

MARK SCHEME for the October/November 2007 question paper

1123 ENGLISH LANGUAGE

1123/02

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.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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1 (a) 'who did Yusuf meet'

Ali / his cousin / his cousin Ali [1]

Accept lift, in whole or in part, of lines 1–2 (There was no mistaking my cousin Ali, standing there in the shopping mall'), even though first person rather than third person is used. Excess denies.

(b) 'he was embarrassed'

A. he stammered / stuttered / stumbled over his words // couldn't speak properly/ clearly / sensibly [1]

Accept lift, in whole or in part, of line 6 ('Yes, it's me..., composure'), even though first person is used. Excess denies.

B. his face was red/ flushed / his cheeks were red / flushed // he was blushing [1]

Accept lift, in whole or in part, of line 7 ('standing face to face with Ali, my cheeks burned with shame') even though first person is used. Excess denies.

he had lost / tried to regain his composure = 0

(c) 'replayed like an old, familiar movie'

Answer can focus on idea of 'replayed' or of 'familiar'

he remembered it well / vividly/ clearly // he thought of it often / a lot // he would never forget it / he kept thinking about it / remembered it as if it were yesterday / remembered everything about it // it was unforgettable / he cannot forget it / could not forget it / he would always remember it [1]

he will not / would not forget it // he still remembered it = 0

[From paragraph 1] 4 marks (1 + 2 + 1)

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2 (a) 'habits never varied'

A. he always sat in the same chair

[1]

OR B. he rarely left the house

Under A accept lift of line 11 ('always the same chair')

Under B accept lift, in whole or in part, of line 10 ('Grandfather lived in our house and rarely left it'). Excess denies

Under A. 'preferring to sit quietly in a chair' = 0(N)

Any reference to watching people come and go, or to listening to conversations, or to being quiet, contented or old denies the mark in an otherwise correct answer. Question asks for one piece of evidence.

(b) 'lines on his face showed'

Note that this is an own words question. Key words are EXPERIENCE and WISDOM. Look for required synonyms and be generous with grammatical form.

EXPERIENCE he had lived a long time / he had done many things / he had lived through many events / he had had an eventful life / he had seen a lot // he had learned from life / the past

[1]

skill / good fortune / intelligence / old / mature = 0(N)

WISDOM knowledge / understanding, intelligence / cleverness // he knew a lot / he had good judgment / perspicacity/ / was sage / sensible / enlightenment / astuteness / insight / discernment / wit

[1]

alertness / awareness / old / mature = 0(N)

[From paragraph 2] 3 marks (1 + 2)

3 (a) 'beads of perspiration'

(i) she was working hard / was using a lot of energy / going back and forth / was busy
Accept lift in whole or in part, of lines 16–17 ('Beads of perspiration....occasion').
Excess denies.

[1]

she was carrying serving dishes / stirring the contents of cooking pots/ taking plates and glasses from the cupboard = 0(N)

(ii) the kitchen / pots / pans / stove was hot / there was steam in the kitchen / pots / pans / stove

[1]

Accept lift, in whole or in part, of lines 19–20 ('The pots....around the kitchen').

Excess denies

But do not accept 'the pots on the stove simmered and bubbled' (alone).

(b) 'expecting a large number of guests'

(she needed) a huge supply / many / loads of plates/ glasses

Accept lift of line 19 ('and taking... plates and glasses needed'). Excess denies.

[1]

[From paragraph 3] 3 marks (2 + 1)

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4 (a) 'guests arrived suddenly'

they had been told to come at a particular time // they came on time / punctually / at the appointed time / it would have been rude to come at any other time [1]
 Accept the lift of line 21 ('Suddenly...appointed time'). Excess denies.

They came at the same time / at once = 0

(b) 'the children were bored'

routine [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.

[From paragraph 4] 2 marks (1 + 1)

5 (a) Note that this is an own words question. Key words are COMPENSATE and INFERIOR. Look for required synonyms and be generous with grammatical form.

COMPENSATE make up / make amends / pay back / atone / rectify (the situation) / put things right / cover up / redress the balance / get back / get revenge / defend himself / hide his embarrassment [1]

give money = 0

INFERIOR less impressive / not so good / worse / bad / second rate / not making the grade / cheaper / poorer /

OR Ali's bicycle was better / superior // Ali was boasting about his bicycle / criticising / laughing at Ali's bicycle [1]
 (Accept either positive or comparative)

subordinate / silly / small = 0, Yusuf was trying to make Ali jealous

(b) 'extremely self-satisfied'

A. Ali was jealous / envious / (of Yusuf) / covetous / Yusuf had got his own back / turned the tables
 Accept, in whole or in part, lift of lines 31–32 ('pleased to see the envious glint in Ali's eyes') [1]

B. because Ali didn't have a watch / because Yusuf had a watch and he / Ali didn't / Ali wished that he had a watch / he had something that Ali didn't have [1]
 Note that this second limb cannot be scored by lifting

Do not insist on agents throughout, but any suggestion that it is Yusuf who is envious or who has no watch denies the mark for the limb in which it occurs. But avoid the double penalty.

[From paragraph 5] 4 marks (2 + 2)

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6 'clattering'

(they were making a lot of) noise / din / racket // everyone could hear them // there was sound / noise as well as movement

[1]

talking = 0 (N)

[From paragraph 6] 1 mark

7 'Ali was cheerful'

he was showing off (to Yusuf's brothers) // Yusuf's brothers were impressed / over-awed // he had an audience // he was the centre of attention // people were watching him / thought he was great / clever/ talented/ good at riding a bicycle

[1]

Lift of lines 48–50 ('My mother....clearly impressed') = 0. Candidates must distil one reason
But lift of line 49–50 (demonstrating his skills (to my two brothers who were clearly impressed)) = 1

[From paragraph 7] 1 mark

8 'Grandfather knew the truth'

that Yusuf had hidden the watch // that Ali had not stolen the watch // that Yusuf had been trying to get Ali into trouble / to get revenge // that Yusuf had told a lie // that the watch had not been stolen

[1]

[From paragraph 9] 1 mark

9 'I have something to tell you'

that he had told a lie about Ali // that he had said that Ali had stolen his watch // that he had tried to get Ali into trouble // that he had treated Ali badly

the truth (about the watch / what happened at the party)

[1]

Do not insist on Ali and Yusuf being mentioned by name, as the question wording allows for sensible use of pronouns, but withhold the mark if agents are wrongly used.

He had been angry with Ali = 0

[From paragraph 11] 1 mark

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- 10
- Mark only the first FIVE words attempted
 - If more than FIVE are offered, cross out the excess and write RUBRIC.
 - 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. 'shared and simple' for 'common'.
 - 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.

(See words and equivalents overleaf.)

	1 mark	Regard as 0(N) unless indicated as 0(W)
1 enormously (line 4)	greatly / very much / a lot / tremendously / hugely / a great deal / immensely / intensely /considerably / colossally /mightily/ prodigiously / vastly / really /massively / highly / extremely / so much / loads / in a large amount	largely / fully / completely / considerably / entirely / mostly / excessively
2 volunteering (line 12)	offering // doing it willingly / by choice /readily/ unprompted / unsolicited // without being forced / coerced / asked // willing / deciding himself / of his own volition	wanting / desiring / helping/ spontaneously / freely/ participating
3 eager (line 22)	anxious/ keen / avid/ agog / raring / yearning / enthusiastic / impatient / happy / pleased / glad / delighted / longing / intent / can't wait / desperate / looking forward(to) / excited	ready / volunteering /interested/ willing / curious / wanting to / desiring
4 perceived (line 27)	saw / recognised / understood / knew / thought / considered / viewed / was aware of / visualised / discerned / apprehended / imagined / believed / assumed /felt / took as	detected / found out / examined / inspected / guessed / estimated/measured
5 in full swing (line 39)	underway / in progress / had begun / lively / buzzing // everyone was happy / enjoying themselves / having a great time // on the go / in top gear / rocking / going on	hanging / moving / dangling / swinging / at its peak / starting / in the middle

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6	shot (line 44)	dashed / rushed / sped / hurried / flew / hurtled / whizzed / zoomed scurried //went quickly / fast / speedily / rapidly / swiftly / promptly /hastily / without delay / expeditiously / immediately / promptly // sprinted / ran / exploded / raced / tore / burst / erupted	banged / plunged / went
7	chaos (line 60)	disorder / muddle / mayhem / disharmony / discord / unruliness / mess / jumble / shambles / mix up / bedlam / disarray / confusion/ lack of order / pandemonium / uproar / commotion / turmoil / tumult	anarchy / untidiness / war / fight / neglect / rebellion / noise / revolution / trouble / destruction / catastrophe / lack of control / racket / riot
8	simultaneously (line 63)	at the same time // at that moment / time / point // coinciding (with) / concurrently / contemporaneously / meanwhile	similarly / contemporary / together / in chorus / in unison / suddenly / continuously / side by side

5 marks (5 x 1)

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11 MARK TO A MAXIMUM OF 15 OUT OF 19 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE (See pages 10–11 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 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.

7. 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	Line No.
Yusuf wanted to teach Ali a lesson and so he...	
1. took the watch out of the drawer	36
2. and took it outside / he went outside	36
3. he hid / put the watch under Ali's sandals	41
4. he returned to his room	43
5. he <u>checked</u> / <u>saw</u> that his watch was not in the drawer / <u>looked for</u> the watch	43–44
6. he shot from his room // went to the kitchen // went (to tell) his mother	44–47
7. he told his mother that his watch was missing / that Ali had stolen his watch // he raised the alarm	47
8. his mother told his brothers that the watch was missing (<i>asked brothers to look for he watch =0</i>)	51
9. his brothers went to his room (to look for the watch) (<i>but need context of search</i>)	52
10. his brothers <u>emptied</u> (out the contents) of his drawers	57
11. they <u>looked through</u> the cupboard	
OR 10A they searched <u>everywhere</u> / <u>thoroughly</u> = 1	58–59
<i>if there is no 10,11 or 12</i>	
12. they shook /looked in /through his (school) books	
12A they caused chaos/ turned room upside down/ made a mess/ threw things on floor	60,64
13. his mother came to search // looked under the bed / the pillow	60
14. he returned to the party	68–69
15. Grandfather called Yusuf (over to him)	69
16. Grandfather told him he had heard that / wondered if his watch was missing // knew Yusuf was lying // knew the truth	69-70
17. Grandfather led took Yusuf outside	71
18. Grandfather found the watch under Ali's sandal // took the watch from (under) Ali's sandal	71
19. Grandfather put the watch into the saddlebag (of his bicycle)	75

(Rubric calls for third person. Penalise confusion of persons as single errors for each switch, and assess as normal under UE.)

25 marks (15 + 10)

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SUMMARY QUESTION 1120-1125/02 & 1115/02: 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"> • Candidates make a sustained attempt to re-phrase the text language. • Allow phrases from the text which are difficult to substitute. 	10–9	<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 original complex syntax outside text structures. • Punctuation is accurate and helpful to the reader. • Spelling is secure across the full range of vocabulary used.
8–7	<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. 	8–7	<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 variation, including original complex syntax. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.
6–5	<ul style="list-style-type: none"> • There are recognisable but limited attempts to re-phrase the text detail. Attempt may be limited by patches of irrelevance or by oblique or generalised 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. 	6–5	<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.
4–3	<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. • Mangled or nonsensical relevance, often a patchwork of the text 	4–3	<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,
2–0	<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. 	2–0	<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.

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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.