

**MARK SCHEME for the May/June 2013 series**

**1123 ENGLISH LANGUAGE**

**1123/21**

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 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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## Passage 1

### Question 1:

#### 1 (a) MARK TO A MAXIMUM OF 15 FOR CONTENT POINTS.

Points to be rewarded and their marks are indicated below. Indicate by a tick the point rewarded. Accept own words or lifting. Accept sentences or note form. Points 1 and 13 are already given.

- 1 Speed at which information can be accessed**
- 2 Gives a wide variety of information / (apparently) limitless range of facts available
- 3 Gives (mostly) free information (*information is cheap(er) / not as expensive as books // internet has no cost = 0*)
- 4 Information is easily stored // computers don't take up much space / as much space as books
- 5 Online courses save travel time / money for travel // online courses can be done at home // no need to go to an educational establishment
- 6 People from all over the world can participate in same course (*location is not a factor alone = 0*)
- 7 Emails / messages don't interrupt / disturb the recipient
- 8 Emails / messages can be sent at any time (*emails can be sent at night = 0*)
- 9 Skype allows visual (as well as audible) contact with others / people // an internet service allows visual contact
- 10 Friendships made / supported via social networking (sites) (*via Facebook / sites like Facebook = 0*)
- 11 Online shopping saves time (for busy families / people) (*frees up busy families = 0*)
- 12 e-books are cheaper than 'real' books
- 13 Online shopping takes customers away from shops / shopping centres**
- 14 Online shopping removes social dimension / side of shopping // online shopping reduces the opportunity to meet friends while shopping (*lift of lines 30–31 people who shop... coffee there = 0*)
- 15 Browsing / shopping for / buying books (on the internet) denies the pleasure of handling books (*reading books ... = 0*)
- 16 Browsing for books (on the internet) reduces the opportunity of discovering a wonderful / special / amazing / good book by accident (*a new book = 0*)
- 17 Possible to become a slave to email / messages // pressure to check emails / messages  
ALLOW answers which capture the idea of excessive reliance, e.g. too reliant (*slave to social sites = 0*)

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- 18 Destroys (art of) letter writing
- 19 Addictive // prevents people doing more fulfilling / better things // people waste time / surf / use internet instead of doing more fulfilling / better things (*specific examples, e.g. playing sport = 0*)
- 20 (some / sometimes) inappropriate material (*any suggestion of all material, e.g. the material = 0*)
- 21 (some / sometimes) wrong / misleading information // not all websites are reliable (*any suggestion of all information, e.g. the information = 0*)
- 22 Simple transactions become complicated  
ALLOW line 44 'simple transactions in the past become complicated'

[15]

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(b) 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 which follows 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.

Write marks for OWN WORDS and USE OF ENGLISH separately in comments box beneath the question. Access this comments box by clicking on the speech bubble on Scoris Task Bar. 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 3 to be entered in Scoris marks column.

#### 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) or MR (manipulated or re-worked text). 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 either cross or carat as appropriate for errors (over the errors). You may use carats for omission, but you are free to use crosses. 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. A list of serious errors is on page 5.

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## 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.

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 on the MS. Ticks, therefore, tend to be over relative pronouns, present particles 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 a 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. This might count as oblique or limited own words when you come to assess OW.

## 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:

20–35 = 1 mark max for style

36–50 = 2 marks max for style

51–65 = 3 marks 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"> <li>Candidates make a sustained attempt to re-phrase the text language.</li> <li>Allow phrases from the text which are difficult to substitute.</li> </ul>	5	<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. There is a marked ability to use original complex syntax outside text structures.</li> <li>Punctuation is accurate and helpful to the reader.</li> </ul>
4	<ul style="list-style-type: none"> <li>There is a noticeable attempt to re-phrase the text.</li> <li>The summary is free from stretches of concentrated lifting.</li> </ul>	4	<ul style="list-style-type: none"> <li>The language is almost always accurate. Serious errors will be isolated.</li> <li>Sentences show some variation, including original complex syntax.</li> <li>Punctuation is accurate and generally helpful.</li> </ul>
3	<ul style="list-style-type: none"> <li>There are recognisable but limited attempts to re-phrase the text detail. Attempt may be limited by irrelevance or by oblique or mangled relevance.</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>	3	<ul style="list-style-type: none"> <li>The language is largely accurate.</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 generally accurate.</li> </ul>
2	<ul style="list-style-type: none"> <li>Wholesale copying 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>	2	<ul style="list-style-type: none"> <li>Meaning is not in doubt but serious errors are becoming more frequent. [8+ errors as a guide]</li> <li>Some simple structures will be accurate, although this accuracy is not sustained for long.</li> <li>Simple punctuation will usually be correct.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pretty well a complete transcript of the text expression.</li> <li>There will also be random transcription of irrelevant sections of the text.</li> </ul>	1	<ul style="list-style-type: none"> <li>Heavy frequency of serious errors, sometimes impeding reading.</li> <li>Fractured syntax is much more pronounced at this level.</li> </ul>
0	<ul style="list-style-type: none"> <li>Complete transcript.</li> </ul>	0	<ul style="list-style-type: none"> <li>Heavy frequency of serious errors throughout.</li> <li>Fractured syntax.</li> </ul>

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**Question 2:** 2 marks [from paragraph 4]

2 Opinion 1: People (who surf the net) never cease to be amazed at the (apparently limitless) range of facts available. [1]

Opinion 2: No-one wants their house cluttered with books. [1]

Opinion 3: line 5 the internet is beneficial *Excess denies* [1]

Allow any 2 of 3 for 1 mark each

**Question 3:** 1 mark [from paragraph 9]

3 The writer thinks that the internet can be a force for good in the world. [1]

**Question 4:** 2 marks [from knowledge or experience]

4 Do not accept examples from the passage, but be generous with candidate's interpretation. [2 × 1]

Allow: blogging // downloading music // watching movies or television // listening to the radio // studying for exams // booking flights / train tickets / holidays / travel arrangements / playing games

*Do not accept shopping.*

*(NB travel arrangements should not be classed as shopping).*

*Do not accept vague generalisations, e.g. downloading material.*

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## Passage 2

**Question 5:** 2 marks [from paragraph 1]

**5 (i)** low (slanted) ceilings [1]

Accept lift of lines 2–3 'One of ... the adults away'. *Excess denies.*

**(ii)** It was over a detached garage / behind the house / detached from the house / away from the house [1]

*Lift of lines 1–2 behind the house...bedroom = 0 (even if agent is changed) Answer must be distilled*

*Far from the house = 0*

**(iii)** (dark) outside stairway (from his room) [1]

*Lift of 'that night ... my room.' = 0 (even if agent is changed) Answer must be distilled.*

Any 2 of 3 for 1 mark each

**Question 6:** 1 mark [from paragraph 2]

**6 (i)** public aquariums Accept lift of 'I sold starfish ... public aquariums'. *Excess denies.*

**(ii)** (a local) restaurant(s) Accept lift of 'I offloaded....local restaurant'. *Excess denies.*

**(iii)** a (private aquarium) dealer Accept lift of 'for the more unusual types ... aquarium dealer.' *Excess denies.* [1]

Accept points where made.

Candidates must have all three points correctly made for 1 mark.



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**Question 7:**

5 marks (2 + 2 + 1) [from paragraph 3]

7 (a) Accept any two of the following:

(i) (It's) massive / very large

Accept lift of line 13 'massive moon snail'. *Excess denies.*

(ii) The shell is like a (bulldozer) cab.

Accept lift of lines 13–14 'its undersized shell...bulldozer'.

(iii) Look for answers which capture the idea of the comparative size of the two parts of the snail's body.

e.g. a small section on top of a large(r) one // a small shell compared to / on top of a large body

*Its undersized shell...body = 0*

(iv) It's very powerful / not to be deflected // it destroyed anything in its path [2]

*(Clams alone = 0)*

[Any 2 of 4 for 1 mark each]

(b) (i) he was tending / looking after / maintaining the judge's oysters [1]

*Lift of 'I was tending the judge's oysters' = 0.*

If person is used, it must be third person. But 'tending the judge's oysters' = 1

*Lift of line 17 'if I was caught...oysters = 0*

But if expressed in 3rd person, i.e. 'if he was caught...oysters = 1

*The judge's oyster farm alone = 0*

(ii) Look for answers which capture the idea of not supposed / expected to tend the oysters / do that at night

e.g. he wouldn't normally look after the oysters / do that at night // he would normally look after the oysters / do that during the day [1]

*Lifting will not work, including lift of lines 17–18 (he paid me....of course)*

(c) they respected him/ were in awe of him [1]

*Fear / apprehension = 0 (N)*

*Dislike / hatred = 0 (W)*

*'My father tucked his shirt in / the judge spoke in a deep, easy rumble = 0(N)*

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**Question 8:**

3 marks (2 + 1) [from paragraph 4]

- 8 (a) This is an own words question. Key words are AMUSED/ SMALL NUMBERS and CROWDED / UNHINGED.

AMUSED/ SMALL NUMBERS: (he found them) funny / entertaining / comical // made him laugh / smile (*he found them*) pleasant / interesting / fascinating // *he liked them = 0* when there weren't many of them / were a few of them [1]

Both elements are needed for the mark here. There are no half marks. For example,  
 They entertained him when there were a few of them = 1  
*They amused him when there were a few of them = 0*  
*They entertained him (alone) = 0*

CROWDED / UNHINGED: when there were a lot of / many / several / dozens of them / in a large group

*Surrounded him / more of them / bunch = 0 in a group alone = 0*  
 (they) disturbed / upset / made him uneasy / fearful / afraid / uncomfortable [1]  
*Bothered / repelled disgusted / horrified // made him unhappy = 0*

Both elements are needed for the mark here. There are no half marks. For example,  
 They frightened him when there were a lot of them = 1  
*They frightened him when there were a few of them = 1*  
*They frightened him = 0*

- (b) under siege [1]

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

**Question 9:**

3 marks (1 + 2) [from paragraph 5]

- 9 (a) (once) It got stuck / stranded / trapped (when the tide went out / on land / in the mud //rescuers (helped to) free it / it was freed (when the tide was high enough) [1]

*Lift of 'Was a whale stranded again, I wondered' = 0. It was stuck in the ocean = 0 It got stranded again = 0*  
*Lift of 'it got stuck out there' = 0.*

- (b) This is an own words question. Key words are MORTAL and DANGER.

DANGER: threat / risk / possibility / chance / hazard [1]

MORTAL: death / dying / life ending / drowning [1]  
 Life-threatening // his life would be at risk // he could / might have died = 2  
 He would have died = 1

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**Question 10:** 6 marks (1 + 2 + 1 + 1 + 1) [from paragraph 6]

**10 (a)** (his heart was beating fast and) he was excited/ afraid /scared/ terrified / anxious [1]

*Nervous / overwhelmed = 0 (N) His heart was beating fast = 0. Question asks for a feeling.*

**(b) (i)** it was hard to be sure /you couldn't tell where it began and ended [1]

*Lift of lines 39–40 (It was hard....ended ) = 1. Excess denies.*

**(ii)** he couldn't take his eyes off/ stop looking at the tentacles // he was too busy looking at the tentacles to think of anything else / how big it was // because of the jumble of tentacles [1]

*Lift of lines 41–42 (I was afraid...second) = 0. But change to third person = 1.*

**(iii)** it was dark [1]

*Lift of 'my flashlight crossed it = 0. Answer must be distilled.*

Accept any two of three for 1 mark

**(c)** squid('s) / creature('s) / animal('s) [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.*

*Tentacles / octopus = 0*

**(d)** its /the huge eye // the size of its eye // an eye 30 centimetres across [1]

*Reference to dark/ shiny = 0(N) the / an eye = 0*

*Triangular body / fins / tentacles = 0 (W)*

*Lift of line 44 ' the dark shiny disc...' must extend to '...30 centimetres across' = 1*

*Lift of line 44 'I gradually realized...30 centimetres across' = 0 But change to 3rd person = 1*

**(e)** the danger (he was in) // the fear (he felt) is stressed / emphasised //( it creates) suspense / a cliffhanger // the reader wonders what will happen next [1]

*Fear (alone) / surprise / climax = 0*

*Emphasis / stress (alone) = 0 (N)*

*Extends / worsens / heightens the fear = 0*

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**Question 11:**

5 marks [From the whole passage]

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. 'separate and uninvolved' for 'detached'

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.*

If answers are numbered and the question-word has been given as well, credit a correct answer even if the numbering does not agree.

<b>Mark</b>	<b>Words</b>	<b>Expected Answer</b>	<b>Don't Allow</b>
1 mark for each correct meaning	1 detached (L2)	Separate / not joined / stand alone / not part of / not connected / apart	<i>indifferent / uninvolved / not attached / disconnected / discrete / not together</i>
	2 faintly(L5)	not loud(ly) / softly / quietly / distantly / in the distance / difficult to hear / barely audible / indistinctly / not clearly	<i>difficult to see / not much noise / barely / slightly / fading / weakly / calmly / lightly</i>
	3 reek (L5)	stink / stench/ malodour / pong // unpleasant / bad/ foul / smell	<i>Scent / perfume/ smell / odour</i>
	4 haul(L10)	collection / finds / catch / harvest	<i>Discovery / heave/ pull / gain / pickings / takings</i>
	5 clasping(L25)	holding / gripping /grasping / seizing fastening onto / getting hold of / grabbing / hanging on to / clinging to / clutching / clamping on to	<i>embracing / cuddling / pinching / closing</i>
	6 relatively(L27)	quite / fairly / more or less / comparatively / moderately / to an extent / mostly / pretty much	<i>almost / nearly/ akin to / generally / completely / compared to / closely / partially / rather</i>
	7exhaling (L29)	breathing (out)	<i>sighing</i>
	8 prise (L41)	remove / take/ pull / drag / force / wrench / move	<i>Push / reward / avert / divert</i>