

MARK SCHEME for the October/November 2008 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 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.

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 discussions or correspondence in connection with these mark schemes.

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1 ‘reluctant to get out of bed’ [From paragraph 1]

- (i) he had been enjoying a dream / been having a pleasant dream / he wanted to snuggle back into the pleasant dream (he had been enjoying) / he wanted to return to the dream he had been enjoying [1]

lift of lines 1–2 (Benjamin resisted....been enjoying) = 0 Candidates must distil the answer

- (ii) he had a / another day’s teaching (ahead of him) / he didn’t want to go to work [1]

Accept lift of lines 2–3 (He experienced...ahead of him) or line 3 (he thought of....ahead of him) Excess denies.

2 ‘decision...teacher of literature’ [From paragraph 2]

- (i) his grandmother had been a literature teacher / he was following his grandmother’s example [1]

Accept lift of lines 5–6 (It had seemed...grandmother had been) or lift of lines 5–7 (It had seemed.....tales of wonderful students). Excess denies, i.e. run on into ‘sacrifices had been made...’

- (ii) he had (a series of / many) excellent / very good / good teachers [1]

Accept lift of lines 7–8 (He had a passion...excellent teachers)

3 (a) ‘preconceptions...reality’

Note that this is an OWN WORDS question. Key words are ‘PRECONCEPTIONS and REALITY.’

A. PRECONCEPTIONS previous / first / initial / early ideas // ideas before(hand) // what he thought it would be like / imagined /perceived/ Dreamed / believed / assumed / anticipated / expected
Accept noun forms e.g. beliefs / assumptions etc. [1]

B. REALITY what (actually / really (sic)) happened / what it was (actually / really (sic)) like // actuality / experience/ truth [1]

Do not insist on synonyms for ‘job’ or ‘different’ Be generous with attempts to recast these words.

Be generous with grammatical form.

Label answers A. and B

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(b) ‘poetry lesson a disaster’

- (i) he had spent hours / a long time worked hard preparing // making / organising the worksheets [1]

Lift of lines 11–12 (How confident...the worksheets = 0). Candidates must distil the answer.

He had made / he had worksheets (alone) = 0. This is too weak.

- (ii) he thought / was sure that his love of poetry would win them over / guarantee success / make the lesson go well [1]

Accept lift of line 12–13 (His own love...he had been sure of that), but lift of lines 12–13 (his own love of poetry could not fail to win over the students (alone)) = 0, as his love of poetry DID fail.

4 (a) ‘classroom his theatre’ [From paragraph 4]

show [1]

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.

(b) ‘disciplining Ahmed’

Note that this is an OWN WORDS question. Key words are ADMISSION and FAILURE

ADMISSION acknowledgement / confession / sign / demonstration / owning up / it showed / suggested / said / would be thought/ declaration / disclosure / acceptance/ proof / indication / concession [1]

FAILURE he hadn’t behaved properly / well / as he should // he had got it wrong / he had behaved / dealt with Ahmed inappropriately / badly / foolishly / stupidly / he wasn’t a good teacher / was incompetent [1]

Do not insist on synonyms for ‘in his mind’. Be generous with attempts to recast this expression

Be generous with grammatical form.

Label answers A. and B.

(c) ‘result if he succeeded...behaviour’

the class / the other students / the others would / might behave better / would / might copy Ahmed / him / the behaviour of the other students would / might improve / get better [1]

Lift of lines 22–23 (Clearly...if he behaved well) = 1

They might do likewise (alone) = 0

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5 ‘another problem’ [From paragraph 5]

A. he had accepted a job / was working / teaching / a teacher in his former / old school [1]

Lift of lines 25–26 (Just because...in his former school) = 0. It does not answer the question.

B. the staff / teachers / Mr Tullen and / or Mr Hemu treated him like a student // didn’t treat him as a colleague / teacher / professional [1]

Lift of lines 29–30 = 0 (these men were...as a colleague). But some reshaping, e.g. Mr Tullen was just one of the teachers...rather than a colleague = 1

6 (a) ‘effect Miss Siti intended’ [From paragraph 6]

to make him feel welcome / happy / important / flattered / appreciated / proud / liked // to show affection for him [1]

Do not accept negative ideas, e.g. embarrassed / uncomfortable / unhappy / awkward

(b) ‘backbone of debating society’

(he was) central / very important / the main person // the debating society / it could not cope / would fail / collapse without him // he supported it [1]

(c) ‘hollow laughter...true feelings’

(he felt / was) unhappy / awkward / embarrassed / miserable / sad / depressed / distressed / uncomfortable / uneasy

Accept negative feelings e.g. he did not think it was funny / he didn’t see the joke
Accept the idea of pretence e.g. // he was pretending to be amused / to think it was funny / to be entertained [1]

7 ‘rooted to the spot’ [From paragraph 8]

fascinated [1]

horror = 0 fascinated horror = 0

Accept the use of the correct word in a phrase or sentence, provided that it is underlined or otherwise highlighted.

8 ‘shaking in terror’ [From paragraph 9]

he was stammering / stuttering // couldn’t speak properly / clearly [1]

he couldn’t speak (alone) = 0
he was not smirking = 0 (W)

Accept lift of line 60 (“Sir, sir...in there”) = 1 Excess denies.
But lift of line 59 (Here was a transformed...smirking now) = 0 (N)

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9 ‘tomorrow will be the first day’ [From paragraph 12]

Look for a sensible inference about Benjamin’s improved state of mind, attitude, working life, etc.

his job will be easier now // he can put his bad experience (with the senior class / teaching / his job) behind him / he is looking forward to the future // he will be able to start again (with the senior class / Ahmed)

[1]

- 10**
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 below.)
(5 x 1)

[5]

1 mark

[Regard as 0 (N) unless indicated as 0 (W)]

- | | | |
|----------------------------|---|---|
| 1. logical (line 5) | obvious / clear / expected / sound / reasonable / rational / sensible / natural / common sense | thoughtful / normal / sure / certain / true / right / apparent |
| 2. strategy (line 21) | plan / system / campaign / way / tactic / method / procedure / technique / process / masterminding / scheme / move routine / policy | war / skill / talent / idea/ path / ruse / trick/ decision |
| 3. crucial (line 22) | vital / <u>very</u> important /of <u>utmost</u> / <u>great(est)</u> importance / fundamental / basic / critical / pivotal / essential / the heart of the matter / central | good / important /decisive/ pressing / urgent / necessary / difficult |
| 4. reminisce (line 37) | remember / recollect / reflect / recall / flashback / see in the mind’s eye / talk / think <u>about the past</u> | memorise / remind / commemorate / look / think / talk |
| 5. imperceptible (line 45) | unseen / unnoticeable / unnoticed / undiscernible / invisible ‘ hidden / concealed/ faint | dim / vague / unbelievable / minute / unclear / incredible |
| 6. gauge (line 47) | judge / ascertain/ find out / work out / deduce / calculate / measure /estimate / survey / size up / evaluate / determine / weigh (up) / appraise | know / see / understand / look watch / notice / observe |

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- | | | | |
|----|-------------------------|--|--|
| 7. | in a flash
(line 71) | quickly / suddenly / immediately / there
and then / without hesitation / instantly /
straight away / in a second / in the
twinkling of an eye | illuminated / lit up / in a rush / in a
hurry |
| 8. | thwart (line 74) | spoil / damage / upset / obstruct / get in
the way of / frustrate / hinder / impede /
block / stop / stall / hamper / ruin / destroy
/ wreck / restrict/ crush/ outwit / foil | break / confuse / disturb / change
/ cancel |

11 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.

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7. Sequence errors

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

[Total: 15 + 10 = 25]

EACH POINT SCORES 1 MARK

Line No.

Walking over to the bin, Benjamin was surprised to see.....

- | | |
|---|-------|
| 1. a movement of / among the paper(s) (inside) / something moved among the paper(s) (inside) | 44–45 |
| 2. the paper(s) lifted (upwards) | 46 |
| 3. a hissing (sound came from the bin) | 48 |
| 4. he saw (the snake's) eyes // (the snake's) eyes looked at him | 49–50 |
| 5. he saw the snake's / a head / the snake's / a head darted from the paper / could be seen | 53 |
| 6. he saw the snake's / a tongue / the snake's / a tongue shot out / could be seen | 56 |
| 7. Ahmed was pointing at the bin | 59 |
| 8. Ahmed / said / told Benjamin there was a snake (in the classroom) | 60 |
| 9. the other students rose to their feet / stood / jumped up | 61–62 |
| 10. Ahmed was shaking (in terror) | 62–63 |
| 11. Benjamin told the class to sit down and be silent | 64 |
| 12. he explained that they must not infuriate the snake / their guest | 65 |
| 13. he explained that they must not make loud noises / sudden movements | 67–68 |
| 14. he removed the worksheets from the box / emptied the worksheet box | 73 |
| 15. he crept / went to the bin with the box / took the box to the bin | 74–75 |
| 16. he covered the bin with the box | 77–78 |
| 17. he picked up / took the bin (with his right / one hand) | 79 |
| 18. he held the lid in place (with his left / the other hand) | 80 |
| 19. he indicated / nodded to Ahmed to open the (classroom) door [told =o] | 80–81 |
| 20. he carried the snake / bin along the corridor / to the exit (Accept 'visitor' and 'home') | 82–83 |
| 21. he took / left the snake / bin outside / in the playground | 83–84 |
| 22. (and went to) notified / asked / told the caretaker (to remove deal with / the snake / problem) | 84–85 |

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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 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** 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'.

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 hand margin.

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) as 'recognisable but limited'.

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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.