

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Ordinary Level**

**MARK SCHEME for the October/November 2012 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 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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

### Passage 1

#### 1 (a) Notes

[15]

Accept own words or lifting. Accept sentences or note form. Points 1 and 13 are already given

1. *Veterinary surgeons give medical attention / medicines*
2. Nutrition experts ensure / give (ready supply of) food
3. Life expectancy is longer (than in the wild)
4. Offers safe environments / safety / protection
5. Prevents extinction of (some) rare species / some (rare) species exist only in zoos  
[Rare or extinct species exist only in zoos = 0]
6. (Enable us / people to) see / learn about the links between humans and animals / ourselves and other species
7. (Could) influence future work with apes / animals // allows research into apes / animals
8. (People / children) learn about (the world of) nature
9. Ordinary / majority of people / not just rich people (can afford to) see animals // cheaper to see animals in zoos than in their natural habitat / in the wild
10. Encourages people to care / raises awareness about caring / see they have responsibility for the planet  
[Caring for animals (alone) = 0]
11. (Provide) relaxation / entertainment
12. Brings families closer / together // family day out  
[day out = 0]
13. *Animals are kept in small spaces*
14. Deprived of their natural habitat
15. Natural instincts are curbed
16. (Live in an) unnatural climate / weather/ temperature // deprived of natural climate, etc.
17. Reduces (number of) breeding (animals) in the wild  
[being taken from the wild endangers the species = 0]
18. (Animals often) fail to breed (in captivity) // attempts to get them ... (notoriously) difficult
19. Don't (all) live as long // elephants / large animals don't live as long
20. Elephants / large animals (become) stressed
21. Cruelty / exploitation (of keeping animals in captivity)

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### (b) Summary Writing and Style

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 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.

Add the OWN WORDS and USE OF ENGLISH together and divide by two to achieve the summary mark. Raise any half marks to the nearest whole number.

### 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.

Breakdown of sense.

Serious omissions, or serious intrusions e.g. of definite article. Ignore what are clearly slips.

### 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.

### 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:

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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</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>                                                                                                                                          |
| 1                         | <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>                                                                                                                                                                                                 | 1    | <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>                                                                                                                                                                                                                                                                        |
| 0                         | <ul style="list-style-type: none"> <li><b>Complete transcript</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                           | 0    | <ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b> throughout.</li> <li><b>Fractured syntax</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                        |

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**Question 2 from paragraph 4**

- 2 Opinion 1  
It is (downright) stupid to have polar bears and tigers living at identical temperatures [1]
- Opinion 2  
Baby pandas (are undeniably) cute [1]
- EXCESS denies, i.e. *run on into reference to panda being born in captivity*  
Accept in any order. Accept own words versions.

**Question 3 from knowledge or experience**

- 3 Advantages  
Accept any reasonable examples, even if you do not judge it to be an advantage, such as protecting animals from predators, enabling school trips to zoos [1]
- Disadvantages  
Accept any reasonable examples, even if you do not judge it to be a disadvantage, such as animals being lonely, expense etc. [1]

**Question 4 from the whole passage**

- 4 Society in general is undecided about keeping animals in captivity. [1]

**Passage 2****Question 5 from paragraph 1**

- 5 (a) (Ling / he was) Akira's family's servant // Ling was his servant // Ling worked for Akira's family [1]
- A servant (alone) = 0. Some distilling is required.*  
*Lift of 'Ling had been with Akira's family for a long time' = 0(N)*  
*Any reference to blood relationship, e.g. uncle = 0(W)*
- (b) (they) smiled / smiling (at children) // smile [1]
- They / he rarely smiled at children = 0*  
*Any reference to being old / scowling / shouting = 0(W)*

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(c) This is an OWN WORDS question.

Key words are CONSTERNATION and VICINITY.

CONSTERNATION: fear / agitation / upset / dismay / disquiet / dread / uneasiness / discomfort / anxiety / paranoia [1]

*anger / concern / worry = 0*

VICINITY: near (him) / close to (him) / approached / passed by / came (up) to him // was around / in his presence [1]

*Area / territory = 0*

*When he appeared / saw him = 0*

*Came / came in / came to his room = 0*

*Accept pronouns but if correct synonyms are attached to the wrong names, award 1 mark max.*

### Question 6 from paragraph 2

6 (a) he froze / was petrified / stood still / rigid // he was rooted to the spot / didn't move [1]

*was afraid = 0(N)*

*was cold / chilled = 0(W)*

*Any reference to need to justify his fear = 0(W)*

(b) This is an OWN WORDS question. Key words are APPALLING and REVELATIONS

APPALLING: horrifying / horrific / horrible / dreadful / shocking / disturbing / disgusting / creepy / terrible // terrifying // very frightening // very scary [1]

*bad / worrying / amazing / surprising / intolerable = 0*

REVELATIONS: disclosures / secrets // things he found out / discovered

Surprising / hidden / unknown facts / news / things / information [1]

*sights / showing / things he knew = 0*

### Question 7 from paragraph 3

7 (a) (i) Ling / The(ir) servant [1]

*The family / they / he = 0*

(ii) and turned severed / amputated / cut off hands into spiders [1]

**NB** Count words, and mark first 12 words only (do not count the repetition of stem of question).

(b) conspiratorially [1]

*Give 0 if more than one word is offered. Accept use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.*

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### Question 8 from paragraph 4

- 8 (a) (i) he pushed / forced / made himself [1]

*Lift of 'he pushed himself... towards that awful room' = 1.  
Excess denies, including 'I would stand and watch as'*

- (ii) he perspired / sweated // his face / he was shining / shone with perspiration [1]

*Lift of 'I can still see him....perspiration' = 0. Candidates must distil the answer.  
Simply changing the pronouns will not work.  
Reference to grinning / glancing back = 0 (N) if offered as extension to correct answer.  
However, if offered as a discrete answer = 0 (W).*

**NB** If a 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.

- (b) The writer also went towards Ling's / the room / along the corridor  
The writer followed / accompanied Akira / him (sic) to / towards Ling's / the room / along the corridor [1]

Insist on correct agent, i.e. the writer as subject, but accept 'him' as object, as it is implied in the question

*Lift of 'Would I ever .....bullying?' = 0. Answer must be distilled.  
Writer walked up to the door = 0 (N)  
Writer followed him into Ling's room = 0(W)*

### Question 9 from paragraph 5

- 9 Look for the ideas of (a) being proved correct / relief at not looking ridiculous and (b) he found the potion

- (a) (he was pleased / relieved that) he wouldn't look silly / ridiculous (because the room had no sinister / bad / evil features) // he had been proved correct [1]

- (b) he had found / seen / was pointing at the (magic) potion / a sinister / suspicious feature / something bad / evil about the room [1]

*Lift of 'he indicated a small bottle on a table beside Ling's bed' = 0  
But lift of 'he indicated.....spiders!' = 1*



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### Question 10 from paragraph 6

- 10 (a) (i) a residue / trace / bit of fear // left-over fear // he still felt fear / afraid // he hadn't forgotten his fear [1]

*Lift of 'A residue of fear .....anything' = 0.*

*But if it is re-shaped with correct pronouns, award the mark, i.e. A residue of fear prevented him from saying anything.*

- (ii) he was worried / thought that they / he would be discovered / found / seen (in the room by an adult) [1]

*Lift, in whole or in part, of 'I was anxious about.....an adult' = 0, unless pronouns are re-shaped.*

*Lift of 'I was anxious about a much more likely eventuality' = 0*

**NB** If a 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.

- (b) Look for idea of fear, secrecy or necessity, e.g. It shows that Akira was scared / terrified / anxious / frantic / tense // It shows fear / agitation / nervousness OR Akira didn't want anyone to hear him // he / they had to be quiet OR They needed / had to get out // it was urgent / necessary / essential (to go) [1]

*Low tone / voice // whispering = 0 The hiss was quiet / like a snake = 0*

*Idea of speed (alone) = 0*

*Do not insist on agent but if used must be used correctly.*

### Question 11 from paragraph 7

- 11 (a) he would have talked / boasted / chatted about their achievement / going into Ling's room / removing the potion / bottle / something from Ling's room // he wouldn't have been reluctant / unwilling to talk about their achievement etc [1]

*Lift of 'why else .....achievement?' = 0(N)*

- (b) (they / Akira / someone would have to) put the potion / bottle back (in Ling's room) // they would have to go into Ling's room again / a second time / back into Ling's room // put the room / everything / things back as they had found it / them [1]

*Any reference to bravado = 0(N) Reference to Ling discovering the theft = 0(N)*

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**Question 12 from the whole passage**

**12** 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 listlessly (line 2)   | lethargically / without energy / languidly / unenthusiastically                                                                                                                                                                      | aimlessly                                                                     |
|                                 | 2 embarrassed (line 8)  | ashamed / awkward / mortified / self-conscious / discomfited / humiliated /                                                                                                                                                          | disgraced                                                                     |
|                                 | 3 curious (line 12)     | odd / strange / unusual / queer / weird / bizarre                                                                                                                                                                                    | inquisitive / wanting to know                                                 |
|                                 | 4 glanced (line 14)     | looked <u>quickly</u> / <u>in passing</u> / <u>fleetingly</u> / <u>cursorily</u> // glimpsed / cast an eye / peeked / a slight look / a quick view                                                                                   | peeped / looked through (quickly) / looked (in) for a short time              |
|                                 | 5 obsession (line 21)   | <u>constant</u> / <u>persistent</u> thought / desire / interest // always thinking about / fixation / hang-up / bee in his bonnet / infatuation / passion / addiction / (deep) fascination / craving / can't get enough of something | wanting to do something a lot / habit / uncontrollable desire                 |
|                                 | 6 resolve (line 28)     | determination / courage / bravery / tenacity / willpower / guts / firmness / nerve / steadfastness / doggedness / fortitude                                                                                                          | motivation / confidence / strength                                            |
|                                 | 7 exaggerated (line 39) | elaborate / overdone / extravagant / excessive / inflated / overblown / overstated / over the top / over-reacted / theatrical / dramatic / more than required                                                                        | hyped up / extreme / extra / great / too much / more than normal / emphasised |
|                                 | 8 evaporated (line 41)  | disappeared / vanished / dissolved // trickled / faded / melted away / dwindled <u>away</u> / <u>to nothing</u> // was gone / lost // dried up                                                                                       | reduced / dispersed / left / went / ended / finished                          |

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### 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. 'lethargically and aimlessly' for 'listlessly'.

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

There are certainly advantages to be gained by animals which are kept in captivity. Many zoos and safari parks employ **veterinary surgeons to ensure that necessary medical attention** is always available for the animals. In addition, **nutrition experts are employed, so the animals have a ready supply of food** appropriate to their needs. All of this means that **life expectancy, for some creatures at least, is longer** in captivity than in the wild; for example, wild squirrels live for an average of three years, whereas their captive counterparts live to be twelve years old. Nowadays, wildlife habitats are being encroached upon or destroyed at incredible rates; zoos and safari parks **offer safe environments** for animals which might otherwise have nowhere to live. Some **rare species exist only in zoos because they have become extinct in the wild**. Animals in captivity **enable us to common links between ourselves and some other species**. Recently in one safari park, for example, the chimpanzee keepers discovered, through hidden cameras, striking similarities between chimps' responses to the death of a loved one and that of humans. When chimp Pansy was dying, her daughter Rosie and her companions stayed by her, apparently comforting her. Such astonishing research could only have been done with captive animals, and **could influence future approaches to working with apes**.

People benefit from animals being kept in captivity; they **learn about the world of nature**. It is delightful to see the wonder on a young child's face as he gazes at an elephant or tiger for the first time. Only the rich can afford to travel to see animals in their natural habitat, whereas in zoos, for example, **ordinary people can afford to see them** in close proximity. Thus, zoos **encourage people to care for our planet** and to see that they have a shared responsibility for its wellbeing. A day out to a zoo or safari park is a **form of relaxation and entertainment**, particularly when these places incorporate restaurants and children's play parks. Such a trip is an excellent family day out, and helps to **bring family members closer** by providing an opportunity for them to enjoy each other's company.

But zoos and safari parks have their critics too, and most people sit on the fence in this debate. Although more enlightened zoos attempt to emulate natural environments rather than using cages, the animals are still **kept in relatively small spaces**. They are **deprived of their natural habitat**, whether it is jungle, open land or seas. In addition, **their natural instincts are curbed**; it is all very well that a lion is given a few kilos of meat, but that is at odds with our image of it stalking its prey on the African plains. Often animals in captivity **experience what is to them an unnatural climate**; it is downright stupid to have polar bears and tigers living at identical temperatures. Although some animals are born in captivity, zoos and safari parks sometimes obtain animals from the wild population, which **reduces the number of breeding animals in the wild** and endangers their species. Animals in captivity often **fail to breed**. An example of this is the panda; attempts to get them to breed in captivity have proved to be notoriously difficult. Baby pandas are undeniably cute, and when occasionally one is born in captivity, it is a cause for global celebration.

**Not all animals live longer in zoos than they would in the wild:** it is unusual for an elephant in captivity to live beyond the age of twenty, whereas its counterpart in the wild has a life expectancy of around forty years. There is evidence to suggest that **elephants and other large creatures become stressed** when kept in captivity. Although zoos and safari parks enable ordinary people to investigate wild animals for themselves, there are other ways in which this can happen, like books, films or the internet. Critics of zoos and safari parks argue that keeping animals in captivity is no more than **cruelty and exploitation**.