

**MARK SCHEME for the May/June 2010 question paper**  
**for the guidance of teachers**

**1123 ENGLISH LANGUAGE**

**1123/22**

Paper 22 (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

- (a) 'Jameela was going'  
(to the) cinema [1]  
Accept lift of line 3 ('proposed) cinema trip'). Excess denies. i.e. run on into 'like all Jameela's recent...'
- (b) 'Rose going to do'  
study (for the examinations) // prepare / revise learn for the examinations [1]  
Lifting will not work.
- (c) 'Rose not to be dissuaded'
- (i) there was (only) one week until examinations / examinations were (only) a week away / next week / soon [1]  
Lift, in whole or in part, of lines 2–4 ('But Rose was not to be dissuaded...out of the question') = 1. Excess denies.
- (ii) her parents had made / were making sacrifices for her to study / go to university  
sensible inference related to parents and studying, e.g. she didn't want to let her parents down [1]  
Lift of lines 4–5 ('Although Rose's parents...from her mind?') = 0. Answer must be distilled.
- (d) 'unrealistic attitude'  
she said she was going out for two hours (but stayed out for four hours / longer) // she stayed out longer than she said she would [1]  
  
Lift of line 1 ('I'm only going out for two hours') = 0. Some distillation is required.  
But accept some re-shaping, e.g. 'I'm only going out for two hours,' she said.  
  
She stayed out for four hours (alone) = 0. This is question wording only.  
She stayed out for a long time // she was (two hours) late = 0 (N)

### Question 2 from paragraph 2

- (a) 'Jameela's insult'  
(Jameela / she said that) arranging the trip home / making travel arrangements was (too) difficult for Rose // that Rose couldn't make travel arrangements [1]  
  
Lift of lines 10–11, in whole or in part, ('I suggest you leave...difficult for you') = 0 (N)  
But accept some reshaping, e.g. 'I suggest you leave the travel arrangements to me,' she / Jameela said.
- (b) 'ignore the insult'  
she didn't want to give herself work / make things difficult for herself // she wanted to make things easy for herself [1]  
  
Lift of lines 12–13 ('She's probably right...make work for myself?') = 0  
But accept some re-shaping, e.g. "She mused 'Why should I make work for myself?' "

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### Question 3 from paragraph 3

'Jameela happy'  
she had bought the tickets for the trip / to go home // she had arranged the trip (home) [1]

Any answer which suggests cause of happiness as making dramatic entrance / carrying shopping basket / buying provisions / kicking off sandals/ flopping into armchair / passing exams = 0 (W)

they were going home / she was brandishing tickets = 0 (N)

### Question 4 from paragraph 4

(a) 'Nizam's car'

(i) it made strange / odd / unusual noises // spluttered / wheezed [1]

Lift, in whole or in part, of lines 20–22 ('Jameela's friend...such a task') = 0. Answer must be distilled.

Lift of lines 21–22 ('spluttered and wheezed...such a task') = 0 as there is no agent.

But accept some re-shaping, e.g. the insertion of suitable agent 'the car' or 'it' (*sic*). Excess denials.

(ii) the (back) door was held in place / shut / attached / tied with string [1]

(pieces) of string (alone) = 0

Accept lift of line 23 ('the pieces of string which held the car's back door in place')

But lift of lines 22–23 ('Please climb in...back door in place') = 0. Answer must be distilled.

(b) 'Nizam disapproved'

disparaging [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.

### Question 5 from paragraph 5

'girls were smiling'

Note that this is an OWN WORDS question. Key words are CONCEAL and EMBARRASSMENT.

A. CONCEAL

hide / cover (up) / pretend not (to be) / disguise / keep secret / camouflage / mask / not show [1]

evade / prevent / overcome = 0

B. EMBARRASSMENT

awkwardness / humiliation / confusion / disconcertedness // feeling silly / stupid / foolish / out of place / daft // shame / blushes [1]

annoyance / inconvenience / adversity / difficulty / problem / guilt / mistake / stupidity (alone) / silliness (alone) = 0

Label answers A and B

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**Question 6 from paragraph 6**

'effect of hurled'

Look for the idea of either speed or effort / energy

the girls / they were rushing / hurrying / going at (great) speed

OR they were pushing themselves (to the limit) / desperate (to catch the train) [1]

Answers which merely re-cast meaning rather than give effect = 0 (N), e.g. they threw themselves  
They were clumsy / undignified / ungainly = 0 (N)

**Question 7 from paragraph 8**

'happen to taxi driver'

(i) he would be killed / would die (in a road accident / accident in his taxi) [1]

(ii) as a result of careless / bad / dangerous driving [1]

Wild / violent / rash / furious / bad/ poor / crazy / fast = 0 (N)

Do not insist on reference to his own driving, but answers which suggest accident caused by someone else's driving = 0 (W)

Any reference to recklessly weaving through traffic / arranging meetings / mobile phone call = 0 (N)

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### Question 8 from paragraph 10

(a) 'Rose showed exasperation'

Note that this is an OWN WORDS question. Key words are UNCOMMUNICATIVE and AVOIDED CONTACT.

Do not insist on synonym for 'eye'.

A. UNCOMMUNICATIVE (Rose / she) wouldn't / didn't / refused to talk / speak / say a word to // converse with (Jameela / her (*sic*)) // was silent / mute / quiet // didn't speak much / tried not to speak [1]

made no contact with / ignored = 0

B. AVOIDED (EYE) CONTACT (Rose / she) didn't / wouldn't / tried not to look at Jameela / her // would look her in the eye / meet her gaze [1]

Label answers A and B

(b) 'what Rose would do'

(i) (Rose / she would) tell Nizam that the rucksack had burst / broken // wasn't cool / as good as he had thought // about the disaster with the rucksack [1]

Lift of lines 89–90 ('What would Rose tell...rucksack?') = 0. Answer must be distilled.

Lift of line 88 ('Rucksack no longer fit for purpose') = 0

(ii) (Rose / she would) tell Jameela's parents that Jameela had not been studying / working // had been lazy [1]

Lift of line 90 ('What would she tell Jameela's parents...that year?') = 0. Answer must be distilled.

Any addition of extra information, e.g. She was doubled up with laughter / she remembered the train packed to capacity = 0 (W) and denies the mark in whatever limb it occurs.

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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. 'thought and wondered' for 'mused'.
  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.

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**1 mark**

**Regard as 0 (N) unless indicated as 0(W)**

1. diversions (line 3)	distractions / entertainment / amusement / pleasure / delight / recreation / play / fun / sport / excuses / avoidances	difference / disagreement / tasks digressions / hobbies / plans / activities / things to do / festivity / merriment / revels / attractions
2. mused (line 12)	thought / pondered / contemplated / meditated / reasoned / speculated / reflected / ruminated / considered / said <u>to herself</u>	wondered / studied / said / knew / believed / dreamed / concentrated / whispered / realised
3. tension (line 44)	stress / anxiety / nervousness / strain / worry / agitation / unease / pressure	fear / timidity / dread / stretch / pull / concerns / feelings / anger / apprehension / problem / troubles / frustration / burdens / depression
4. soothing (line 45)	comforting / calming / tranquillising / composing / relieving / cheering / relaxing / heartening / alleviating / assuring / reassuring / encouraging / healing / chilling	better / soft / sweet / comfortable / happy / amusing / rejuvenating / pleasant
5. tailed off (line 56)	faded / petered out / failed / faltered / subsided / died (away) / receded / diminished	decreased / lessened / shrank / fell / slowed down / calmed / followed / continued / changed / disappeared / stopped / ended / weakened / quietened
6. initiative (line 57)	lead // <u>first / starting / opening / beginning</u> (step / idea)	main / principal / chief (idea) / plan action / the next move / control / choice / decision / took the offensive
7. narrowly (line 71)	just // by a fraction / inch / (very) little / not much // (missing) and no more / barely / hardly / by a short distance/ with little space	only / closely / thin / slim / nearly / almost / slightly / sparingly
8. smug (line 76)	pleased <u>with himself</u> / proud / (self) satisfied / complacent / self-important / puffed up / swollen headed / bumptious	arrogant / selfish / told / showing off / important / boastful / bragging / pleased / happy

[5 marks (5 × 1)]

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10 MARK TO A MAXIMUM OF 15 OUT OF 22 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. Award one mark for each content point accurately made.

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 apply the following maxima for the Style mark:

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.

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EACH POINT SCORES 1 MARK

*When the girls reached Terminal One they soon realised that...*

1. buses left from Terminal Two / elsewhere // didn't leave from there // they were at wrong Terminal for buses
2. buses left (only) every half hour // they would have to wait half an hour [**needs bus context**]
3. they had (just) missed a / the bus // a / the bus was (just) leaving / had (just) left
4. (train) ticket machine didn't take cash // only took (credit) cards // they had no (credit) card for the ticket machine [**needs ticket context**]
5. there was a (long) queue / many people waiting at the ticket office / for tickets
6. train stopped at every station / was not an express / fast train // was slow / crawled // stopped every km / several times
7. train became / was (increasingly) busy / crowded / full / cramped
- 7A. girls' faces pressed into passengers' backs / girls squashed
8. the girls / they were worried / afraid of // there might be / were pickpockets / thieves
9. Rose / the girls / they were hungry // Jameela / they hadn't planned for lunch / meals
10. Jameela underestimated timescale / journey length // they might miss connection / train // not reach station in time
11. the girls (thought they) couldn't afford a taxi // taxis were / are expensive
12. the girls / they couldn't find a taxi (rank) // took wrong exit for taxis
13. Jameela's / the rucksack / bag (straps) broke
14. contents of rucksack / bag spread all over (the ground) / fell out
15. Jameela / the girls / they (had to) put contents of rucksack into (plastic) bag
16. the girls / they (had to) run to the front of the station
17. taxi / driver drove (too) fast / accelerated violently
18. taxi / driver drove recklessly / wildly / violently etc. // almost hit (parked) cars / pedestrians
19. (taxi) driver using (mobile) phone
20. the girls / they had to run down the platform // they had (only) two minutes to spare // they ran to catch the train
21. they ran / went down were on wrong (side of ) platform / side of train // entrance to train was on other (side of) platform / doors of train on that side were locked
22. they (had to) run / went down correct / other (side of ) platform

[25 marks (15 + 10)]



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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** 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.***

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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.</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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**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.