

MARK SCHEME for the October/November 2013 series

1123 ENGLISH LANGUAGE

1123/21

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

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Passage 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 We can imagine the characters

- 2 Settings come to life // we can imagine the settings
- 3 Special effects can be more realistic than the imagination
- 4 Films of non-fiction texts can be as informative as the books / more interesting than the books
- 5 (Help) students appreciate the (literary) text(they are studying)
- 6 Might stimulate interest in a particular genre, further increasing reading/language skills
- 7 Encourages / helps less motivated / less able students to read // reading is easier for less motivated / less able students
(It motivates students to read = 0. Teachers help students by showing the film first = 0)
- 8 Makes language (more) accessible/less difficult than the book // language of the film is easier to understand
- 9 Subtitles make book accessible to / help those who speak another language
(people all over the world = 0)
- 10 (Gives a more) communal experience (than the book) / provides a communal experience
(Reading is a solitary activity = 0)
- 11 People buy the book after seeing the film, which increases reading // (Watching films) encourages people to read the book (version) (Films make people buy books = 0)
- 12 Makes reading seem 'cool' // reading the book (of the film) is seen as 'cool'
- 13 **Curbs the imagination**
- 14 Makes people too lazy to read // makes people bypass the book (and take shortcut to the film)
- 15 Benefits of reading / language skills / enhanced vocabulary / better spelling / getting ideas for writing are lost // language skills are not improved / are harder to improve
- 16 Can't see a film any time you like // films are restricted to when they are available (in cinemas) // you can read a book any time you like
- 17 Can't watch a film / DVD anywhere you like // there are place restrictions // you can read a book anywhere you like
Do not accept specific examples, e.g. bus / park / rooms in your house etc.
- 18 DVDs / home films are more expensive (than the text) (They/films = 0)

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19 Don't become attached to DVDs (in the same way as you do to books)

20 Layers of meaning of books / ambiguity of books can't be captured in a film // film gives (only) the director's interpretation / point of view (of the book) // film does not allow / inhibits viewer's (personal) interpretation [15]

(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 5 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 follows on page 4:

| | | | |
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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 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"> Candidates make a sustained attempt to re-phrase the text language. 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. There is a marked ability to use original complex syntax outside text structures. Punctuation is accurate and helpful to the reader. |
| 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. | 4 | <ul style="list-style-type: none"> The language is almost always accurate. Serious errors will be isolated. Sentences show some variation, including original complex syntax. Punctuation is accurate and generally helpful. |
| 3 | <ul style="list-style-type: none"> There are recognisable but limited attempts to re-phrase the text detail. Attempt may be limited by irrelevance or by oblique or mangled 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. | 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. |
| 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. [<i>8+ errors as a guide</i>] Some simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct. |
| 1 | <ul style="list-style-type: none"> Pretty well a complete transcript of the text expression. There will also be random transcription of irrelevant sections of the text. | 1 | <ul style="list-style-type: none"> Heavy frequency of serious errors, sometimes impeding reading. Fractured syntax is much more pronounced at this level. |
| 0 | <ul style="list-style-type: none"> Complete transcript | 0 | <ul style="list-style-type: none"> Heavy frequency of serious errors throughout. Fractured syntax |

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Question 2: 1 mark [from paragraph 4]

- 2 Be generous here. Accept family or other meals/religious services or celebrations / school events // holiday / visiting a historical site etc.
Experience must be communal, e.g. 'going to a concert' = 1, but 'listening to music' = 0 [1]

Question 3: 1 mark [from paragraph 5]

- 3 Statement 3: The writer is undecided about teachers' criticism of film versions of books. [1]

Question 4: 3 marks [from paragraph 6]

- 4 Statement 1 is False [1]
Statement 2 is False [1]
Statement 3 is True [1]

Passage 2

Question 5: 5 marks (1 + 2 + 2) [from paragraph 1]

- 5 (a) she was spending six months / a long time abroad
Lift of 'When Miss Garnet's friend....abroad, = 1. *Excess denies*.
OR she decided to travel alone // she would be alone // she would be without Harriet
OR she was breaking habits / it was a sudden change in her lifestyle
OR she hadn't been abroad much before / she was apprehensive about travelling abroad [1]
Lift of 'her expeditions abroad....apprehension' = 1 *Excess denies*.
But She hadn't travelled much before // she was apprehensive about travelling = 0
Allow she was travelling for six months = 1

She was going (to live) abroad = 0 She was going (to live) abroad for six months = 1
She hadn't travelled much before = 0
Accept 'she was spending six months in Venice', although Venice isn't mentioned in the paragraph.
- (b) A. She took / volunteered to take a school party / trip abroad / to France [1]
Lift of 'As a young teacher....France' = 1. *Excess denies*.

B. The pupils / students had mocked her French accent [1]
They mocked her French accent = 0. Insist on agent if it is not given or wrong in A
Lifting of 'What young teacher....accent?' will not work, but allow lift of 'Behind her back.....accent. *Excess denies*.
Reference to 'flustered' = 0
- (c) (i) she was shy / bashful / withdrawn [1]
Lift of 'essentially a shy person' = 1 *Excess denies*.

(ii) she had a reputation for strictness / severity / meanness etc. // she was strict [1]
Lift of 'had she not.....severity' = 0. Answer must be distilled.

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Question 6: 4 marks (2 + 2) [from paragraph 2]

- 6 (a) (i) it was sudden / unexpected / out of the blue [1]
Lift, in whole or in part, of 'Julia Garnet.....shock to Miss Garnet' = 0. Answer must be distilled.
Julia Garnet and Harriet Josephs had lived together for more than thirty years = 0
- (ii) Miss Garnet was often sick / ill // Miss Garnet made frequent trips to the doctor / worried about this or that / various / many ailments / was the one who worried about her health / had bad health // Miss Garnet / she had not expected Harriet to die (before her) [1]
 OR Harriet had never been/wasn't the one who made frequent trips to the doctor // Harriet was healthy / healthier / was the healthy one [1]
Lift of 'Was it not Miss Garnet...ailment?' = 0. Answer must be distilled.
Miss Garnet went to the doctor / was sick = 0.
- (b) This is an own words question. Key words are CONFRONT and MYSTERY. Do not insist on synonyms for 'death' as that is implied in the question wording. [1]
 CONFRONT: face / challenge / take on / brave / stand up to [1]
bear / withstand / cope with / deal with / encounter / meet / overcome / endure / see = 0
- MYSTERY: enigma / puzzle / they couldn't understand / strangeness / unknown [1]
Problem/confusion = 0
Reference to coming together / sharing a meal etc. = 0

Question 7: 2 marks (1 + 1) [from paragraph 3]

- 7 (a) she forbade / wouldn't allow cats (in the apartment) / she wouldn't allow Harriet to have a cat / her prohibition against cats / she didn't like cats // she was bossy / laid down the law [1]
Lift of 'Miss Garnet's prohibition against cats' = 1. Excess denies.
loud laugh / she kept going to the doctor's / she didn't like travelling = 0
- (b) Harriet / Miss Garnet / the women / they hadn't given her a name (yet) / didn't know her (name) // she didn't have a name [1]
Any reference to the owner = 0

Question 8: 5 marks (1 +2 +1 + 1) [from paragraph 4]

- 8 (a) she disappeared / ran away / went away / left when / after Harriet / she died [1]
 Accept lift of 'Two days after..... Stella disappeared'. *Excess denies.*
She ran away two days after Harriet died = 0
Reference to 'an elderly and affectionate creature' = 0
- (b) This is an own words question. Key words are POTENTIAL and RIDICULE [1]
 POTENTIAL: possible / they might / there was a chance / could / might [1]
would/likely/expected = 0
- RIDICULE: mocking / laughter / scorn / make fun of / teasing / derision / laughing at [1]
criticise / insult / talk badly about = 0
 Do not insist on grammatical form. Mark what you see, i.e. allow a wrong answer unless it contradicts a correct one.

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(c) forced to accept [1]
Give 0 if one or more than three words are offered. Accept the use of the correct words in a sentence or expression, provided that they are underlined or otherwise highlighted.

(d) she was not able to get Stella / the cat back / find Stella / the cat [1]
Any reference to the fox, e.g. giving the fox milk (instead of Stella) // thinking Stella was drinking the milk when it was the fox = 0
Lifting will not work.
Trying to deal with it / Stella's disappearance / Stella's loss / Stella's whereabouts // not being able / failure to deal with it etc. = 0
She was trying to find Stella = 0

Question 9: 2 marks [from paragraph 5]

9 This is an own words question. Key words are EMOTIONAL NUMBNESS and CAUTION
EMOTIONAL NUMBNESS: she felt (almost) nothing // she could not / hardly feel anything / she had no feelings // she felt empty / drained / detached (from reality) / a lack of awareness [1]
Note: answer requires the idea of feeling

CAUTION: care / carefulness / tentativeness / wariness // made her bold / daring / audacious / less wary / less careful / careless [1]

Do not insist on synonym for 'removed' but context should be established. Do not insist on grammatical form. Mark what you see, i.e. allow a wrong answer unless it contradicts a correct one.

Question 10: 1 mark [from paragraph 6]

10 she was old-fashioned/ traditional / reactionary / conservative // judgemental / critical / disapproving of young / trendy / modern people [1]
She doesn't like short hair / fluorescent phones = 0 *She was observant = 0*

Question 11: 1 mark [from paragraph 7]

11 being frugal // being careful / prudent with money // looking for bargains // not being extravagant // not spending too much // saving money / penny pinching / stingy / mean / parsimonious / miserly / tight (fisted) / scrimping [1]
Note: inclusion of any other habit = 0

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QUESTION 12: 5 marks [From the whole passage]

- 12**
1. Mark only the first FIVE words attempted.
 2. 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.
 3. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'foraging and eating' for 'scavenging'.
 4. For a short phrase answer, mark the first seven words only (RUBRIC). *Credit a correct element within this limit.*
 5. Ignore mis-spelling if the word is phonetically recognisable.
 6. Ignore errors of tense and grammatical form *but only if the meaning is correct.*
 7. 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 below)

| Mark | Words | Expected Answer | Don't Allow |
|------|----------------------|---|--|
| | 1 tinged (L3) | coloured, infused // a bit (of) / a trace (of) / a hint (of) / a touch (of) a little | <i>Painted / full of</i> |
| | 2 inevitably (L22) | unavoidably / certainly / definitely / surely // without a doubt / question // unquestionably / bound to happen / <u>always</u> going to happen | <i>Expected / going to happen</i> |
| | 3 somewhat (L24) | rather / quite / a bit / slightly / fairly / relatively / comparatively / sort of / in a way / kind of | <i>Somehow / almost / seemingly</i> |
| | 4 scavenging(L29) | looking / searching / hunting <u>for food</u> // foraging / ferreting / rooting (about) / picking over / going through / rummaging | <i>Eating / hunting</i> |
| | 5 ultimately (L31) | eventually/ finally / in the end / in the long run / at last | <i>lastlys</i> |
| | 6 exotic (L35) | unusual / faraway / outlandish / strange / different / foreign / alien / unfamiliar / out of the ordinary / far flung | <i>odd / funny / bizarre / unique / beautiful / fancy / wonderful</i> |
| | 7 futile (L35) | pointless / purposeless / useless / obsolete / worthless | <i>empty / hopeless</i> |
| | 8 indifference (L41) | not caring / lack of care / uninterested / lack of interest / lack of concern | <i>disinterested / without a care / not paying attention / not noticing / carelessness</i> |