



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Ordinary Level

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**ENGLISH LANGUAGE**

**1123/21**

Paper 2 Reading

**For Examination from 2011**

SPECIMEN 2 MARK SCHEME

**1 hour 45 minutes**

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**MAXIMUM MARK: xx**

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This document consists of **9** printed pages and **1** blank page.



**QUESTION 1: 20 MARKS (15 + 5)**

MARK TO A MAXIMUM OF 15 FOR CONTENT POINTS. AWARD A MAXIMUM OF 5 MARKS FOR STYLE (See pages 2–3 for the Style marking method.)

**1 (a) Notes****[15]**

Points to be rewarded and their marks are indicated below. Indicate by numbered tick the point rewarded, e.g. ✓3. Accept own words or lifting. Accept sentences or note form. Points 1 and 11 are already given.

***Advantages of studying abroad***

1. (Young people) gain information about another culture / way of life
2. Have chance to participate in another culture / way of life
3. Learn tolerance of other people / cultures/ ways of life // works against intolerance of other / people / cultures
4. Can make new friends
5. Have chance to learn a new language
6. Can study subjects not available in their own country
7. Bring home expertise not available in their own country
8. Expertise improves living standard in their own country
9. Increases maturity // makes students confident / self-assured
10. Gives personal satisfaction at having tried something new

***Disadvantages of studying abroad***

11. Course may be (too) expensive
12. Accommodation must be paid for / may be expensive
13. Return trips / trips home are expensive
14. Accelerated courses can have adverse effect on health
15. Accelerated courses work against / leave no time for advantages of studying abroad / experience of new culture
16. Homesickness can occur // students miss parents / siblings / friends / old way of life
17. Difficulty of settling into new culture / setting
18. Return trips / trips home occur infrequently / only annually / may not be possible
19. Talent is lost in home country / goes to adopted country // once trained students get jobs in adopted country / 'brain drain'
20. Students may settle in foreign country and not want to go home
21. Might marry person from adopted country and settle there

**(b) Summary Writing and Style****[5]**

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 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, and the ability to use original complex sentence structures. **Underline all 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.

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.

Breakdown of sense.

**MINOR ERRORS**

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'.

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

**Passage 1****2 from paragraph 1**

Reward any sensible answers, e.g.

Happy: sporting achievements, particular or general, e.g. medals in Olympic Games.

Sad: natural disasters, particular or general, e.g. the earthquake in Haiti.

Be generous with candidate's interpretation of happy / sad, but note event must be important enough to make it onto the television news. [2]

**3 from paragraph 6**

Statement 1: Can't tell

Statement 2: Can't tell

Statement 3: True [3]

**Passage 2****4 from paragraph 1**

(a) 'difficulty of Ms Ramotswe'

heat / it was (very) hot [1]

Lift, in whole or in part, of 'The day....very hot' = 1. Excess denies, i.e. run-on into 'In a few months...')

It was noon = 0 (N)

(b) 'difficulty faced by cattle'

lack / shortage of water [1]

trickle of water = 0(N)

reference to windmills = 0(N)

Lifting will not work here.

**5 from paragraph 2**

(a) 'easy to spot'

Look for idea of contrasting colour, e.g. the snake / it was green and the road was black [1]

Lift of 'dart of green against the black tar' = 0. But if agent is supplied i.e. 'it was' / 'the snake', award the mark.

Reference either to green (alone) or black (alone) = 0. Contrast must be made.

**(b)** 'drew in breath'

Look for idea either of fear or surprise

she was afraid / terrified / horrified / fearful / frightened

OR she was surprised / shocked / amazed

[1]

breathless / ill / tired / bored / sighing = 0(W) and denies mark in an otherwise correct answer

**(c)** 'knew snake in the van'

(i) she couldn't see it on the road / in her mirror

[1]

(ii) it was too big to have disappeared // she would have seen it if it had moved (across the road)

[1]

Lift of 'it was far too big a snake to disappear just like that' = 1. Excess denies.

Reference in either to 'snake moving with speed' denies the mark in an otherwise correct answer.

**6 from paragraph 3****(a)** 'restricted distribution'

Note that this is an OWN WORDS question. Key words are RESTRICTED and GLOBAL. Do not insist on synonym for 'distribution' as it will tend to be subsumed by 'restricted'. Do not insist on grammatical form.

RESTRICTED: not many / few / small number (to be seen / found)  
forbidden / held / captured = 0

[1]

GLOBAL: around / in the world / planet

[1]

**(b)** 'appearance of cobras'

(i) they are green

[1]

black = 0

(ii) they are large / long

[1]

In either limb, venomous = 0(W) Tree-dwelling = 0(W). Question is about appearance.

**(c)** 'appearance of landscape'

there were no / few trees // there were many (sparse) thorn bushes

[1]

the thorn bushes were sparse = 0(N)

**7 from paragraph 4**

'did not get on to hands and knees'

(i) if she did (get down on to her hands and knees) [1]

(ii) she wouldn't be able to get up again if the snake moved [1]

Lift of 'If she did that...get away quickly enough?' = 1. Question form of text must be changed into a statement in order to properly answer the question.

**8 from paragraph 6**

'make out nothing unusual'

(i) the engine space was dark / it was dark inside the bonnet [1]

the engine was\dark / it was dark = 0(N)

Lift of 'she peered into the darkness of the engine space = 0(N). Answer must be distilled.

(ii) the snake was twined/ twisted / coiled around the engine [1]

Any reference to the snake moving / snake's head moving = 0(W)

Lift of 'twined about the engine'(alone) = 0. But award mark if agent is supplied.

(iii) it wasn't moving

Accept any 2 of 3

**9 from paragraph 6**

(a) 'moved slowly'

she did not want to disturb the snake // sudden / quick movements might disturb the snake [1]

fear / panic /apprehension = 0(N)

(b) 'how snake died'

(i) it coiled/ twisted round / between the blades of the fan (of the engine) [1]

Lift of 'The cobra had twined.....of the fan' = 1. Excess denies, i.e. run-on into 'Nasty way.....'

(ii) it was cut in two when the engine started / raced / roared [1]

Lifting will not work here.

**10 from paragraph 7**

'satisfaction'

Note that this is an OWN WORDS question. Key words are UNVEILING and JUSTICE. Do not insist on synonym for 'fraud' as that is defined in the introduction to passage. Do not insist on synonym for 'seeing done'. Do not insist on grammatical form.

UNVEILING: uncovering / revealing / showing / proving / unmasking / demonstrating [1]

JUSTICE: fairness / correctness / right / good [1]

**11 from the whole passage**

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. 'face and attack' for 'confront'.
5. For a short phrase answer, mark the first seven words only. *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.

|                                        | 1 mark                                                                        | 0 mark                    |
|----------------------------------------|-------------------------------------------------------------------------------|---------------------------|
| <b>(a)</b> confront<br>(paragraph 1)   | face / have it out with                                                       | attack / see / change     |
| <b>(b)</b> drummed<br>(paragraph 2)    | tapped / patted / made a rhythm                                               | hammered/ pushed / played |
| <b>(c)</b> urge<br>(paragraph 3)       | inclination / desire / drive / pull                                           | feeling / push            |
| <b>(d)</b> panting<br>(paragraph 3)    | gasping / breathily <u>heavily / quickly / noisily</u>                        | sighing                   |
| <b>(e)</b> insinuated<br>(paragraph 4) | sneaked / gone <u>furtively / secretly / surreptitiously</u> / crept          | suggested / coiled        |
| <b>(f)</b> gingerly<br>(paragraph 5)   | cautiously / fearfully / hesitantly / carefully                               | quickly / bravely         |
| <b>(g)</b> intently<br>(paragraph 5)   | seriously / studiously / intensely / <u>very</u> interestedly / concentrating | interestedly              |
| <b>(h)</b> froze<br>(paragraph 5)      | was still / rooted to the spot / motionless / inactive                        | was cold / afraid         |

## Appendix

Students who travel to another country to study derive many benefits. Living overseas gives young people the chance to **gain information about another culture and way of life**; finding out about ordinary things like clothes, food, or even just a different climate can be exhilarating. Then there's the chance not only to learn about but also to **participate in another culture**, for example, in festivals or celebrations which were before unknown to you— imagine watching the liveliness of, say, Chinese New Year for the first time! Moreover, living abroad teaches young people a healthy **tolerance of others**, and that we are sisters and brothers, not rivals. Despite the homesickness which might happen when studying abroad, **new friends can be made**, often with other students who are just as homesick for their own country as you are for yours. Some young people may travel overseas to study in a country where the main language spoken is not their own, giving them the valuable **opportunity to learn a new language** at first hand, much easier than learning it from a textbook.

Overseas students are sometimes able to **study subjects which are unavailable in their own country**. Indeed, that is often the main motivation for going overseas to study. Thus they are **bringing knowledge and a level of expertise home with them which would not otherwise have existed there**; the engineers, doctors and teachers, for example, of many countries studied abroad. On their return, **they can contribute to the improvement of the living standards in their country and local community**. Increased **levels of maturity** are usually noticed by parents of overseas students when they return – the shy, dependent teenager had been transformed into a confident, self-assured adult, better able to cope with the practicalities of modern living. The caterpillar has become a butterfly! Often those who have studied abroad feel a **sense of personal satisfaction** that they have responded to a challenge, that they have somehow passed a test they set themselves.

But there are disadvantages in studying overseas, many of these concerned with cost. **The course studied may be more expensive than a course of study at home**, often causing financial hardship to parents. Whereas some students are able to keep down the costs to their parents by staying at home, this is clearly not possible in a foreign setting, and **student accommodation can be expensive**. In addition, **return trips home are often prohibitively expensive**. Some overseas students study an **accelerated course, by cramming, say, three years of study into two years**; **such pressure can have an adverse effect on health**. Ironically, the intensity of **such study deprives the students of the opportunity to experience a new culture**, which was one of the advantages they probably anticipated when embarking on the course of study in the first place. Some **overseas students become very homesick**, missing parents, siblings, friends, the old way of life. **Despite their best efforts to fit into a new cultural setting, they often find it impossible to do so**. These painful feelings are intensified by the knowledge that **return trips home can occur perhaps only annually, if at all**.

Some people argue that overseas study **deprives the home country of its best talent** – the so-called 'brain-drain'; the truth is that some students will never return to their home country, because they get the irresistible offer of a good job in the country of their studies. Another downside of studying abroad - for the families of the students at least - is that students **may settle immediately in the foreign country and not wish to return home**. Others may meet a future spouse in their chosen country of study, and **marry and settle there**.

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