

**MARK SCHEME for the October/November 2013 series**

**1123 ENGLISH LANGUAGE**

**1123/22**

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) The advantages and disadvantages of e-readers, as described in the passage. [15]

Accept own words or lifting. Accept sentences or note form.

| Mark   | Expected Answer   | Allow   | Don't Allow  |
|--|---|---|--|
| 1 mark for each correct point up to a max. of 15 | <p>1. Some books are free</p> <p>2. (Some) books / others are cheaper than real / bookshop books / real / bookshop books are more expensive than e-books</p> <p>3. No need to go (on time-consuming trip) to bookshop / trips to bookshops are time-consuming / hassle / books can be downloaded/bought from comfort of your home</p> <p>4. Don't take up (much) space</p> <p>5. Portable</p> <p>6. Carries hundreds of / many books</p> <p>7. Help / used by short-sighted / visually impaired people <u>because the print size can be increased</u></p> <p>8. Lights can be attached for healthy eyes</p> <p>9. Can be personalised / reading can be personalised</p> <p>10. <u>Novelty</u> leads / might lead to increased reading / more readers (and improved examination results)</p> | <p>Lift of '...others can be downloaded...price'</p> <p>Take up less space</p> <p>Lift of 'a blessing...<u>increased</u>'</p> <p>Readers can <u>choose</u> covers in variety of materials and colours</p> | <p><u>All</u> books etc.<br/>Others / e-books are cheaper (alone)<br/>Real books are more expensive (alone)<br/>Others / e-books are cheap</p> <p>it's less hassle (alone)</p> <p>Carries more books</p> <p>Lift of 'e-readers can be purchased...colours'</p> |

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|   |  |   |
|---|--|---|
| 11. Don't need bookmarks / e-readers / e-books open where reader left off   | Lift of 'e-readers remember...reading'<br>Or<br>'take you...reading again'<br><br>You don't lose your place  |   |
| 12. Will bring about the closure of libraries   |  |   |
| 13. The (initial) cost (of e-readers) is high   |  |   |
| 14. Socially divisive   | Not everyone can afford to buy one / them  |   |
| 15. Some people will have little / no opportunity to read <u>if libraries close</u>   |  | <i>Lift of 'those who can afford... read at all' (alone)</i>  |
| 16. Miss (aesthetic) pleasure of holding / possessing (real ) books   |  | <i>Reference to snuggling up etc. (and what about...?=0)</i>  |
| 17. People don't swap /share / exchange e-books / <u>books</u> / are deprived of swapping / sharing / exchanging e-books / <u>books</u>   | e-books cannot be swapped etc.<br>e-books cannot change hands<br><br>Books will no longer be lent / borrowed | <i>Real books change hands<br/><u>e-readers / they cannot be swapped</u><br/><br/>cannot be swapped (alone)</i> |
| 18. (Students) can't annotate e-books / (students) can't cross reference e-books  |  | <i>Can't be used for referencing (alone)</i>  |
| 19. Have to know what you're looking for when you buy e-books / books from home / you miss out on browsing in a bookshop / you don't stumble on / find new / other books as in a bookshop / using e-readers | Lift of 'browsing in a bookshop...come across'   | <i>You can't 'stumble on books...come across' (alone)</i>   |
| 20. Bookshops have to close because they can't compete (because the customers don't come / e-books are cheaper)   | Lift of 'it would be a great pity...e-readers'   |   |
| 21. Jobs in bookshops are / will / would be axed  | Jobs would axed if bookshops closed  |   |

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## (b) Summary writing and style

**Use your notes to write a summary of the advantages and disadvantages of e-readers as described in the passage.**

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), MR (manipulated or re-worked text) and / or IR (irrelevant). 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. Below follows a list of serious errors:

### 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 a simple, basic words, e.g. were/where/to/too/their/there.

|               |  |                 |              |
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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.

THE PRACTICE SCRIPTS WILL PROVIDE EXAMPLES OF HOW SCRIPTS SHOULD BE ANNOTATED.

### 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 <b>sustained</b> 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 <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>Punctuation is <b>accurate and helpful</b> to the reader.</li> </ul>  |
| 4    | <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>  | 4    | <ul style="list-style-type: none"> <li>The language is <b>almost always accurate</b>. Serious errors will be isolated.</li> <li>Sentences show some variation, <b>including original complex syntax</b>.</li> <li>Punctuation is <b>accurate</b> and generally helpful.</li> </ul>  |
| 3    | <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 by <b>irrelevance</b> or by <b>oblique or mangled 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> | 3    | <ul style="list-style-type: none"> <li>The language is <b>largely accurate</b>.</li> <li>Simple structures tend to dominate and <b>serious errors are not frequent</b>, 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>.</li> </ul> |
| 2    | <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>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 <b>serious errors are becoming more frequent</b>. [<i>8+ errors as a guide, but balance against sentence structure is also necessary</i>]</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>  |

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|          |   |          |  |
|----------|---|----------|--|
| <b>1</b> | <ul style="list-style-type: none"> <li>• Pretty well a <b>complete transcript</b> of the text expression.</li> <li>• There will also be random transcription of irrelevant sections of the text.</li> </ul> | <b>1</b> | <ul style="list-style-type: none"> <li>• <b>Heavy frequency of serious errors</b>, sometimes impeding reading.</li> <li>• Fractured syntax is much more pronounced at this level.</li> </ul> |
| <b>0</b> | <ul style="list-style-type: none"> <li>• <b>Complete transcript</b></li> </ul>  | <b>0</b> | <ul style="list-style-type: none"> <li>• <b>Heavy frequency of serious errors</b> throughout.</li> <li>• <b>Fractured syntax</b></li> </ul>  |

**2** From paragraph 2 write down two opinions.

| <b>Mark</b> | <b>Expected Answer</b>  | <b>Allow</b>  | <b>Don't Allow</b>                                      |
|-------------|---|---|---|
| 1 mark      | Opinion 1:<br><br>Going to a bookshop is a hassle.                          | Lift of 'there is no need...hassle'<br>Excess denies<br><br>Time-consuming trips to bookshops are a real hassle | <i>Which is a real hassle (alone)</i>                   |
| 1 mark      | Opinion 2:<br><br>Carrying a hundred e-books on your e-reader is delightful | You can have the delightful experience of carrying hundreds of <u>books</u> (on your e-reader)                  | <i>'You can have the delightful experience' (alone)</i> |

**Additional information**

Accept in any order.

Accept own words versions.

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- 3 From your own knowledge or experience, explain (i) why either you or someone you know was wary of a piece of technology, and explain briefly (ii) why that fear turned out to be justified or unjustified.

| Mark   | Expected Answer  | Allow   | Don't Allow   |
|--------|--|---|---|
| 1 mark | (i) Look for ideas like Mum afraid her mobile would give her cancer, or Dad thinking the washing machine would shrink the clothes. | Reference to the internet, social networking sites, facebook, online banking, online shopping, e-bay etc. as a piece of technology. | <i>Generalised statement about technology. Question asks for specific example e.g. computers taking over the world.</i> |
| 1 mark | (ii) Look for ideas like the clothes turned out fine (non-justification) or the clothes turned pink (justification).               |   |   |

#### Additional information

Under (i) look for personal connection and technological device. Insist on explanation of the fear. This may be explicitly stated under (i) or implicitly stated under (ii) in the justification/non-justification of the fear.

Under (ii) do not insist on the word *justification/non-justification* but look for a sensible link which may be introduced by words such as *and, as, because, however, but, nevertheless, though or although*.

- 4 What is the writer's attitude to e-books? Tick the box you have chosen.

| Mark   | Expected Answer   | Allow   | Don't Allow                            |
|--------|---|---|--|
| 1 mark | The writer is undecided whether e-books are beneficial or detrimental to society. | Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk. | <i>If more than one box is ticked.</i> |



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5 (a) What kind of weather was Miss Garnet expecting when she arrived in Venice?

| Mark   | Expected Answer                              | Allow | Don't Allow   |
|--------|--|-------|---|
| 1 mark | Warm / warmer / sunny / sunnier / hot / fine |       | <i>summer</i><br><i>not cold</i><br><i>Lift of 'Miss Garnet thought it was surprisingly cold'</i> |

(b) Miss Garnet had embarked upon an 'exotic' adventure. Pick out and write down the single word used later in the paragraph which continues the idea of 'exotic'.

| Mark   | Expected Answer | Allow  | Don't Allow               |
|--------|-----------------|--|---------------------------|
| 1 mark | alien           | The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted. | <i>More than one word</i> |

(c) What two pieces of evidence are there that Miss Garnet was cautious about spending money?

| Mark   | Expected Answer   | Allow   | Don't Allow                                    |
|--------|---|---|--|
| 1 mark | (i) (She had ) a well-worn / old / her mother's suitcase  | Lift of 'her well-worn suitcase (with stout leather strap)'<br>Excess denies including 'having collected'<br><br>She didn't have / buy a new suitcase | <i>'stout leather strap'</i><br><i>(alone)</i> |
| 1 mark | (ii) (she had) taken / was staying in an apartment in one of the cheaper areas / a cheap area (of Venice) | Lift of 'She had, through an agency.....Venice'.  |  |

#### Additional information

If candidate gives two correct answers in one limb, award 1 mark max. **However**, if candidate has given two correct answers in one limb and has no response in the other limb, award 2 marks. Such answers will be rare.

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(d) What was the job of the man with the clipboard?

| Mark   | Expected Answer  | Allow                           | Don't Allow  |
|--------|--|---------------------------------|--|
| 1 mark | <p>He saw that (water) taxi drivers had passengers / customers</p> <p>OR he organised the passengers so that they had a (water) taxi</p> <p>OR he brought together the (water) taxi drivers and the passengers / customers</p> <p>OR he hailed (water) taxis for passengers / people who needed them</p> | He directed passengers to taxis | <p><i>He organised the taxi men</i></p> <p><i>He organised the passengers</i></p> <p><i>He told <u>tourists</u> where the taxis were</i></p> |

**Additional information**

Answer must refer both to passengers and to water-taxi (men).

6 (a) The American man spoke 'with the authority of wealth.' What two other pieces of evidence are there that the American couple were wealthy?

| Mark   | Expected Answer   | Allow   | Don't Allow  |
|--------|---|---|--|
| 1 mark | (i) (they were) elegantly / well / richly dressed   | Lift of '(an) elegantly dressed couple'. Excess denies. |  |
| 1 mark | (ii) (they were) staying in / going to an exclusive / luxury / expensive / (one of) the most exclusive hotels (in Venice) | Affluently dressed                                      | <p><i>Wealthily dressed</i></p> <p><i>They were staying at the Palace Hotel (alone)</i></p> <p><i>The Palace was one of ... expensive hotels</i></p> <p><i>Lift of 'Miss Garnet knew....many expensive hotels'</i></p> |

**Additional information**

If candidate gives two correct answers in one limb, award 1 mark max. **However**, if candidate has given two correct answers in one limb and has no response in the other limb, award 2 marks. Such answers will be rare.

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(b) What was the most important factor which contributed to Miss Garnet’s acting in an ‘uncharacteristic’ way?

| Mark   | Expected Answer         | Allow | Don’t Allow  |
|--------|-------------------------|-------|--|
| 1 mark | her dislike of snobbery |       | <i>Any reference to plane flight or cold rising from the water<br/>the couple’s snobbery</i> |

(c) In what way did Miss Garnett assert herself?

| Mark   | Expected Answer   | Allow  | Don’t Allow   |
|--------|---|--|---|
| 1 mark | she said that she was first (in the queue) / had got there first/she raised her voice | She said she was first to <u>call</u> the taxi | <i>Lift of ‘Excuse me...first’.<br/>Answer must be distilled.<br/><br/>She said she was first to <u>see</u> the taxi<br/><br/>She spoke in a high (pitched) voice</i> |

#### Additional information

If two distinct answers are given, mark the first only. For example, *she scraped her leg and raised her voice* = 0 But *she raised her voice and scraped her leg* = 1

(d) Explain in your own words how Miss Garnet now felt about attempting this trip to Venice.

| Mark   | Expected Answer  | Allow                           | Don’t Allow   |
|--------|--|---------------------------------|---|
| 1 mark | APPREHENSION:<br>Fear / nervousness/<br>anxiety / worry / doubt /<br>uneasiness / disquiet /<br>agitation / wariness /<br>fright | Scared / afraid /<br>frightened | <i>Anger / regret /<br/>embarrassment /<br/>uncertainty / shock /<br/>dread / irritation / terror /<br/>horror / discomfort</i> |
| 1 mark | FOOLHARDINESS:<br>Stupidity / rashness /<br>silliness / idiocy /<br>senselessness  |                                 | <i>Temerity / foolishness /<br/>thoughtlessness</i>   |

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- 7 (a) For what two reasons did Miss Garnet decide not to throw away the hat that had belonged to Harriet?

| Mark   | Expected Answer   | Allow  | Don't Allow  |
|--------|---|--|--|
| 1 mark | (i) she didn't want to throw anything / she never threw anything away   | Lift of 'she had always found herself...to the bin'.<br><i>Excess denies.</i>            | <i>She didn't want to throw it / the hat away, as this merely repeats the question.</i>  |
| 1 mark | (ii) It reminded her (of aspects / an aspect / characteristics / a characteristic / a quality / a side) of Harriet / her / it reminded her of Harriet's / her (over) dramatic personality / it represented / was a symbol of Harriet / her / she kept it in memory of Harriet / her | Addition of 'which she had disregarded...alive'<br><br>She didn't want to forget Harriet | <i>It had belonged to Harriet, as this merely repeat the question.</i><br><br><i>Lift of 'Did the hat not represent...alive?' Answer must be distilled.</i><br><br><i>Harriet was dead.</i><br><br><i>Lift of 'she realised a side to Harriet...alive'</i><br><br><i>Harriet was / had been her friend</i> |

#### Additional information

If candidate gives two correct answers in one limb, award 1 mark max. **However**, if candidate has given two correct answers in one limb and has no response in the other limb, award 2 marks. Such answers will be rare.

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(b) What was the ‘offer’ Miss Garnet received, and what was the main reason she thought she should accept it?

| Mark   | Expected Answer   | Allow  | Don't Allow   |
|--------|---|--|---|
| 1 mark | <b>A</b> (offer of) a lift with the couple / Americans (to travel) in their taxi / boat   | the man / they said he / they would be honoured etc. = 1       | <i>Lift of ‘we would be honoured if you would share our taxi’</i>   |
| 1 mark | <b>B</b> the couple / Americans had pushed in front of her / had jumped/ skipped the queue / had been rude to her / wronged her | Lift of ‘And there remained...of her’<br><i>Excess denies.</i> | <i>The woman offered etc. She was tired / scared / her knee hurt / she didn't want to be ungracious</i><br><br><i>She had arrived first.</i><br><br><i>The man / woman had pushed in front of her</i> |

#### Additional information

In B, do not insist on correct agent if it has already been given in A.

8 (a) In what way do you think the slime was dangerous?

| Mark   | Expected Answer   | Allow | Don't Allow   |
|--------|---|-------|---|
| 1 mark | it was slippy / slippery / people / she / Miss Garnet might slip / fall (on it) |       | <i>It was green</i><br><br><i>Poisonous / toxic</i> |

(b) Why did Miss Garnet feel it was ‘silly’ to be upset when the American couple left?

| Mark   | Expected Answer   | Allow                         | Don't Allow   |
|--------|---|-------------------------------|---|
| 1 mark | (she was feeling emotional / forlorn and yet) she hardly knew them / didn't know them / they were strangers / she had just met them / they were newly-met | They were not (close) friends | <i>The departure of the newly-met Americans</i><br><br><i>She was emotional / felt forlorn, as this merely repeats the idea of the question wording.</i><br><br><i>They were not related.</i> |

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(c) Explain in your own words what two things Miss Garnet realised ‘just in time’ about the three boys who grabbed her suitcase.

| Mark   | Expected Answer  | Allow  | Don't Allow   |
|--------|--|--|---|
| 1 mark | SINISTER:<br>they meant no harm / were not planning / going to / did not want to do something bad / were not going to / did not want to / mean to steal her suitcase | Their intentions / they were not evil / wicked / wrong / nasty / rotten / hurtful / criminal / bad / They were not thieves / robbers<br><br>Their intentions / they were good / helpful / kind | <i>mischievous</i>                                    |
| 1 mark | AUGMENT:<br>Increase / supplement / get / earn / make <u>more</u> / add to   |  | <i>Earn / make / get / want (money)<br/>want more</i> |

(d) What effect is created by the word ‘commandeered’ that would not be created by the word ‘took’?

| Mark   | Expected Answer   | Allow | Don't Allow   |
|--------|---|-------|---|
| 1 mark | The boy was bossy / assertive / authoritative / pushed the others out of the way / muscled in / took charge / had authority / was the leader / took control / was leading |       | <i>The boy took command<br/>Took it without Miss Garnet's permission<br/>He was leading the way<br/>He took it by force / as if he owned it<br/>Boys (plural)</i> |

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9 Choose **five** of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

| Mark                            | Words              | Expected Answer  | Don't Allow  |
|---------------------------------|--------------------|--|--|
| 1 mark for each correct meaning | 1 foresight(L3)    | Thinking / looking / seeing ahead / to the future / precaution / anticipation / (forward) planning / earlier thought / vision                                | <i>Wisdom / premonition / presentiment / intention / prophecy / prudence / care / foreknowledge / forecast / idea / guess</i>  |
|                                 | 2 alternately (L7) | one after the other / one at a time / in turn / back and forth / from one to the other / switching   | <i>Change of direction / one by one / in order / individually / continuously</i>   |
|                                 | 3 authority (L14)  | power / clout / might / sway / presence / prerogative / right / command / superiority / mastery / weight / influence / control / force / supremacy           | <i>Strength / status / sanction / confidence / in charge</i>   |
|                                 | 4 scrutinise(L21)  | Examine / look <u>closely</u> at / peer at / study / take in / inspect / take stock of / survey / look fixedly at / assess / read (a person) / size up       | <i>look at / scan / analyse / notice / observe / take note of / gaze / see / question</i>                                      |
|                                 | 5 urbane(L29)      | Sophisticated / cultured / suave<br>Courteous / smooth / civilised / polished / debonair / smooth-talking / gentlemanly / well-mannered / mannerly / refined | <i>Elegant / educated / posh / upper class / considerate / well groomed / wealthy / rich / affluent / from the city / town</i> |
|                                 | 6 own(L29)         | Admit/confess /acknowledge / concede /grant/allow/avow/ profess / be honest  | <i>possess / claim / accept / confirm / come to terms with</i>   |
|                                 | 7 stingy(L43)      | mean / parsimonious / miserly ungenerous / tight(-fisted) / penny pinching / scrimping   | <i>Disinterested / money conscious</i>   |

|                |  |                 |              |
|----------------|--|-----------------|--------------|
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|  |                 |   |   |
|--|-----------------|---|---|
|  | 8 churlish(L45) | Rude / bad-mannered /<br>crude /<br>Coarse / boorish /<br>impolite / discourteous /<br>ill-mannered /<br>unmannerly / ungracious<br>/ uncivil / insulting / surly | <i>Dishonest / unfair / foolish /<br/>petty / disrespectful / mean<br/>/ offhand / sullen / bad</i> |
|--|-----------------|---|---|

### **Additional information**

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. 'power and strength' for 'authority'.

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.



|         |                                     |          |       |
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## Appendix

One attraction of e-books is that **some of them are free**. Others can be downloaded at a **much cheaper price than the bookshop price**, and for avid readers this is an obvious advantage because the money saved can be spent on other things, perhaps new clothes or days out. There is **no need to make time-consuming trips to bookshops**, which is a real hassle, especially for parents with children to bundle into the car or bus. Instead, books can be paid for and downloaded from the comfort of your own living room. E-readers **don't take up much space**, which makes a huge difference to people whose living space might be limited, for example families with several young children vying for space for toys, games and all the paraphernalia of family life. Moreover, e-readers are extremely **portable**; instead of having to choose which book to take with you to read on the train, or having to narrow your choice to three or four books to fit into your holiday suitcase, you can have the delightful experience of **carrying hundreds on your e-reader**.

E-readers are **a blessing to short-sighted or visually-impaired readers because, as with all computer screens, the size of the print can be increased**; no more squinting at the pages of a book or, worse, having the frustrating experience of not being able to read the book at all. **Lights can also be attached to e-readers, and this is generally conducive to keeping eyes healthy**. Users of e-readers can **personalise their reading** in the same way that people often personalise their mobile phones, as e-readers can be purchased with covers in a variety of materials and colours. While those who are generally wary of technology complain that e-readers are mere gimmicks, teachers and parents, who often regret that children don't read enough, hope that the **novelty value of e-readers will lead to increased reading** and improved examination results. **Gone is the need for bookmarks** and the frustration of losing the place in your book, as e-readers remember where you stopped reading and take you automatically to that point when you open up to start reading again.

However, e-readers have their critics too. There are those who say that e-readers **will bring about the closure of libraries**, which will be a great loss to society as a whole. Although downloaded books are cheap or even free, the **initial cost of e-readers is high**, as they are essentially computer-based, and computers are expensive. This is all very well for those who can afford it, but it is **socially divisive** because not everyone can. **If e-readers do bring about the closure of libraries, some people—those who can afford neither books nor the technology to read e-books - will have little opportunity to read at all.**

And **what about the sheer, aesthetic pleasure of owning books**? Many people delight in holding, and just possessing, their favourite books. Snuggling up on the sofa with an e-reader pales into insignificance when compared with doing so with a 'real' book. When people are moved to tears or to fury by characters or plots in a book, they instinctively tell their friends about it, and often **books change hands and are temporarily swapped. This delight is denied to readers of e-books.** Furthermore, **students are not able to annotate e-books** and use them for cross-reference in their studies in ways which are possible with books.

When **buying e-books from home, readers have to know what they are looking for, but browsing in a bookshop makes readers stumble on books they might otherwise never have come across.** It would be a **great pity if bookshops had to close because they were unable to compete with e-readers**, either because the customers didn't come any more, or because they were reluctant to pay the higher prices inevitably charged for books as opposed to e-books. Moreover, **jobs would be axed if bookshops closed.** Will society have to pay too high a price for this latest technology? Perhaps it is too early to tell.