

MARK SCHEME for the May/June 2014 series

1123 ENGLISH LANGUAGE

1123/22

Paper 2 (Reading), 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Passage 1

- 1 (a) **Identify and write** points in the passage which describe the uses and popularity of cinnamon in former times, and its uses and continuing popularity in modern times.

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	<p>1. <i>Used in Chinese medicine</i></p> <p>2. <u>Egyptians</u> used it as an embalming agent / for embalming</p> <p>3. (Traditional) <u>Indian</u> medicine (used it as cure for indigestion / colds)</p> <p>4. Gifted / offered / given to a god / gods / Apollo // linked to religion</p> <p>5. Ingredient of / in oil used to anoint <u>Hebrew</u> priests / bless articles in the <u>Hebrew</u> temple // used in <u>Hebrew</u> religion // Ingredient of incense (which perfumed offerings) in the <u>Hebrew</u> temple // linked to holiness in <u>Hebrew</u> religion</p> <p>6. Luxury // symbol of affluence // fit (also) for kings / emperors</p> <p>7. Used in cooking <u>throughout the world</u> / in <u>many</u> / <u>variety of countries</u></p> <p>8. Used in cooking (especially) by the elite in <u>Europe</u></p> <p>9. (Seen as) a cure for the <u>plague</u> // mixed with cloves / water and placed in sick rooms of <u>plague</u> victims</p> <p>10. (Used by) <u>European</u> countries to gain domination over each other (by controlling its production)</p> <p>11. <i>Used to cook savoury dishes</i></p> <p>12. Used to cook <u>sweet</u> dishes</p> <p>13. <u>Oil</u> (from leaves/ bark) has</p>		<p>Used for Egyptian burials (alone)</p> <p>Cure for indigestion/colds (alone)</p> <p>Fit for gods (alone)</p> <p>Used in diverse cuisines</p> <p>India / Turkey / Persia (alone)</p> <p>Deadly disease (alone)</p> <p>Portugal / Holland / Britain (alone)</p>

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Mark	Expected Answer	Allow	Don't Allow
	antiviral properties 14. (Prevents disease by) killing mosquito larvae 15. Anti-inflammatory (effect) // improves digestion / diet 16. Pharmaceutical companies are (considering) using cinnamon (in conventional medicine) 17. (May) reduce cholesterol 18. (Potential) treatment for diabetes (because of link to low blood sugar level) 19. (Link to reduced blood sugar levels may prove) beneficial (in the war) against obesity // it is a treatment for / prevents obesity 20. Delays (the onset of) memory loss (in elderly people) // boosts brain activity / thought processes	Prevents malaria / diseases caused by mosquitoes	Treats malaria Can reduce blood sugar level (alone) Prevents / cures diabetes Can reduce blood sugar level (alone) Cures obesity

Additional information

If content point is made in the wrong box, do not award the mark.

Accept own words or lifting.

Accept sentences or note form.

Points 1 and 11 are already given.

If script is entirely verbatim lift give 0.

If more than one content point appears under a single bullet point, award each content point separately if clearly made.

If content point being made depends on information contained in another bullet point, withhold the mark unless a clear link is made between the two points.

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- (b) **Use your notes to write a summary, in which you describe the uses and popularity of cinnamon in former times, and its uses and continuing popularity in modern times.**

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 on page 6 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.

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 a mark of 3.

HOW TO ANNOTATE Q1(b)

Use margin (either left or right) to indicate OWN WORDS assessment, and the body of the script to indicate USE OF ENGLISH assessment. Under OWN WORDS, use either T (text), O (own words), MR (manipulated or re-worked text) and / or IR (irrelevant). Where the candidate has more or less written a wholesale copy, but has substituted an odd word here and there (single word substitution) indicate these single words with O above them. Otherwise use the margin only for assessment of OW.

Under USE OF ENGLISH, use the body of the script for annotations. For accuracy assessment, use a cross for errors (over the errors). Indicate omissions with a cross. Indicate only serious errors. If the same error is made more than once, e.g. omission of definite article, indicate it each time it is made. Below follows a list of serious 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.

Using a comma to replace the necessary full stop.

Mis-spellings of simple, basic words, e.g. were/ where // to/ too/ their/ there.

Breakdown of sense.

Serious omissions, or serious intrusions e.g. of definite article. Ignore what are clearly slips.

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For sentence structure merit, use ticks where appropriate, in the body of the script. Tick only instances where the sentence structure is both complex and original, i.e. belonging to the two top boxes in the Use of English column. Ticks, therefore, tend to be over relative pronouns, present participles and conjunctions. Do not tick vocabulary: this will be taken into consideration under assessment of OW.

Irrelevance: Put IR in the margin to indicate a stretch / section of irrelevance.

If script is entirely irrelevant, mark for style as normal (i.e. arrive at mark under OW and UE, then add together and halve) and give 2 max for style. Note that such scripts are extremely rare.

Wrong or invented material: Put a cross in the margin to indicate a stretch / section of wrong or invented material.

Short answers

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:

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.

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SUMMARY STYLE DESCRIPTORS			
Mark	Own Words	Mark	Use of English
5	<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. 	5	<ul style="list-style-type: none"> Apart from very occasional slips, the language is accurate. Any occasional errors are either slips or minor errors. There is a marked ability to use original complex syntax outside text structures. Punctuation is accurate and helpful to the reader.
4	<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. 	4	<ul style="list-style-type: none"> The language is almost always accurate. Serious errors will be isolated. Sentences show some variation, including original complex syntax. Punctuation is accurate and generally helpful.
3	<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. 	3	<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.
2	<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. 	2	<ul style="list-style-type: none"> Meaning is not in doubt but serious errors are becoming more frequent. [<i>8+ errors as a guide, but balance against sentence structure is also necessary</i>] Some simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct.
1	<ul style="list-style-type: none"> Pretty well a complete transcript of the text expression. There will also be random transcription of irrelevant sections of the text. 	1	<ul style="list-style-type: none"> Heavy frequency of serious errors, sometimes impeding reading. Fractured syntax is much more pronounced at this level.
0	<ul style="list-style-type: none"> Complete transcript 	0	<ul style="list-style-type: none"> Heavy frequency of serious errors throughout. Fractured syntax.

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2 From your reading of paragraph 1, decide whether each of the following statements is true, false, or not stated in the passage, and tick the boxes you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Statement (i) is true	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	<i>If two or three answers are indicated against any single statement</i>
1 mark	Statement (ii) is not stated		
1 mark	Statement (iii) is false		

3 From paragraph 3, select and write down two opinions.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(so) it is obvious that legends would grow up around cinnamon / it	Own words attempts	
1 mark	cinnamon has a delightful flavour	Cinnamon's / its delightful flavour // <i>Lift of</i> Because of its delightful flavour <i>excess denies</i>	

Additional information

Allow the use of the correct opinion in a phrase or sentence provided that it is underlined or otherwise highlighted.

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Passage 2

4 (a) Why is the ship described as ‘groaning’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was full of passengers / people (and cargo) (it had / was at) maximum capacity of passengers	It was loaded / heavy with passengers // there were a lot of passengers	<i>full of cargo / bales of cloth // it was fully loaded = 0(N)</i> <i>it was being loaded = 0(N)</i> <i>it was ready to sail = 0(N)</i> <i>synonyms for ‘groaning’ e.g. it was making a lot of noise</i>

Additional information

0(N) answer does not negate correct answer

(b) Why was the girls’ mother ‘waving’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	she was saying / waving (sic) <u>goodbye</u> (to the people on the quay/ shore / to the people who had come to see / wave them off / to the people with the flags/ banners / her family)	The people on the quay /shore were waving // people / her family had come to see them / her off / people were waving flags and banners <i>Lift of lines 2–3 people...in the air</i>	<i>Lift, in whole or in part, of ‘Esme turned towards her mother...with one hand waving’.</i> <i>Answer must be distilled.</i> <i>She was waving / saying goodbye to her daughters = 0(W)</i> <i>Addition of ‘to see the crowd’ etc. = 0(W)</i>

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- (c) Give two ways in which the behaviour of the sisters shows their affection for each other.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) Kitty put her arm through Esme's / her sister's (arm)	One put her arm through the other's arm	<i>Run-on into 'keeping her eyes... / watching bales of cloth being loaded.... = 0(W)</i>
1 mark	(ii) Esme laid her head on her sister's / Kitty's shoulder	One laid her head on the other's shoulder(s)	<i>She had her arm around / hugged Esme = 0(W)</i> <i>Reference to the mother patting Esme's hand etc. = 0 (W) in either limb</i>

Additional information

0(W) answer negates a correct answer

- 5 (a) The ship began to sway...and then to roll from side to side.' What is causing this to happen?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(The start of) a storm // the waves / sea (becoming) rough /stormy/ wild	Waves striking the ship The strength of the waves Hurricane	<i>Any reference to the ship (alone) = 0 (N)</i> <i>Mere description of movement = 0(N), e.g. moving, shaking</i> <i>Sea / waves (alone) = 0 (N)</i> <i>Waves getting bigger = 0 (N)</i>

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- (b) Pick out and write down the single word from the paragraph which continues the idea of moving ‘from side to side’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	seesaw	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted. Accept see saw	<i>More than one word</i> <i>sway</i> <i>roll</i> <i>bucked</i>

Additional information

‘Sway’ and ‘roll’ are incorrect because question asks for ‘continuing the idea of moving from side to side’.

- (c) ‘The sea hurled itself at the glass’. What effect is created here that would not be created by ‘the sea splashed against the glass’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	The sea is attacking the ship / glass // is hurtful/ malicious / wicked / trying to cause damage OR It conveys the force / violence / strength (of the sea / waves)	The sea was angry. The sea was hitting / striking the ship hard	<i>The sea is personified/ sound likes a person (alone) = 0. Image must be de-coded.</i> <i>The sea / waves hitting / striking the ship = 0(N)</i> <i>Synonyms for ‘hurled’, e.g. threw</i>

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(d) Explain in your own words Esme’s feelings when she realises she is the only passenger who is not seasick.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	SHAMEFUL: Embarrassed / disgraced / mortified / humiliated / guilty	disgraceful	<i>wicked / bad / ashamed / sorry (for herself) / pity</i>
1 mark	EXUBERANT: excited / elated / ecstatic / high-spirited / upbeat / ebullient / joyful / thrilled / bubbling / delighted / jubilant // <u>really</u> / <u>very</u> happy // <u>really</u> / <u>very</u> glad // exultant		<i>lavish / rich / emotional / proud / triumphant / (very) pleased / (very) contented / (very) satisfied</i>

Additional information

This is an OWN WORDS question. Key words are SHAMEFUL and EXUBERANT.

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one, e.g. ‘excited and bored’ for ‘exuberant’.

Do not insist on synonym for ‘health’ or ‘seasick’ but a sensible context must be established.

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- 6 (a) As Kitty lay ‘crumpled on the bed’, what are the two indications that she might be ‘desperately ill’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) her face was <u>very / completely / deathly</u> white	Lift of ‘her deathly white face’ = 1. Excess denies	
1 mark	(ii) she didn't recognise Esme / her sister	Lift of ‘she gazed at Esme without recognition’ = 1. Excess denies	<i>Inclusion of ‘she opened her eyes’, unless it is clearly a stem of the answer and not the answer itself, e.g. when she opened her eyes, she did not recognise Esme</i> <i>Run-on into ‘and then turned her face to the wall’ = 0(W)</i>

Additional information

0(W) answer negates a correct answer.

If candidate gives two correct answers in one limb, award one mark max. However, if candidate has given two correct answers in one limb and no response in the other limb, award two marks. Such answers will be rare.

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(b) Why do you think Esme ‘hung a towel over the window’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	so that Kitty /her sister couldn't see / wouldn't have to look at the sea / water // to hide the sea / water	Her sister/ Kitty couldn't stand the sight of the sea / water So that Kitty / her sister wouldn't be ill looking at the sea / water	<i>Lift of 'I can't stand the sight of the sea' = 0(N)</i> <i>So that <u>she</u> couldn't see the sea = 0(N)</i> <i>So that Kitty / her sister couldn't look outside = 0 (N)</i>

Additional information

0(N) answer does not negate correct answer.

(c) What did Esme learn not to do when she walked round the ship in the storm?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(Not to) lean back //(not to) stand / walk upright / (up) straight		<i>Lift of 'learned to leanlike a horse taking a fence' =0. Answer must be distilled.</i>

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7 (a) What did the girls' mother disapprove of?

Mark	Expected Answer	Allow	Don't Allow
1 mark	the girls/ her daughters/ Esme and Kitty/ the sisters /them wearing <u>all</u> the (few) clothes they had / five dresses (and two cardigans)	(She disapproved of) 'them' etc. Wearing so / too many (layers of) clothes	<i>Lift of 'Were they really...cardigans' = 0(N)</i> <i>Wearing one garment on top of the other / layers of clothes = 0 (N)</i> <i>Addition of 'bumped into one another / struggled' = 0 (N)</i>

Additional information

0(N) answers do not negate an otherwise correct answer.

(b) Esme 'recalled memories' of their previous home. What aspect of the country where the girls used to live does the writer want to emphasise here?

Mark	Expected Answer	Allow	Don't Allow
1 mark	The heat / hot weather	dry weather / dryness / sunny weather / sunshine / warm weather / warmth hot / sunny etc. country	<i>Reference to yellow dust / tea in the garden / hammock / clothes shimmering / white clothes = 0(N)</i> <i>Lovely / nice / delightful / pleasant / bright weather = 0(N)</i> <i>The climate (alone)</i>

Additional information

Lifting will not work

Correct aspect + incorrect aspect = 0, e.g. it was warm and lively

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- 8 (a) When the girls' grandmother decided she would take them shopping, what evidence suggests they were 'like beggars'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	they had no coats		<i>Lift of 'it's considered shameful not to own a coat' = 0. Answer must be distilled</i> <i>They were poorly / badly dressed // wearing layers of clothes = 0(N)</i> <i>Wearing no coats = 0(N)</i>

- (b) What emotion does Esme show in response to her grandmother's view that she and her sister look 'like beggars'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	derision / mockery / disdain / dismissal / scorn anger / irritation / resentment / annoyance	Disgust / disapproval She snorted / retorted in derision etc She snorted / retorted in anger etc	<i>Shame = 0 (W)</i> <i>Rebellion = 0(N)</i> <i>She doesn't think she'll like it here = 0(N)</i> <i>Dislike = 0(N)</i> <i>She snorted / she retorted (alone) = 0(N)</i>

Additional information

Look for an interpretation of either 'snorted' or 'retorted'.
 Question asks for an emotion not an action.
 0(W) answer negates a correct answer.
 0(N) answer does not negate correct answer.

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(c) Without copying from the passage, explain fully how we can tell that the girls' grandmother worried unnecessarily about her health.

Mark	Expected Answer	Allow	Don't Allow
1 mark	CAST A SHADOW: (she had to / would / did) postpone / cancel / change (the trip / plan) // made her think / decide they shouldn't go out /should stay at home // spoiled the idea of going out // made going out /shopping seem like a bad idea	Allow 'Plans' for shopping / going out	
1 mark	THE THREAT: the possibility / the chance	Allow answers with a suitable conditional context, e.g. if she thought she would / could / might (have a headache)	

Additional information

This is not a conventional own words question, but there are nevertheless key expressions, which are THE THREAT and CAST A SHADOW.

Do not insist on synonyms for merely / headache / plans but context must be sensible.
Do not insist on correct grammatical form.

'If' does not necessarily suggest a suitable conditional context, e.g. she wouldn't go shopping if she had a headache = 1; she wouldn't go shopping if she might be getting / get a headache = 2

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one.

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9 Why do you think ‘Kitty felt for Esme’s hand and squeezed it’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	to comfort her / Esme / herself / both of them OR They were / she / Esme was astounded / overwhelmed / amazed / overawed / frightened / intimidated / made nervous by / couldn't believe the <u>size / grandeur of the store/ staircase / the range of goods/clothing</u> in the store OR they / she / Esme had never been in such a <u>big / grand store</u> / in a store with such a <u>range of goods/clothing</u> // seen such a <u>big / grand staircase</u>	So that she / Esme wouldn't feel overwhelmed etc by the size / grandeur of the store 'Amount' for 'range' Lift of 'the range of goods in the store was astounding'. Excess denies	<i>They were / She was <u>surprised</u> by the size of the store etc</i>

Additional information

Look for idea of comfort, amazement, fear or strangeness.

10 Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

Mark	Words	Expected Answer	Don't Allow
1 mark For each correct meaning (max 5)	1. ventured (L19)	dared / risked/ braved // went in trepidation / bravely / boldly / courageously	<i>Went / exited / left / stepped / explored / sneaked</i>
	2. dank (L23)	damp / moist /clammy / foggy / misty / cold and wet	<i>Wet (alone) Cold (alone) rainy</i>
	3. excursion (L34)	outing / trip / expedition / jaunt / going out / sortie	<i>Journey / departure / activity</i>
	4. flew (L37)	sprang / (opened) quickly / abruptly // burst / shot / was flung	<i>Was pushed / (open) suddenly</i>

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	5. capacious (L38)	large / roomy / spacious / voluminous / vast / ample / holds a lot / huge / enormous / big	<i>extensive</i>
	6. clearly (L43)	obviously / evidently / plainly / patently / unmistakably / manifestly / definitely / undoubtedly / without doubt / palpably / surely	<i>Proved / understood / known / shown</i>
	7. baffling (L44)	puzzling / bewildering / confusing / perplexing / inexplicable / mystifying	<i>Unbelievable / incredible / surprising</i>
	8. exasperation (L46)	Irritation / vexation / annoyance / impatience / at her wit's end / crossness / despair	<i>Anger / fury / rage</i>

Additional information

Mark only the first FIVE words attempted.

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.

For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'large and extensive' for 'capacious'.

For a short phrase answer, mark the first seven words only (RUBRIC). *Credit a correct element within this limit.*

Ignore mis-spelling if the word is phonetically recognisable.

Ignore errors of tense and grammatical form *but only if the meaning is correct.*