

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**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, 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.

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**Question 1: from paragraph 1**

**(a)** 'the writer finds amazing'

they are as famous now as they were three thousand years ago / a long time ago / in Ancient Greece / times OR they have been famous for a long time / for (almost) three thousand years [1]

Lift of line 3 (they are as famous today as they were all that time ago) = 0. Candidates must distil the answer

They have existed for three thousand years = 0(N)

They are famous (alone) = 0(N)

They are as famous as they were in the past / then / when they started = 0(N)

Any reference to test of physical excellence = 0(N)

**(b)** 'key part in education'

their society / parents / families / the Greeks / they (sic) believed that (developing) the body / physical activity was as important as (developing) the mind / brain / mental capacity [1]

Lift of lines 5-6 (Sports such as...the mind) = 1. Excess denies

Any reference to honouring gods = 0(W)

Any suggestion that sport develops the mind = 0(W)

**(c)** 'connection between gods and Games'

the Games / they (sic) took place near a temple (built in honour of the gods)  
OR the Games / they (sic) took place on a holy mountain (called Olympia) [1]

Lift of lines 3-4 (They took place...Greek gods) = 1. Excess denies

Reference to 'near the coast' = 0(N)

**(d)** 'situated near the coast'

it was easy to get to / accessible / people / competitors / spectators could get there by boat / by sea / from islands [1]

The Greeks lived on islands (alone) / they wouldn't have to travel inland / it was convenient for travel = 0(N)

Olympia became the venue for the Games = 0(N)

**[4 marks (4 × 1)]**

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### Question 2: from paragraph 2

(a) 'truce was important'

the judges could fine cities / ban athletes who broke the truce / it  
 Accept passive form, e.g. cities could be fined / athletes could be banned, but insist on  
 correct punishment linked to appropriate recipient if agents are given [1]

Lift of lines 13-15 (The judges...if the truce was broken) = 1. Excess denies.  
 Fines / bans (alone) = 0 Must have reference to athletes / cities and to breaking the truce.

(b) 'treated as a celebrity'

**Note:** that this is an own words question. Key words are ENHANCED and  
 REPUTATION. Be generous with grammatical form. Double underline use of key words or  
 their derivatives but otherwise ignore.

A. ENHANCED: improved / made better / increased / developed / lifted / ameliorated /  
 progressed / made attractive / augmented / built up / raised / lifted /  
 heightened / boosted / more / better / greater [1]

changed / transformed / transfigured / maintained = 0(N)

B. REPUTATION: name / opinion / impression / esteem / estimation / prestige / respectability /  
 status / image / position / popularity [1]

fame / honour / glory / splendour / beauty / importance / admiration /  
 pride = 0(N)

Label answers A and B.

**[3 marks (1 + 2)]**

### Question 3: from paragraph 3

'competitors were fit'

(i) the competitors / they had to swear / take an oath that they had been training at home /  
beforehand for ten months [1]

Lift of lines 17-18 (Before the Games began...for ten months) = 0. Candidates must distil the  
 answer.

(ii) the competitors / they had to attend training / train at Olympia / the venue // there was  
obligatory training for the competitors / them at Olympia / the venue

Lift of lines 20-21 (Fines were also imposed...training periods at Olympia) = 1. Excess  
 denies. [1]

Any reference to competitors leaving / fines for competitors leaving = minus 1. Ignore  
 references to cheating / spectators / merchants etc. Do not invoke minus 1 penalty if answer  
 is scoring no mark anyway.

**[2 marks]**

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**Question 4: from paragraph 4**

(a) 'interest in reviving the Games'

(i) ruins of Olympia were / Olympia was / site of the Games was uncovered / discovered (by archaeologists) [1]

Lift of lines 25-26 (However, there was a flurry of excitement...nineteenth century) = 0. Candidates must distil the answer.

But lift with insertion of ruins / the site of the Games = 1. Lift of lines 24-26 ('the ancient site...century') = 1

(ii) Pierre de Coubertin / a Frenchman worked / campaigned / fought to revive / bring back the Games [1]

Lift of lines 26-28 (Many wondered...Pierre de Coubertin) = 0. Candidates must distil the answer.

Lift of lines 28-30 (He believed that...more peaceful world) = 0. Action rather than belief is required.

(b) 'spirit of solidarity'

This is not a conventional own words question, with two words to be re-cast exactly, but the words SOLIDARITY and PEACEFUL are the key to marking answers. Accept answers such as:

SOLIDARITY: If people feel at one with each other / unity / do same things / like brothers and sisters / as if they have same desire / friendship / brotherhood / sharing / fellowship [1]

compete / come together / play sport together = 0

PEACEFUL: then they will be less likely to fight with one another / start wars / more likely to live in harmony / without violence /disagreement / tension [1]

the world will be a better / happier place = 0

Double underline 'peaceful' and 'solidarity', or their derivatives, if they appear in the answer, but otherwise ignore.

(c) 'Games took place in Greece'

the first Games took place in Greece / there / the Games / they were returning to their roots / origins / where they started / the Greeks invented the Games [1]

**[5 marks (2 + 2 + 1)]**

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**Question 5: from paragraph 5**

'events take place in capital cities'

the capitals / capital cities / they may / will have (more / better / appropriate) facilities / swimming pools / sports arenas / athletic tracks OR there is / will be less / no need to build (new) facilities / swimming pools / sports arenas / athletic tracks ( there / in capital cities) [1]

Any answer which merely defines 'capital', e.g. the capital city is the main city = 0(N)

Lift of lines 37-38 (There will almost certainly...might be more fortunate) = 0. Candidates must distil the answer.

[1 mark]

**Question 6: from paragraph 6**

'tip of the iceberg'

Acceptable answers must show appreciation of the figurative language of the expression and the relative proportions of airport and other security, e.g there is more for the security forces to work on / worry about / do / concentrate on (than airport security) / airport security / it is only a section / part / fraction of (necessary) security. [1]

[1 mark]

**Question 7: from paragraph 7**

'two consecutive words'

huge influx [1]

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

[1 mark]

**Question 8: from paragraph 9**

'competitors inspire young people'

**Note:** that this is an own words question. Key words are DETERMINATION and POTENTIAL. Be generous with grammatical form. Double underline use of key words or their derivatives but otherwise ignore. Ignore attempts to gloss 'role models', as this is implied in the question wording.

A: DETERMINATION: persistence / single-mindedness / perseverance / decisiveness / resolve / purposefulness / resolution / steadfastness / strong-mindedness / tenacity / focus / doggedness / will / willpower/ dedication / drive / focus [1]

obstinacy / desperation / tirelessness / obsession / enthusiasm / addiction / hard work / zeal = 0(N)

B: POTENTIAL: full development / all / everything they can be / possibility / the best of their ability / their true / real / ability / do their best [1]

power / might / ability (alone) / goals / aims / success / being the best = 0(N)

Label answers A and B

[2 marks]

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**Question 9: from paragraph 10**

'astounding statistics'

An acceptable answer must make a general point out of particular information. Accept any sensible reference to the scale of the Games, e.g. to show / stress / point out what a huge / massive / event the Games are / to show / stress / point out how important / influential the Games are / to show / stress point out that the Games have the capacity / ability to influence the planet / world. [1]

Lift of lines 87-89 (In the face of the entire planet?) = 0. Candidates must distil the answer.

Any answer which merely reshapes one or all of the statistics = 0(N), e.g. to show there were a lot of journalists / that a lot of people watched the Games.

**[1 mark]**

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**Question 10**

**[5 marks total]**

- 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. 'central and favourable' for 'key'.
- 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.  
(See words and equivalents)

	1 mark	[Regard as 0[N] unless indicated as 0[W]]
1. key (line 5)	central / vital / main / crucial / basic important / leading / principal / chief essential / influential / critical / necessary significant / major / pivotal / primary / very big decisive / fundamental	favourable / good / extreme big
2. mounted (line 13)	increased / rose / grew / went up / built up / developed / heightened / spiraled / swelled / intensified / accumulated / multiplied / piled up	climbed advanced / progressed / ascended / gathered / arose
3. elaborate (line 22)	fancy / decorated / ornamental / embellished / beautified / adorned / lavish / rich / extravagant / ornate / ostentatious / showy / luxurious / detailed / decorative	graceful / stylish / big / give details enlarged / delicate / intricate / expensive / complicated / beautiful
4. schedule (line 23)	timetable / programme / plan / scheme / running order / order of events / agenda / list of events / calendar	proposal / suggestion / list / time / things to do / session / task / job arrangements / timings / events / routine / procedure / business
5. regrettably (line 48)	unfortunately / sadly / lamentably / it is a pity / shame / unhappily / disappointingly / alas	sorrowfully / worryingly / anxiously / regretfully / remorsefully / unluckily / ruefully / painfully / unacceptably / pitifully / shamefully
6. stage (line 55)	provide / put on / mount / provide / produce / lay on / hold /perform / present / set up / deliver / showcase	show / reveal / invent / portray / host display / level / arrange / accommodate / organize / handle
7. regeneration (line 75)	renewal / re-growth / rebirth / renaissance / renovation / development / rejuvenation / revival / reinvigoration / rebuild / remake / reconstruction	restoration / change / amendment / reproduction / modernisation / restart / revamp / makeover / rehabilitation / improvement / upgrade / growth
8. obsession (line 81)	thinking / worrying / talking <u>a lot / all the time / constantly</u> / thinking / worrying / talking <u>of little / nothing else</u> / preoccupation / hang up / fixation / really into / thinking so much / consumed (by)	phobia / desperation / addiction / craze / desire / passion / stress / concentration

**[5 marks (5 × 1)]**

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Question 11

[Total 20 marks]

Mark to a maximum of 15 out of 20 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, assess Style in the normal way, but apply the following maxima:

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. Avoid the double penalty.



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**Each point scores 1 mark**

*A serious disadvantage of being the host country is that...*

- |     |                                                                                                                   |       |
|-----|-------------------------------------------------------------------------------------------------------------------|-------|
| 1   | It is expensive to build new facilities / swimming pools / sports arenas / running tracks                         | 35-36 |
| 2   | There will not be enough facilities (across the country) / <u>facilities</u> will be unevenly spread              | 37-38 |
| 3   | There is discrepancy between the estimated and the actual cost (of building new facilities)                       | 38-39 |
| 4   | Other projects / education / housing suffer / money could be spent on better / other things / education / housing | 40-41 |
| 5   | Only a few / capital cities benefit / <u>benefits</u> are not evenly spread over the country                      | 42-44 |
| 6   | Money is taken from charities (to pay for the Games)                                                              | 44-46 |
| 7   | Security / keeping people safe is expensive / costs money / financial implications in keeping people safe         | 48-49 |
| 8   | Governments (officials) are under pressure to meet targets / it is difficult for governments to meet targets      | 51-52 |
| 9   | Competition between host countries over / pressure to have (opening/closing) ceremonies                           | 55-56 |
| 10  | (Existing) transport / railways may be / is improved                                                              | 59-60 |
| 11  | <u>New</u> transport facilities / monorail / undergrounds might be / are built                                    | 60-61 |
| 12  | <u>New / enlarged / better / modern</u> airports may be / are built / airports may be / are enlarged / improved   | 65    |
| 13  | <u>New / enlarged / better / modern</u> airports lead to more (money from) tourism                                | 67-68 |
| 14  | Building hotels will <u>create employment</u> (for architects / builders / local people)                          | 69-71 |
| 15  | Hotels improve tourism <u>after the Games / in the years ahead</u>                                                | 71-72 |
| 16  | (Building) accommodation for <u>competitors / Olympic villages</u> will <u>create employment</u>                  | 72-73 |
| 16A | Building creates employment (if neither P14 nor P16 is made)                                                      |       |
| 17  | Olympic villages can be converted into houses (for local people)                                                  | 73-74 |
| 18  | New / Olympic facilities provide means of keeping fit (for local people)                                          | 77-78 |
| 19  | Importance of physical exercise is highlighted                                                                    |       |
| 20  | Competitors create role models for (young) people / help (young) people reach their potential                     | 81-83 |

**[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.