

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**1123 ENGLISH LANGUAGE**

**1123/22**

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.

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

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**Question 1 from paragraph 1**

'frightening prospect'

She was starting a new school (that day)

'She was on the brink of a frightening experience' = 0

Lift of lines 1–2 (She was on the brink.....starting a new school') = 1

**Question 2 from paragraph 2**

'two events'

Look for two events

(i) her father had been promoted / got a better job

Lift of line 6 ('her father had been promoted') = 1

Excess denies, i.e. run-on into 'but she was far from sure...'

Lift of lines 6–7 ('she was delighted that her father had been promoted') = 0 [1]

(ii) She / the family had to re-locate / move house / move away / move to another place / town.

OR

She had to give up her old / happy way of life // her old / happy way of life was coming to an end / stopping [1]

Lifting will not work under (ii)

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**Question 3 from paragraph 3**

(a) 'nostalgic'

(She / they / the family were) sad to leave (the places / them) // might never see the places / them again // be there again // wished to remember the places / them // they reminded them of happy / past times // held memories. [1]

(b) 'promises to write and visit'

Note that this is an OWN WORDS question.

Do not insist on synonyms for idea of keeping / breaking promises, but there must be some link to writing/ visiting/promising, however vague. Any reference to 'undertakings sincerely made' = 0(N) Label answers A and B.

A. POSSIBILITIES They might / could / intended / meant / had potential // there was a chance (they would write / visit / keep promises). [1]

They wondered /weren't sure / were uncertain/ doubted (they would write / visit / keep promises) = 0

B. PROBABILITIES It was unlikely / implausible / not likely // there was no evidence to suggest / no guarantee // they almost certainly would not (write/ visit / keep their promises) [1]

it was impossible // there was no chance // they certainly would not (write / visit / keep promises) = 0

**Question 4 from paragraph 4**

(a) 'fixed smile'

To avoid crying / bursting into tears /// to keep control (of herself / her tears) // hide her feelings / unhappiness.

OR

(she was) trying to appear / seem to be happy (in front of family / husband / children) / to encourage family. [1]

(b) 'tuneless whistling'

Note that this is an OWN WORDS question.

A. TOUGH MALE (he was) a strong / brave / real / hard // not a weak man / (very) masculine / macho [1]

B. UNAFFECTED BY EMOTION (he could) cope with depressing events / control / hide / not show / didn't have feelings [1]

Accept specific emotions appropriate to the context, e.g. he didn't get / feel sadness / nostalgia

He didn't feel worry / anxiety / fear / happiness etc. = 0 // he was pretending not to be sad = 0

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**Question 5 from paragraph 5**

'time capsule and 'science fiction film'

Look for ideas of time and distance.

- (i) The journey / it took a long time [1]

Lift of line 18 ('The journey seemed endless' ) = 1. Excess denies  
The journey was endless = 0

- (ii) It / their destination was // they travelled a long way / distance [1]

Lift of line 18–19 ('they were...on a journey to some distant planet') = 0

It was as if they were...on a journey to a distant planet = 1

Accept as 0(N) any metaphorical reference to 'time capsule' or 'science fiction film' but any literal reference (e.g. 'they were in a time capsule') = 0(W) and denies the mark in an otherwise correct answer.

**Question 6 from paragraph 6**

'reddish-golden'

- (It was) sunset [1]

Lift of line 24 ('the end of the day') = 0(N) // sun had set = 0(W)

**Question 7 from paragraph 7**

- (a) 'specialised'

(It / the shop) sells (only) one item / one sort of goods / narrow range of goods / a certain type of good. [1]

(It / the shop) doesn't sell much // sells similar / special goods = 0

- (b) 'own experience'

Accept any valid example – e.g. a grocer's shop / book shop (sic) [1]

Be generous with local / unknown examples, unless answer to 7(a) is incorrect

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(c) 'not a good businessman'.

(i) he didn't (seem to) want to sell (his books)

Lift of lines 28–29 ('an elderly man who...selling them') = 1. Excess denies.

(ii) he allowed (young) people / customers to browse / look / read the books without expecting them to buy / trying to make a sale [1]

Lift of lines 30–31 ('and there was a children's section...expected to buy') = 1. Excess denies.

Any reference to storehouse of delight / he loved his books (alone) / he appeared to have read all the books = 0(W) and denies the mark in an otherwise correct limb.

### Question 8 from paragraph 8

(a) 'anonymous'

Featureless [1]

Give 0 if more than one word is offered. Accept the use of the correct word in a sentence or expression provided that it is underlined or otherwise highlighted.

(b) 'understandably'

The school was closed / on holiday / it was the holidays.

Accept inferences linked to closing the gates, e.g. they were afraid of / to prevent trespassers / burglars [1]

Any answer which merely picks up idea of 'forbiddingly', e.g. to stop people getting in / to keep people out = 0(N)

### Question 9 from paragraph 9

'dismissed'

(She treats Emma's mother with) a lack of respect / treats her like a child // she was rude / unwelcoming / cold / unfriendly // doesn't care about her // thinks she is in the way // wants rid of her [1]

angry / cruel / strict / harsh / bossy / firm = 0

Any answer which focuses on the 'guilty hug' = 0(W) (sequence), e.g. she thought Emma's mother was overprotective.

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**Question 10**

'hesitantly'

She is dreading / afraid of the answer she may get.

[1]

Accept specific example like: she is afraid / worried Anna will burst into tears / be upset / has had a bad day / worried about how her first day went = 1

Insist on negative idea. She is uncertain / wants to know how her day went = 0

**Question 11**

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. 'twisting and moving' for 'meandering'.
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 on next page.)

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**1 mark**

[Regard as 0[N] unless indicated otherwise]

1. meandering (line 21)	twisting / turning / winding / weaving / wandering / zigzagging / bending / (going in a) haphazard (way) / right and left / here and there / this way and that / in all directions / threading / wending / looping / snaking / curving / in an S shape / serpentine / sinuous	moving / proceeding / going / flowing / running / not straight / rambling / indirect
2. multiplicity (line 26)	multitude / large numbers / many / a lot / plenty / abundance / plethora / profusion / loads of / myriad / numerous / proliferation	variety / combination / majority / too many
3. enthralled (line 27)	fascinated / enchanted / bewitched / captivated / spellbound / entranced / charmed / mesmerised / hypnotized / enraptured / beguiled	pleased / interested / surprised / engrossed / attracted / excited / delighted / dazzled / amazed / influenced / thrilled / astonished / besotted / fixated / intrigued / impressed / riveted / gripped
4. devoted (line 50)	given (to) / dedicated (to) / allocated (to) / concentrated (on) / focused (on) / assigned to / reserved for / set aside for / kept for	loving (W) / loyalty (W) / attached / spent on / taken up by / specialised / sacrificed (W)
5. procedures (line 51)	methods / ways / conventions / modes / approaches / routines / processes / steps / rules / regulations / customs / formalities / systems / practices	plans / styles / organizations / policies / tactics / plans / laws / habits / directions / timetables / programmes / work / conditions
6. casually (line 56)	without a fuss / informally / off-hand (way) / unceremoniously / relaxed / naturally / nonchalantly / easy-going / ordinary / normally / laid back	accidentally / unexpectedly / simply / surprisingly / willingly / politely / carelessly / gently
7. focused (line 69)	concentrated / centred / fix / zero in / was <u>all</u> / <u>mostly</u> about / devoted to / was based on targeted / gave <u>full</u> / <u>more</u> attention / homed in	see / notice / gave attention / aimed / was about / emphasized / stressed
8. imminent (line 80)	impending / about to happen / around the corner / soon / shortly / approaching / looming / about to be / coming up / forthcoming / near / oncoming / close / in prospect / at hand / on the horizon	threatening / probable / possible / inevitable / unavoidable / expected / advancing / early / bound to happen / immediate

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## Question 12

**MARK TO A MAXIMUM OF 15 OUT OF 18 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.

#### 6 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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EACH POINT SCORES 1 MARK

- 1 The teacher / she smiled (warmly) at her // she received a (warm) smile (from the teacher).
- 2 The teacher / she introduced her to class(mates) / everyone // asked class to make her welcome // she was introduced to class.
- 3 The teacher explained to Emma individually the routine // explained the routine in detail / carefully to Emma. (Accept passive).
- 4 The teacher's joke about there being two new girls (made Emma feel less alone) // the teacher was (also) new.
- 5 A student / a girl / Tanya (volunteered to) show her the recreation / outdoor area.
- 6 Tanya seemed (genuinely) interested in Emma (and her family) // asked / talked about Emma / her family / previous school.
- 7 The science teacher's enthusiasm (made her less nervous).
- 8 Emma interested in / enjoyed lesson on global warming // global warming was / the science lesson was on favourite / known topic.
- 8A Emma forgot her anxiety (about being new) **Need context of science class**
- 9 At lunch-time her classmates included her // she sat / was with her classmates. They talked / chatted / asked her questions (about her holidays) // seemed / were interested in her holidays.
- 10 The drama teacher introduced her to the (class) activity / subject / role-play (gently).
- 11 She enjoyed / was good at imagining herself in various situations / reacting appropriately/ role-play (drama / acting = 0).
- 12 She enjoyed / was good at imagining herself in various situations / reacting appropriately/ role-play (*drama / acting = 0*).
- 13 She was distracted from her problems / forgot she was a newcomer) **Need context of drama class**
- 14 She enjoyed / was interested in / was intrigued by the poetry (about tigers in English).
- 15 She was able to contribute to / start the discussion (about the poetry / tigers) // she talked about tigers.
- 16 She became the centre of the discussion / of attention.
- 17 (She told herself she was starting to belong) **Need context of discussion**
- 18 The (school) secretary was friendly / beamed at her / asked about her day.

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## 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 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.

### 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 accurate.</li> <li>Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>Punctuation is accurate and helpful to the reader.</li> <li>Spelling is <b>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 some variation, <b>including 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 by <b>irrelevance</b> or by <b>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>	6–5	<ul style="list-style-type: none"> <li>The language is <b>largely accurate</b>.</li> <li>Simple structures tend to dominate and <b>serious errors are not frequent</b>, 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>.</li> <li>Spelling is <b>mostly accurate</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>Irrelevant sections of the text will be more frequent at this level and below.</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 will usually be correct, with occasional errors of sentence separation.</li> <li>Spelling is largely accurate.</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.</li> <li>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>

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**G.A.R / H.T.**

**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.
- (iii) **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.