

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

**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, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

- 1 (a) 'what caused earthquakes' giant snakes (living / moving) underground  
Lift of line 1 giant snakes live underground (and it is their movements which create earthquakes)  
  
OR lift of lines 3–4 (something large living beneath the earth's surface) = 1.  
Excess denies. [1]  
  
But lift of lines 1–2 ('Would you believe...earthquakes?') = 0
- (b) 'teacher did not believe' fanciful [1]  
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.
- (From paragraph 1) [2 marks (1 + 1)]**
- 2 (a) 'Reena's mother was angry'  
A. Reena was late / (had) dawdled (coming home from school) [1]  
Lift of line 11 ('She dawdled home from school') = 1 even though agent is ambiguous.  
  
B. She needed Reena / her (sic) to look after her brothers / babysit (while she went shopping) [1]  
  
Lift of lines 11–12 ('I have to go shopping...your brothers') = 0, unless person of the verb is changed from first to third.  
  
Any reference to baby (sister) = 0 (N)
- (b) 'state of extreme irritability'  
(i) Her mother was not grateful / (for her help / for what she did) // did not appreciate her help / what she did // did not thank her (for her help / for what she did) [1]  
  
Lift of lines 12–13 ('Then to Reena's annoyance, her mother left without a word of gratitude') = 1. Excess denies.  
But 'without a word of gratitude' (alone) = 0.  
  
(ii) Her brothers bickered / argued / fought (when their mother was out / when Reena was looking after them / when she was doing her homework / worksheet) [1]  
  
Lift of lines 14–15 ('Her brothers had a tendency to bicker and argue') = 0. This is too weak.  
Lift of lines 14–16 ('Her brothers had a tendency...this day to be any different') = 0. Candidates must distil the answer.  
  
Reference to homework / worksheet = 0 (N)  
  
If more than one answer is given in a single limb, mark the first only but be generous with candidate's division.

**(From paragraph 2) [4 marks (2 + 2)]**

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

- 3 'smiling expression' Award answers which note the incongruity between smiling expression and seriousness of the situation, e.g. the situation was serious (sic) / frightening / terrifying // this was no smiling/ laughing matter// people / they / she/ Reena / the mother / the family might die / be hurt // an earthquake was happening // the house was swaying [1]

The house started to shake / was shaking = 0. Sequence is wrong.

**(From paragraph 3) [1 mark]**

- 4 'pretending to feel and really felt' Note that this is an OWN WORDS question. Key words are CALMNESS and IMPENDING DANGER. Look for respective synonyms but ignore grammatical form. Under A, do not insist on synonym for 'feigned' as it is included in the question wording. Under B, do not insist on a synonym for 'obvious sense' as it is included in the question wording. Also under B, look for idea of both 'impending' and 'danger' – do not award half-marks. Double underline use of key words or their derivatives, but otherwise ignore.

A. CALMNESS lack of concern // ability to cope / be relaxed / unworried // taking things in her stride [1]

B. IMPENDING DANGER something terrible / horrible / nasty was close / about to happen / around the corner

OR accept a word which describes her reaction to the impending danger, e.g. she was frightened / terrified / fearful [1]

Label answers A and B.

**(From paragraph 5) [2 marks]**

- 5 (a) 'baby gurgling with happiness' Note that this is an OWN WORDS question. Key words are NOVELTY and PROXIMITY. Look for respective synonyms but ignore grammatical form. Double underline use of key words or their derivatives, but otherwise ignore. Ignore attempts at 'delighted' as this idea is included in the question wording. Do not insist on synonym for 'family' but link must be sensible.

A. NOVELTY new / unexpected / unusual (event) [1]

B. PROXIMITY close (by) / near (by) / at hand / beside her / right there / there (sic) [1]

Accept negative ideas, e.g. not far away / not distant

Label answers A and B.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

- (b) 'task was time-consuming'
- (i) there was a long queue / many / a lot of people (waiting to get water/ at the pump) // people wound round the block [1]

Lift, in whole or in part, of lines 58–60('By now....at the end of their street') = 1. Excess denies.

- (ii) their containers were small // they had to go back and forth / make many journeys

Lift of line 60 ('Reena and her brothers were sent with small containers') = 1. Excess denies, including run- on into 'to join the queue...barrel in the yard'. Some distilling of the text is required.

OR the water barrel was big / would take a lot a water / a lot of filling // it would take a long time to fill a big barrel [1]

Block lift of lines 58–60 (By now a long queue...small containers) = 0 as answer to either (i) or (ii). But if correct lifts are divided into (i) and (ii) award both marks.

**(From paragraph 7) [4 marks (2 + 2)]**

- 6 (a) 'frantic with worry'
- (i) there was a fire // there was / had been an explosion // a gas pipe had been fractured / (had) ignited [1]

Lift, in whole or in part, of lines 71–74 ('a loud explosion...new danger') = 1. Excess denies.

Lift of lines 73–75, in whole or in part, ('Throughout that night...in the yard') = 1. Excess denies.

- (ii) there might be further / more / another tremor(s) / earthquake(s) [1]

Lifting will not work.

If more than one answer is given in a single limb, mark the first only but be generous with candidate's division.

- (b) 'kind of comfort'
- it showed that help was at hand / nearby // they were not alone [1]

**(From paragraph 8) [3 marks (2 + 1)]**

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

7 (a) 'pathetic' they has so little // so few possessions // their possessions were paltry / they were prepared to risk their lives for a few things

OR It was sad / upsetting that they had so little [1]

It was sad / upsetting (alone) = 0

(b) 'they might have been hurt' the building would / might collapse (on them) [1]

Lift of line 84 ('the building was unstable') = 0. Candidates must distil the answer

Any reference to fire = 0 (N) BUT any reference to looters = 0 (W)

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

8 'what geography lessons' Note that this as OWN WORDS question. Key words are CONTRAST (1 mark) and POWER / FRAILITY (1 mark together). There are no half marks. Do not insist on synonyms for 'nature' or 'Man'. Be generous with grammatical form. Double underline use of key words or their derivatives, but otherwise ignore.

A. CONTRAST difference / disparity / diversity / opposing / opposite (sides etc.) / dissimilarity / divergence / discrepancy [1]

B. POWER strength / force / ability to destroy / energy / potency / might [1]

FRAILITY weakness / powerlessness (sic) / puniness

Under A, award mark to candidates who do not give a synonym for 'contrast', but who imply it by the conjunctions or adverbs they use in their answer, e.g. 'but', 'however', 'nevertheless', 'on the other hand', 'although'. Do not accept 'and', 'moreover' or 'furthermore' as acceptable signs of CONTRAST. See examples below.

Under B, look for understanding and re-casting of the ideas of 'power' and 'frailty', but do not insist on synonyms for each word. Award the mark to candidates who imply the meaning of one of the words by their definition of the other. See examples below.

(lessons showing) the difference between the strength of nature and the weakness of Man = 2 marks  
(lessons showing) that nature is strong = 0 (no attempt at 'contrast', and only one of 'power / frailty' attempted. No half marks)

(lessons showing) that nature is strong and Man is not. = 1 mark (for 'power and frailty' alone)

(lessons showing) that nature is strong but Man is not. = 2 marks

(lessons showing) that nature is mighty. However, Man is puny. = 2 marks

(lessons showing) that Man is weak. Moreover, nature is powerful = 0. (no 'contrast' and, although 'frailty' is re-cast, 'power' is merely repeated.)

Label answers A and B.

**(From paragraph 10) [2 marks]**

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2009</b>	<b>1123</b>	<b>02</b>

- 9
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.)

	<b>1 mark</b>	<b>Regard as 0[N] unless indicated as 0[W]</b>
1 relentlessly (line 9)	insistently / persistently / mercilessly // without stopping / abating // without giving up / in / over // resolutely / determinedly / tenaciously / non-stop / doggedly / on and on / continuously	unforgivingly / pitilessly / desperately for a long time / repeatedly / over and over
2 summon (line 27)	gather / work up/ collect / muster / rouse / exert / generate /call up / call upon	call / shout / assemble / compile / order / round up / command / develop / realise
3 bizarre (line 32)	strange / odd / funny / queer fantastic / unusual / abnormal / freakish / ludicrous / eccentric / absurd / curious / surreal	unnatural / supernatural / incredible / frightening/new/ amazing / uncommon/ outrageous / mad / shocking /
4 stricken (line 54)	damaged / destroyed / afflicted / unfortunate /	wounded / unhappy / worried
5 stamina (line 64)	energy / strength / endurance / perseverance / tenacity / tirelessness / indefatigability / willpower	courage / bravery /determination / power
6 urged (line 83)	encouraged / persuaded / coaxed / cajoled / pressed / driven / impelled / pushed / advised / pressurized /	instinct / forced / bullied
7 looting (line 85)	stealing / robbing / pilfering / plundering / thieving / nicking /raiding / burglary	poaching / piracy / swindling / cheating
8 havoc (line 87)	confusion / chaos / catastrophe / disorder / bedlam / mayhem / turmoil / tumult/ pandemonium / shambles / wreckage/ devastation	untidiness / anarchy/ war / noise / trouble / riot / panic

**[5 marks (5 x 1)]**

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2009</b>	<b>1123</b>	<b>02</b>

10 MARK TO A MAXIMUM OF 15 OUT OF 21 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE (See pages 9–10 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

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

6. 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. Avoid the double penalty.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

EACH POINT SCORES 1 MARK

Line No

*In the morning when Reena woke up, she realised that...*

1. The house was / seemed to be swaying / moving (from side to side) 18–19
  2. The dishes rattled (in the kitchen) 20
  3. The (family) photograph fell (from its hook) from the wall 23–24
  4. The house started to shake / rock (violently) 25
  5. Crockery / cups/ plates / glasses broke // noise of breaking crockery could be heard 28–29
  6. The (chest of) drawers started to move / moved across the floor 30
  7. Reena's bed moved across the floor 33
- 7A furniture moved (only if neither P6 nor P7 is scored)
8. Mother (leaned on door frame to) steady herself (against the movement of the floor) 36–37
  9. The house began to rock even more violently / again // another / a more violent tremor occurred 39
  10. the wall collapsed 39–40
  11. the (bedroom) furniture was buried under concrete 40–41
  12. Reena was choking because of the dust // there was a lot of dust 42–43
  13. Family assembled in yard // father brought brothers into yard / Mother told Reena to go into yard 37–45
  14. Father made a (makeshift) oven / fireplace / a fireplace was made 46–47
  15. Father gathered firewood / firewood was gathered (*broke branches = 0*) 48–49
  16. Mother gathered sacks to make a tent / shelter / a tent / shelter was made 49–51
  17. Father brought food /utensils out of the house / food / utensils were brought out of the house 54–55
  18. Reena and her brothers fetched water / water was fetched 58–61
  19. Mother made a shaded area / shelter from the sun for the baby / shade was made for the baby 63–65
  20. grandparents brought blankets 65–66
  21. grandparents brought candles and matches 67–68

*(Note that in points 12–19 inclusive, passive form is acceptable but if agents are used they must be correct)*

**[25 marks (15 + 10)]**



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

### SUMMARY QUESTION: 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** 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.***

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2009	1123	02

SUMMARY STYLE DESCRIPTORS			
Mark	OWN WORDS	Mark	USE OF ENGLISH
10–9	<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>	10–9	<ul style="list-style-type: none"> <li>Apart from very occasional slips, the language is <b>accurate</b>.</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>
8–7	<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>	8–7	<ul style="list-style-type: none"> <li>The language is <b>almost always accurate</b>. 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>
6–5	<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 <b>by patches of irrelevance or by oblique or generalised 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>	6–5	<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>
4–3	<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><b>Mangled or nonsensical relevance</b>, often a patchwork of the text</li> </ul>	4–3	<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>
2–0	<ul style="list-style-type: none"> <li>Pretty well a <b>complete transcript</b> of the text expression.</li> <li>Originality is barely noticeable. There will also be random transcription of irrelevant sections of the text.</li> </ul>	2–0	<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>

<b>Page 11</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE O LEVEL – May/June 2009</b>	<b>1123</b>	<b>02</b>

**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 the 'best fit' box.

**Note 2:** Relevance and irrelevance:

- (i) **wholesale or sustained irrelevance:** ignore OW assessment and mark out of 4 max for Style. Use incidence of errors to assess mark out of 4. Such scripts are rare.
- (ii) **recognisable OW limited by some irrelevance:** 5/6 for OW. Mark UE as normal.
- (ii) **Oblique or generalised relevance:** 5/6 box for OW. Mark UE as normal.
- (iv) **Mangled or nonsensical relevance:** 3/4 or 1/2 box for OW. Mark UE as normal.