

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Ordinary Level

MARK SCHEME for the May/June 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.

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- 1 (a) 'woken from his sleep' the noise of the (rattling) anchor/the anchor going over the side
Accept the lift, in whole or in part, of line 2 ('I was awakened..... side') even though agent is incorrect. Excess denies.
Mere reference to anchor (alone) =0
Reference to rocking of the ship = 0(N)
- (b) 'get up and go on deck' he had reached/was curious about/wanted to see his destination/Spain/Vigo [1]
Accept the lift, in whole or in part, of lines 5 – 7 ('I had at last.....foreign city') even though agent is incorrect. Excess denies.
Any reference to 'enjoyed the voyage' or 'first experience of Spain' or 'first faint sounds of Spain' = 0 (N)
- (c) 'sparkling necklace' Key ideas are (i). SHAPE and (ii). LIGHT
(i) it/Vigo/was looped round the bay//was circular/curved//went round the bay/coast/land/sea [1]

'shape of foreign city' =0(N)

(ii). the lights were bright/twinkling/sparkling/coming on//flashing/shining//shiny
OR it/Vigo was bright/lit up/illuminated/bright [1]

Under (i) accept the lift of line 7 ('looped round the bay (like a sparkling necklace')) Excess denies.
Under (ii) accept the lift, in whole or in part of lines 8 – 9 ('lights were.....the new day') Excess denies.
Any reference to 'movement' =0(W)
Label as (i) and (ii) OR A and B for 1 mark each. If candidate has not numbered limbs, mark the first two only but be generous with the candidate's division.

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

- 2 (a) 'difficulty settling in' he could not (sic)/could hardly speak the language/didn't speak the language well [1]
Accept lift of lines 11–12 ('only enough words to ask for a glass of water')
But 'had enough words to ask for a glass of water' =0. This doesn't answer the question.

Any reference to money is neutral gloss, as it is the limb of the question. But any reference to ticket, rucksack, tent, clothes, blanket, violin =0(W)
- (b) 'cut connection with home' he had no return ticket [1]
Do not accept lift of lines 10–11 ('I had a few coins..... and no return ticket'), but accept 'I had no return ticket'

Any reference to rucksack, tent, clothes, blanket, violin =0(W) But any reference to money =0(N)

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

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- 3 'primitive instinct' Note that this is an own words question. Key words are A. PRIMITIVE INSTINCT. Look for respective synonyms but be generous with grammar form
- A. PRIMITIVE basic/fundamental/primal/primeval/primordial/subconscious/inherent/innate/inborn/inbred/elemental/natural/ [1]
- old/traditional/ancient/antique/simple/old-fashioned = 0(N)
- B. INSTINCT urge/impulse/without thought/intuition/spontaneity/without reason/hunch/reflex (action)/involuntary (action)/(sixth) sense/(gut) feeling/drive/need [1]
- habit/idea/thinking/want/desire = 0(N)

[From paragraph 3] 2 marks

- 4 (a) 'felt abandoned' he was in a new/strange/foreign/unfamiliar country/place//he was alone/didn't know anyone//he had severed his last link with home//something familiar had gone//he was in inhospitable surroundings [1]
- Any reference to darkness, gloom, shadows, jagged coastline, sunset = 0(N)
- (b) 'foolish to feel abandoned' he had wanted to go there/he had reached his destination/he had not been abandoned/he had got what he wanted/nobody had forced him to go there/he knew it was going to happen/he knew the ship would go [1]

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

- 5 'slept well' (i) (he was in a) ruined castle [1]
- (ii) (there was/he was near) the skeleton of a sheep/animal [1]
- (iii) (The place/it was) an (obvious) refuge for bandits [1]

Accept any two of three, for 1 mark each. Label answers either as (i), (ii) and (iii) OR A, B and C.

Under (i). accept the lift of line 39 ('That night I took shelter in a ruined castle') Excess denies

Under (ii). accept the lift of lines 39–40 ('the skeletondown my spine') Excess denies

Under (iii). accept the lift of line 41 ('This place was...bandits.') Excess denies

Reference to fires (alone) = 0(N) in answers which are not lifted.

[From paragraph 6] 2 marks

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- 6 (a) 'not much rain'
- Key ideas are DUST and DRIED-UP RIVER
 (i) the writer/he was covered in (road) dust/the roads were/the road covered in dust/dusty
 Insist on correct agents, except in lifted answers
- (ii) the river was dried up/nearly dried up/was mud//the river water was stagnant [1]
- Under (i) accept the lift, in whole or in part, of the lift of line 49 ('I stood there, covered in road dust', and looked at Zamora'), even although the agent is incorrect. Excess denies.
 Under (ii) accept the lift, in whole or in part, of lines 50–51 ('The nearby river.....stagnant water.') Excess denies.
- Label answers (i) and (ii) OR A and B and mark for 1 mark each. If candidate has not numbered limbs, mark the first two only, but be generous with the candidate's division.
- (b) 'Zamora now and in the past'
- Note that this is an OWN WORDS question. Key words are DECREPIT and SPLENDID. Look for respective synonyms but ignore grammatical form. Do not insist on re-casting of 'retaining'
- A. DECREPIT ageing/run-down/dilapidated/rotting/crumbling/worn/shabby/decayed/decaying/falling down [1]
- ruined/spoiled/old/aged/dirty/polluted/deteriorating = o(N)
- B. SPLENDID grand/beautiful/sublime/lovely/handsome/very attractive/very charming/glorious/exquisite/glamorous/smart/elegant/chic/wonderful/marvellous/great/magnificent/magestic [1]
- pretty/attractive/charming/enchanting/picturesque/rich/prosperous =0

[From paragraph 7] 4 marks (2 + 2)

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- 7 (a) 'what they had in common' he / they had violins / musical instruments
OR he/they wanted to earn a living through music/concerts/performance/entertainment

Lift of line 56 (Two young men with violins like mine') =0. Candidates must distil the answer.

Lift of line 61 '(this was how I too hoped to earn my living in Spain') =0. Candidates must distil the answer.

Any reference to 'foreigners' =)(N) as this merely repeats the question.

They had no homes/were nomadic = 0(N)

- (b) 'Artur is ill' Look for FEVER and COUGH

(i) he had a fever/feverish (blue) eyes [1]

(ii) he was coughing (a lot)/his speech was broken by coughing [1]

Under (i) accept the lift of lines 59 - 60 ('a tall young man.... eyes') Excess denies.

Under (ii) accept the lift of lines 62 – 63 ('his speech rasps of coughing'). Excess denies

Label (i) and (ii) OR A and B for 1 mark each. If candidate has not numbered limbs, mark the first two only but be generous with the candidate's division.

[From paragraph 8] 3 marks (1 + 2)

- 8 'friend weeping' (he knew) his friend/Artur was going to die/was dying//would not live long/much longer//was mortally/fatally ill [1]

He had a cough/fever/was ill//was seriously/very/critically ill =0(N). A more serious inference is required.

[From paragraph 9] 1 mark

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- 9
- 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. 'thrilled and happy' for 'enchanted'.
 - 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	0 mark Regard as 0[N] unless indicated as 0[W]
1. soothingly (line 1)	comfortingly/calmingly/restfully/ pacifyingly/gently/peacefully/relaxingly/ softly/comfortably	supporting/flatter/quietly/relieved/ smoothly/blissfully/ pleasingly/pleasantly
2 faint (line 4)	low/soft/weak/distant/dim/small/little/tiny/ minute/minimum/feeble/delicate/slight/ far away	quiet/microscopic/unsteady/fading/ indistinct/unclear/unconscious (W)
3 gloom (line 25)	dark(ness)/dimness/dusk/gloaming/ twilight/shadows/obscurity	night/sunset/blackness/haze/dullness
4 at last (line 29)	eventually/in the end/finally/ultimately/ after (all) this/after that	as a result/consequently/deeply/ by and by/soundly/in conclusion (W)/ after a long time/afterwards
5 refuge (line 41)	hiding place/hideout/retreat/escape/ sanctuary/asylum/retreat/bolthole/den/ lair/shelter/haunt/resting place/haven	resort/habitat/residence/home camp/ lodging/meeting place protection/ safeguard/place to stay/place to live/ outpost
6 cheered up (line 60)	made to) feel better/good//happy/ happier/optimistic/in a good mood/ congenial/lighthearted/contented/elated/ exhilarated/bright/brightened/ encouraged/pleased/heartened/ comforted/delighted	made to feel cheerful/hopeful/amused excited/motivated/entertained/helped/ enlightened/smiled/laughed/ applauded (W)
7 vitality (line 62)	liveliness/energy/life/animation/vigour/ spirit	happiness/lightheartedness/ hopefulness/merriment/amusement/ strength/joy confidence/strength/ enthusiasm/health/power
8 enthralled (line 67)	fascinated/mesmerised/enraptured/ captivated/charmed/spellbound/ under a spell/thrilled/fixated/ entranced/engrossed/hypnotized/ absorbed/riveted	happy/enthusiastic/captured/interested/ entertained/excited/joyful/surprised/ astonished/elated/amazed/impressed

5 marks (5 x 1)

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- 10 MARK TO A MAXIMUM OF 15 OUT OF 20 FOR POINTS. AWARD A MAXIMUM OF 15 FOR STYLE (See pages 9–10 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.

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. Avoid the double penalty.

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EACH POINT SCORES 1 MARK

At the start of his long journey he had to.....

1. climb (from the coast/to a hilltop/to a rocky tower)
2. the country ahead of him/still to come was desolate/wild/silent/alien (*magnificent =0*) 18–19
3. he was homesick 20
4. there were heavy/eerie/strange shadows (in the valley) 21–22
5. the coastline looked/was menacing//frightening/frightened him 22
6. he felt abandoned/sad/lonely/upset/isolated/alone when he saw the ship leave/when the ship left 23–25
7. he was cold//it was cold and/or windy//Vigo became cold and dim) 25–26
8. he (only) had (a bed of) stones to lie on/he was lying on (a bed of) stones (*ground=0*) // uncomfortable sleeping conditions 27
9. he was troubled by/there were (wild) dogs 28
10. he was drenched in / soaked / wet / damp with dew (*felt warm earth beneath stiff limbs =0*) 31
11. his limbs/legs/arms were stiff/sore/uncomfortable 33
12. he felt lonely when he saw signs of life/other people/a shepherd's hut/a boy with goats 36–37
13. he (frequently) thought that he had lost his way/was lost (*he was lost =0*) 38–39
14. the skeleton of a sheep frightened him/gave him shivers of apprehension (down his spine) 39–40
15. he was in an (obvious) refuge for bandits/robbers/thieves//(he thought) bandits/robbers/ thieves might be nearby 41
16. he was hungry//he finished his bread and fruit/food//he had no/little food/ only had grapes/wild fruit 42–43
17. his head thumped /ached//bright light hurt his eyes 47
18. his face was burnt by the sun/was sunburnt//he was sunburt 48–49
19. he was covered in (road) dust 49
20. his back was soaked with sweat//he was/had been sweating 52–53
21. he was/had been carrying a heavy bag/weight//his bag was heavy 53

Rubric suggests third person summary. If candidate writes throughout in first person, do not penalise, but penalise in the normal way under use of English every person change which occurs.

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 and minor 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.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR 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.

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 hand margin.

Note 1: Scripts placed in the 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 the middle box for UE as this is the 'best fit'.

Note 2: For answers written in **wholesale or sustained** irrelevance, ignore OW assessment and give 4 marks max. for Style, depending on number of errors. Such scripts will be rare, and should not be confused with **recognisable OW limited by irrelevance**. (5/6 box)

Note 3: For answers where relevance is oblique, or written in a mangled or nonsensical fashion, the 'best fit' box will probably be the middle one. (5/6)

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SUMMARY STYLE DESCRIPTORS

Mark	OWN WORDS	Mark	USE OF ENGLISH
10-9	• Candidates make a sustained attempt to re-phrase the text language. • Allow phrases from the text which are difficult to substitute.	10-9	• 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	• There is a noticeable attempt to re-phrase the text. • The summary is free from stretches of concentrated lifting.	8-7	• The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. • Sentences show some variation, including original complex syntax. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.
6-5	• 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.	6-5	• 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 accurate.
4-3	• 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.	4-3	• 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	• 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	• 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.