selection / number / many / diversity / different / multiplicity / multiple [1]

Do not insist on synonyms for 'goods' or 'display'. Be generous with attempts to recast these words. Be generous with grammatical form.

Number answers A. and B.

QUESTION 7 : 2 marks

[From paragraph 10]

Question 7
'happily to phone her mother'

2 marks

look for A. an event and B. a feeling

A. her suitcase had arrived / been delivered // she had her suitcase (back)
Accept the lift, in whole or in part, of lines 84-87 ('As she opened ...phone her mother') Excess denies. [1]

B. she is beginning to settle / she is not (so) homesick / she has had a pleasant day / time (at the market) / she is feeling better about being on her own / away from home // she thought of her room as home [1]

amazed at the difference a day could make = 0 Candidates must distil the answer

the rain had stopped = 0

Mark first two only, but accept candidate's division.

QUESTION 8: 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. 'shared and simple' for 'common'.
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 clearly understood.
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	Regard as 0(N) unless indicated as 0(W)
1. common (line 9)	shared / same / similar / unifying / belonging to all / mutual / universal / identical / one / sole / single	vulgar (W) / valueless / main / popular / usual / public / routine / traditional / communal only / popular / public
2. flicker (line 19)	flash / flutter / sign / <u>quick</u> look / indication / show / glimmer / gleam / spark / hint / suggestion / moment / brief impression	movement / strike / look / glance / glimpse / gleam / impression / trace
3. veiled (line 45)	disguised / covered / hidden / concealed / obscured / masked / cloaked	muffled / hooded
4. dejectedly (line 46)	unhappily / moodily / sadly / sullenly / downhearted / fed up miserably / cast down / dispiritedly / morosely / despondently / gloomily / crestfallen / dolefully / disheartenedly / desperate / depressed / wretchedly / hangdog / glumly / depressed / disheartened /	upset / turned away / rejectedly / distressed / disappointedly / worriedly / desperately / tired/
5. surveyed (line 53)	looked at / over / around / in detail / through / examined / regarded / eyed / scanned / scrutinised / observed / investigated / checked (out) studied	measured / mapped / searched / overlooked / watched / saw / looked <u>for</u>
6. zigzagged (line 67)	wound / wove / twisted / wandered / (went in a) haphazard (way) / turned / (went) right and left / this way and that / here and there / side to side / one side to the other / negotiated (their way) / crisscrossed / meandered / threaded / wended / tacked / went in all directions / snaked / swerved	moved / proceeded / raced / spun / go up and down / went between / drove around
7. intently (line 81)	closely / fully / fixedly / concentrating / diligently / purposefully / earnestly / studiously / carefully / focused / hard / intensely / keenly / avidly	meaningfully / intentionally / consciously
8. entirely (line 85)	completely / altogether / fully / wholly / absolutely / utterly / not at all / not any more one hundred per cent / totally / perfectly / all	even / sincerely / really on the whole

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QUESTION 9 : 25 MARKS (15 + 10)

MARK TO A MAXIMUM OF 15 OUT OF 22 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE (See subsequent pages 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, award the Style mark in the normal way, but apply the following maxima:

0-25 (0); 26-50 (2); 51-75 (4); 76-100 (6); 101-125 (8) [e.g. for sustained own words with error-free original complex structures, award 9 or 10 for Style for answer of 126 words, but only 8 for answer of 125 words. There is no need to do proportional calculation]

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

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Question 9 (cont'd.) EACH POINT SCORES 1 MARK

Line No.

The difficulties which Anna experienced started when she realised that ...

1. many people were waiting to have their passport checked 5-6
2. she thought she had lost her passport / (panicked when) she couldn't find her passport 7-8
3. the mother was unfriendly / stared angrily back at her 12-13
4. the child/little girl was hostile / unfriendly (*startled (alone) = 0*) 13-14
5. (she realised) she had picked the wrong queue / there was a problem with her queue / young man in her queue had a problem 15-16
6. people in (other) queues were checked through more quickly // her queue was slow(er) / other queues were quicker 17-18
7. (immigration) officer did not respond (to her greeting) / did not speak to her 19
8. and was unfriendly / rude / unpleasant // gave an unfriendly / rude wave (of his hand) / flourish of his hand 21
9. businessman / man pushed (in front of) her (to retrieve / get his bag)
(NB *people / passengers / everyone = 1; people + man OR boy = 2; people + man + boy = 2 max*) 27-30
10. boy pushed (in front of) her (to collect his backpack / bag) (*Accept lift of 'his inconsiderate...boy' but only if P9 attempted*) 29-30
11. her suitcase was missing / she had lost her bag 30
- 11B she was left alone (in the empty hall) / left in the empty hall 31-32
12. she could not describe her bag / she was unable to answer questions (about her bag) 35-37
13. the official was impatient / unkind / disdainful / thought she was wasting his time 37-40
14. taxi drivers pestered her (to travel in their cabs) // asked her to travel in their cab 41-43
15. she had to deal with / she fumbled / had problems with (strange / new / foreign) currency / notes / coins / currency was strange 44-45
16. The bus driver was impatient / rude / unkind 45
17. she missed her stop / saw the bus moving away from the college (sign) 48-49
18. she had to walk (back to the college) 50
19. (she was disappointed that) there was (still) no suitcase / the bag was (still) missing / had not arrived 51-52
20. the room was tiny/small (*she surveyed the tiny room = 0*) 53
21. the room was empty / unfriendly / unwelcoming (compared to home / after the warmth / bustle of home) 54
22. she was homesick / missed home / wanted to go home 56

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SUMMARY QUESTION 1120 – 1125/02 & 1115/02: STYLE ASSESSMENT

The mark for Style incorporates **TWO** categories of writing, namely OWN WORDS (OW) and USE OF ENGLISH (UE). 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** and **minor** 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.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR ERRORS

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'.

Note 1: Scripts placed in the 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 the middle box for UE as this is the 'best fit'.

Note 2: For answers written in **wholesale or sustained** irrelevance, ignore OW assessment and give 4 marks max. for Style, depending on number of errors. Such scripts will be rare, and should not be confused with **recognisable OW limited by irrelevance**. (5/6 box)

Note 3: For answers where relevance is oblique, or written in a mangled or nonsensical fashion, the 'best fit' box will probably be the middle one. (5/6)

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SUMMARY STYLE DESCRIPTORS			
Mark	OWN WORDS	Mark	USE OF ENGLISH
10-9	<ul style="list-style-type: none"> • Candidates make a sustained attempt to re-phrase the text language. • Allow phrases from the text which are difficult to substitute. 	10-9	<ul style="list-style-type: none"> • Apart from very occasional slips, the language is accurate. • Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a marked ability to use original complex syntax outside text structures. • Punctuation is accurate and helpful to the reader. • Spelling is secure across the full range of vocabulary used.
8-7	<ul style="list-style-type: none"> • There is a noticeable attempt to re-phrase the text. • The summary is free from stretches of concentrated lifting. 	8-7	<ul style="list-style-type: none"> • The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. • Sentences show some variation, including original complex syntax. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.
6-5	<ul style="list-style-type: none"> • There are recognisable but limited attempts to re-phrase the text detail. Attempt may be limited by irrelevance or by oblique or mangled relevance. • Groups of text expression are interlaced with own words. • The expression may not always be secure, but the attempt to substitute the text will gain credit. 	6-5	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures tend to dominate and serious errors are not frequent, although they are noticeable. • Where sentences show some variety and complexity, they will generally be lifted from the text. • Serious errors may occur when more sophisticated structures are attempted. • Punctuation is generally accurate. • Spelling is mostly accurate.
4-3	<ul style="list-style-type: none"> • Wholesale copying of large areas of the text, but not a complete transcript, • Attempts to substitute own language will be limited to single word expression. • Irrelevant sections of the text will be more frequent at this level and below. 	4-3	<ul style="list-style-type: none"> • Meaning is not in doubt but serious errors are becoming more frequent. • Some simple structures will be accurate, although this accuracy is not sustained for long. • Simple punctuation will usually be correct, with occasional errors of sentence separation. • Spelling is largely accurate.
2-0	<ul style="list-style-type: none"> • Pretty well a complete transcript of the text expression. • Originality is barely noticeable. • There will also be random transcription of irrelevant sections of the text. 	2-0	<ul style="list-style-type: none"> • Heavy frequency of serious errors, impeding the reading in many places. • Fractured syntax is much more pronounced at this level. • Errors of sentence separation are liable to be frequent.