

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

General Certificate of Education Ordinary Level

MARK SCHEME for the June 2005 question paper

1123 ENGLISH LANGUAGE

1123/02

Paper 2, (Comprehension) maximum 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 initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



UNIVERSITY of CAMBRIDGE
International Examinations

June 2005

GCE Ordinary Level

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 1123/02

**ENGLISH LANGUAGE
(Comprehension)
Paper 2**



Page 1	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

1 [From paragraph 1]

3 marks

- (a) 'stage of journey' the end (of a long sea journey)//when he/the ship is approaching land/the shore//rocky islands near the shore//when land appears/when they are near//close to//comes near the shore/beings to reach land (1) **[1]**
(near) rocky islands = 0(N)

Accept lift of lines 1–2 'The appearance... voyage'

- (b) 'two single words' prey (1) trap (1) lie in wait (0) **[2]**

Mark first two only. Accept the use of the correct words in phrases or sentences provided that they are underlined or otherwise highlighted.

2 [From paragraph 2]

3 marks

- (a) 'lighthouses better than fires' Although focus of question is lighthouses, marks can be scored by reference either to lighthouses or to fires. Do not insist on both sides of the comparison, but insist on correct agent where agent is given.

- (i) lighthouses/lights from lighthouses/they (sic) were brighter //bright (than fires)//fires/light from fires was dim/feeble/dimmer than lighthouses **[1]**

Accept lift, in whole or in part, of lines 6–8 'In the past.....idea of a lighthouse was born'.

- (ii) lighthouses/lights from lighthouses/they (sic) were permanent/fixed//fires/lights from fires were temporary/people had to keep lighting them **[1]**

Accept lift of lines 10–11 'and so the light could be maintained permanently'.

- (b) 'disadvantage of lighthouses' they/lighthouses had to be manned//people/men had to live there/in the lighthouse **[1]**

Accept lift of lines 9–10 'Two or three men had to live in the lighthouse'.

Page 2	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

3 [From paragraph 3]

4marks (2 + 2)

(a) 'four years to build' **[2]**
 Note that this is an 'own words' question. Answer lies in lines 14–15 'isolated location and hostile weather'. Key words are 'isolated' and 'hostile'. Do not insist on substitution for 'location' and 'weather'. Be sympathetic with candidates' attempts to render them in their own words.

ISOLATED A lonely/far away/remote/secluded/separated/detached/cut off/set apart (1)

HOSTILE B unkind/stormy/wild/bad/nasty/inhospitable/antagonistic/inimical/malevolent/malicious/unpromising/unfavourable/inclement/harsh/foul (1)

(b) 'crane left in place'

(i) to lift up their supplies/oil/water/food//to take/get their supplies/bring (oil/water/food) **[1]**

(ii) because the supplies/they were heavy/too heavy to carry **[1]**

Under (i) copying lines 16–18 will not work: it merely repeats the question.

Under (ii) accept lift of lines 19–21 'The metal containers...extremely heavy'.

4 [From paragraph 4]

2 marks

'captain surprised' Answers can focus on either the men or the rocket. Key ideas are 'seeing' and 'hearing'.

(i) the (lighthouse) keepers/men/they should have heard the rocket/it **[1]**
 OR the rocket/it made/a loud explosion/ noise

(ii) the (lighthouse) keepers/ men/they should have seen the rocket/the light//rocket was bright/it was fired over the island **[1]**

Accept lift of line 31 'it burst its colourful content with a 'loud explosion'. Candidates must distil answer.

Page 3	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

5 [From paragraph 6]

2 marks

'sailor's leader was breathless'

One mark is to be awarded for answer focused on physical cause of his breathlessness and one mark for answer focused on his state of mind.

(i) he had been running (from the lighthouse to the landing point/boat) - PHYSICAL [1]

(ii) he was terrified/in a panic/afraid/had had a shock OR he was alarmed/excited/eager to tell his news/desperate to speak - PSYCHOLOGICAL [1]

worried (0) anxious (0) emotional (0)

Under (i) accept lift of line 50 'he ran all the way back to the landing point'.

Under (ii) lifting will not work. Do not accept mere reference to 'difficult to control his feelings' or 'hair standing up on the back of his neck'. Candidates must distil the answer.

6 [From paragraph 7]

2 marks (1 + 1)

(a) 'combed' (their search/it) was detailed/thorough/extensively/they went through them/careful/exhaustive//they searched everywhere [1]

Accept single word answers e.g. thorough/detailed
Do not accept answers which focus on duration e.g. long/slow. Regard such answers as 0(N). Focus of question is manner, not duration. Quick (0)

(b) 'expected to find' the (lighthouse) keepers/the (one//two//three) men (who lived in the lighthouse) [1]
OR an explanation of the keepers' failure to respond (to their calls/to the rocket)//an explanation of their absence

Page 4	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

7 [From paragraph 9]

3 marks (2 + 1)

'newspapers got hold of the story'

Note that this is an 'own words' question. The answer lies in lines 71–72 'there was much speculation, most of it unconvincing'. Key words are 'speculation' and 'unconvincing'. Do not insist on substitution for 'much' and 'most'. Be sympathetic with candidates' attempts to render them in their own words.

A SPECULATION:

suggestions/ideas/theories/guesses/hypotheses/create possible scenarios/possibilities

[1]

thoughts (0)/assumptions (0) made up (0)/conclusions (0)/explanations (0)

B UNCONVINCING:

difficult/impossible to believe//unbelievable/incredible/hard to think they were true//few believed them/took them seriously/ not feasible/unrealistic

[1]

unreal (0)

(b) 'third explanation most likely'

he describes it as the least fanciful/less fanciful

[1]

Do not accept lift of lines 77–79 'A third.....stormy weather'. Candidates must distil the answer.

8 [From paragraph 10]

1 mark

'mobile phones'

The question requires candidates to make a contrast, centred around improved communication nowadays, OR advances in technology, or less isolation, or improved safety. Do not insist on reference to both past and present, but insist on idea of contrast either stated or implied, e.g.

[1]

it was more difficult to communicate in *earlier times* = 1

communication is better in the *twenty first century* = 1

in the nineteenth century people were isolated – now they are not = 1

modern technology means we are *no longer* isolated = 1

people used to be isolated – now they are not = 1

people are not isolated = 0 (no contrast)

lighthouses were not safe places = 0 (no contrast)

reference to computers alone = 0

Do not accept bald reference to mobile phones alone, e.g. 'Nowadays we have mobile phones' or 'in former times there were no mobile phones'. Candidates must make an appropriate deduction.

Page 5	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

9

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. 'increasing' and 'ascending' for 'mounting'.
- 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.

Page 6	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

		1 mark	0 mark [Regard as 0(N) unless indicated as 0(W)]
1	mounting (line 30)	increasing/growing/becoming greater/rising/ intensifying/gathering	ascending/climbing/going up/ soaring/swelling
2	volunteered (line 52)	offered/chose/(were) willing (to)/said they would (sic)	rushed/advanced/presented/ proffered/proposed/ suggested/ wanted to
3	film (line 55)	covering/layer/skin/coating/coat/membrane	picture/photograph/ transparency/movie/gauze/ mist/scum/ tissue
4	practice (line 57)	procedure/process/action/custom/habit/method /routine/system/will not schedule/duty/thing(s) to do/activity	work/experience/rehearsal/ performance/tradition/usage/ approach/way
5	extensively (line 61)	thoroughly/widely/over a large (er) area /greater/widespread/broadly/comprehensively/ further/far reaching	more/growing/increasing/ lengthy/long/great/huge/ protracted/vast/sweeping/ universal/big/large/carefully/ deeply/detailed
6	solved (line 72)	explained/worked out/settled/cleared up/ sussed out/cracked/deciphered/unravelled/ figured out	resolved/finished/completed/ answered/sorted out/clarified /found out/discovered
7	devastation (line 79)	destruction/ravages/turmoil/ruin(ation /wreckage/upset/waste/havoc/enormous mess great//extensive//heavy damage	annoyance/disappointment/ demolition/desolation/mess/ damage/much damage/ disaster depredation/wrecks
8	fateful (line 83)	unfortunate/disastrous/significant/unhappy/ ominous/calamitous/tragic/catastrophic/ dreadful/awful/unhappy/unlucky/inauspicious	serious/exciting/frightening/ crucial/decisive/important/ critical/sad/miserable/pitiful/ bad/terrible/horrible/ auspicious

Page 7	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

Question 10

25 marks

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, 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 apply the following maxima for the Style mark:

0 - 25 (0); 26 - 50 (2); 51 - 75 (4); 76 - 100 (6); 101 - 125 (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 penalise the point that then follows.

Page 8	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

Question 10 (continued) EACH POINT SCORES 1 MARK

	Line No.
<i>The ship's crew noticed immediately that something was wrong because.....</i>	
1 there was no (welcoming) flag (flying from the lighthouse pole)	24
2 there was no response to the (ship's) <u>whistle</u>	27-29
3 there was no <u>movement</u> in/around the lighthouse	30
4 and no response to <u>the rocket</u> //either sound or sight	30-32
5 and no response to the shouts (of the sailor/leader)	36-38
6 the entrance gate (to the yard) was closed/latched	38-39
7 the (front) door was wide open	40-41
8 (still) no reply to the shouts (of the sailor/leader)	41-42
9. (in the kitchen) a chair was lying on its side/had been knocked over	43-44
10 the ashes (in the fireplace) were cold//there had been no fire lit for some time	44-45
11 the clock had stopped/had not been (re)wound	46-47
12. the beds were unmade//people had got up and left in a hurry	48-49
13 there was a film of <u>dust</u> over the lamp/had not been used for some time	54-55
14 the last entry in the record book was 15 Dec <u>and it was now 26 Dec</u> //the practice of daily entries had lapsed//record-keeping had lapsed	56-57
15 there was still no trace of the (three) keepers//it was evident no-one was there	57-58
16 <u>two</u> (sets) of waterproof clothing were missing	62-63
17. but <u>one</u> set (of waterproof clothing) remained	64
18 The grass was torn away from the <u>edge of the cliff</u>	66
19 the railings around the <u>platform</u> (crane)were broken railing alone (0)	66-67
20 a huge boulder had been moved down/was blocking the stairway	67-69
21 there was still no trace of the (lighthouse) keepers//them - if clear antecedent in point 15 is made/the (lighthouse) keepers had disappeared	69-70

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 pages 10 and 11 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. Indicate these errors by underlining/ringing.*

Add the marks for OWN WORDS and USE OF ENGLISH.

Add this mark to the Content mark and show as a ringed total in the right-hand margin.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR ERRORS

Page 9	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

SERIOUS

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

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'. The key here is to see how far the misuse or omission destroys the reading sense. Major destruction will count as a serious error.

Inconsistent American spelling.

Page 10	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

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. • Their expression is secure. • 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. Sentence structure is varied and there is a marked ability to use own complex syntax outside text structures. • Punctuation is accurate and helpful to the reader. • Spelling is secure across the full range of vocabulary used.
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. • The expression is generally sound 	4	<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 own complex syntax. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.
3	<ul style="list-style-type: none"> • There are recognisable but limited attempts to re-phrase the text detail. • 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. Spelling is mostly secure. Errors may occur in the use of own and/or ambitious vocabulary.
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. • 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, but mistakes will occur in handling the more difficult words. • Irrelevant or distorted detail will destroy the sequence in places.

Page 11	Mark Scheme	Syllabus	Paper
	GCE O LEVEL – JUNE 2005	1123	2

1	<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. 	1	<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.
---	---	---	--

*Wholesale or sustained irrelevance, **largely in own words**, limits overall style mark to **maximum 2**. Use UE to determine the mark between **0** and **2**.*