

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**1123 ENGLISH LANGUAGE**

**1123/21**

Paper 2 (Reading), 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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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MARK TO A MAXIMUM OF 15 FOR CONTENT POINTS. AWARD A MAXIMUM OF 5 MARKS FOR STYLE (See pages 3–4 for the Style marking method.)

### Question 1

#### (a) Notes

[15]

Points to be rewarded and their marks are indicated below. Indicate by numbered tick the point rewarded. Accept own words or lifting. Accept sentences or note form. Points 1 and 12 are already given.

1. *Young people can keep in touch with their parents*
2. Young people (They) can give a precise time to be picked up
3. Friendships are encouraged
4. House phone not being used saves money/ means there are no surprise bills for parents
5. Encourages young people to budget
6. Direct contact means other people / family / others aren't disturbed
7. Contact can be made wherever you are
8. Text messages are convenient / cheap / can be sent
9. Photographs can be taken // there is no need to buy a camera
10. E-mails can be sent / are convenient / cheap
11. Help to small businesses // small businesses don't need an office / secretary
12. *People don't plan ahead*
13. People can't make decisions for themselves / can't make simple decisions
14. Antisocial / Cause general disturbance on public transport
15. Prevent people living in / concentrating on the present moment
16. Competition among students to have the most modern phone
17. Students texting in class hinders education / students are distracted into texting in class
18. Security issues for teachers when phones are confiscated
19. Text / email language spelling / grammar is sloppy
20. (Art of) letter writing has been destroyed (by texting / mobiles)
21. Children text / call friends instead of doing homework.

- (i) *If script is entirely verbatim lift give 0 for content.*
- (ii) *If point is made in the wrong box, do not award the mark.*
- (iii) *If more than one content point appears under a single bullet point award each content point if correctly made.*
- (iv) *If content point being made depends on information contained in another bullet point, withhold the mark unless clear contextual link is made between two adjacent points, for example, because / so / etc.*

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**(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'.

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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>.</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>, 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>

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**Question 2 from paragraph 4**

**[2]**

(two opinions)

Reward any two of three below:

It is a rather pathetic sight to see a wife phoning from a supermarket to ask her husband what he would like for dinner (lines 26–27).

Accept this lift or own words attempt, but in case of lifting excess denies.

There is nothing worse than people on public transport conducting loud and animated conversations on their mobiles (with scant regard for their fellow passengers) (lines 29–31).

Accept this lift or own words attempt, but in case of lifting excess denies.

All countries should ban the use of mobiles on public transport.

Lift of lines 31–33 (Some countries... example) = 0 Candidates must distil the answer.

Lifting will not work here.

**Question 3 from the whole passage**

**[1]**

(one correct statement)

The writer thinks mobile phones can be useful.

Any more than one box ticked = 0

**Question 4 from the whole passage**

**[2]**

(two advantages OR two disadvantages OR one of each)

Do not accept examples from the passage, but be generous with candidate's interpretation. What one candidate perceives as an advantage might reasonably be perceived as a disadvantage by another.

Look for ideas such as:

**Advantages:** you can google information for your homework / you can phone the emergency services.

**Disadvantages:** you can waste money you could spend on better things / photographs can be taken against your wishes, e.g. in school.

NB: insist on advantage / disadvantage of mobile phones and not the telephone in general e.g. Mobiles give fast communication = 0.

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## Passage 2

### Question 5 from paragraph 1

- (a) 'rush through the airport'  
the plane was about to take off / leave / depart // he was late for the plane [1]

Lift of line 1 (the plane was waiting to take off) = 1. Excess denies.

He was late (alone) = 0

He had missed the plane = 0 (W)

Any reference to carrying the box = 0 (N)

- (b) 'hold lid'  
so that Mij / the otter / his pet would not escape / get out // Mij / the otter/ was trying to escape // the contents (of the box) would not fall out [1]

the lid was loose / the screw had come out (alone) / so that the otter would not fall out / so that it would not open = 0

Lifting will not work.

### Question 6 from paragraph 2

- (a) 'travelling companion'  
(i) he was noisy / vocal / squealing [1]

Lift of line 6 (horrifying vocal) = 1. Excess denies, including 'horrifyingly vocal box'.

Speaking / singing = 0

- (ii) he was scruffy / unkempt / untidy (looking) [1]

Lift of line 8 (scruffy otter cub) = 1. Excess denies.

Ugly / horrible / frightening / dirty = 0

- (b) 'woman's attitude' [2]

Note that this is an OWN WORDS question. Key words are TOLERANCE and SYMPATHY. Do not insist on synonyms for 'little' and 'no' but a sensible context is required.

TOLERANCE acceptance / putting up with / endurance / leniency / patience / indulgence / impatience / forbearance / time (for) / accommodation [1]

SYMPATHY understanding / compassion / pity / being on his side / care / feeling [1]

All the following = 0 (N) in either limb: liking / disliking / hatred / empathy / anger / irritation / hostility / cruelty / approval / disapproval

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### Question 7 from paragraph 3

(a) 'spoke to stewardess'

- A. (he told her that) he had an otter / animal / pet with him / he told her about Mij / he had Mij with him [1]

Lifting will not work.  
He had fish with him / fish for his pet = 0 (N)

- B. (he asked her to) to put the fish / food in a cool / cold place / fridge [1]

Lift of lines 13-14 (the need to keep the fish in a cool place) = 0. Answer must be distilled.  
Any reference to water = 0 (N)

(b) 'unusual reaction'

This is not a conventional own words question, but look for general recasting of 'graceful stride' and 'royalty depositing a jewel case into her safe keeping'.

- A. she reacted calmly // was calm / collected / compose / unruffled / didn't make a fuss [1]

willing to do it / did not refuse to do it = 0 (N)  
Lift of line 15 (she took it all in her graceful stride) = 0  
Graceful / elegant / friendly / understanding / helpful / enthusiastic = 0 (N)

- B. she took / treated the fish / parcel as if it were valuable / precious / special / worth a lot [1]

OR

She treated him as if he were a VIP / prince / king / nobleman [1]

References to stride / royalty / jewel case = 0 (N) [penal words]

### Question 8 from paragraph 4

(a) 'doing nothing'

Inertia [1]

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

(b) 'one of those moods'

to make a mess / make things untidy / turn thing upside down / throw things around [1]

active / destructive = 0 (N) Any reference to confusion = 0 (N)  
Lifting will not work.

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- (c) 'climb into the box'  
to throw / get out the wood shavings (in the box) / to empty the contents [1]

Lift of lines 25 ('to throw ... at enormous speed'). Excess denies.  
To make a mess (alone) = 0

### Question 9 from paragraph 5

- (a) 'wave of disturbance'  
Look for idea of 'disturbance' as either movement or causing fear, and idea of 'wave' as the serial effect this disturbance was having.

A. Mij / the otter was moving / wriggling / escaping down / through the plane / passageway // frightening / scaring passengers // passengers were being frightened by / afraid of Mij [1]

Reference to squawking and shrieking = 0

B. one by one / in turn / as he went / in sequence / group by group / seat by seat [1]

- (b) 'goddess'  
she was good-natured / kind / perfect // comforted / calmed the woman / passengers / people // saved him from disaster // could perform miracles / she helped people [1]

she was beautiful / nice / generous // he worshipped her = 0 (N)

She helped him find Mij = 0 (W)

Any reference to controlling a panic-stricken crowd = 0 (N)

### Question 10 from paragraph 6

'deduce no meaning'

Look for ideas of speechless and expressionless

- (i) he didn't speak [1]

Lift of lines 36–37 (The gentleman....silent stare) = 0. Answer must be distilled.

Lift of 'long silent stare' (alone) = 0.

But some re-shaping e.g. He gave him a long silent stare' = 1

- (ii) he had a blank expression / was expressionless / showed no reaction in his face [1]

He stared at him = 0 (N)

Lift of line 37 (The man was so utterly expressionless) = 1. Excess denies.



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**Question 11 from paragraph 7**

(a) 'eventually reunited'

Mij came back (of his own accord)

[1]

He heard Mij / Mij came back to his feet = 0 (N)

He heard a chitter of recognition at his feet = 0 (N)

Any suggestion that the stewardess brought him back = 0 (W)

Lift of lines 43–44 (I was the only familiar thing to be found) = 0 (N)

(b) 'relationship in the future'

Mij trusted him always / for the rest of his life // trusted him absolutely / completely / implicitly [1]

Lift of line 44 ('absolute trust') = 1. Excess denies.

He trusted Mij / they trusted each other = 0 (N)

**Question 12 from the whole passage**

[5]

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. 'in wonder and curiously' for 'inquisitively'.
5. For a short phrase answer, mark the first seven words only (RUBRIC). *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.

(See words and equivalents overleaf.)

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	1 mark	0 mark
1. inquisitively (line 5)	curiously / interestedly / wonderingly / questioningly / nosily / searchingly/ wanting to know	in wonder
2. scant (line 12)	few / almost none / meagre / little / slight / limited / sparse / measly / scarce / minimum	none / less/ reduced/ small / inadequate/ not enough
3. coherent (line 14)	clear / making sense / intelligible / comprehensible / lucid / articulate	intelligent / smart / logical / rational
4. provoking (line 19)	annoying / irritating / frustrating / disturbing / maddening / agitating	bothering / taunting / teasing
5. order (line 19)	tidiness / neatness / organization / system / perfection	rules / laws / command / sequence / classification / calm / control / silence / peace / class / booking / request
6. hoist (line 26)	lift / lever / heave / move <u>up</u> / pull <u>up</u> / raise / elevate	throw / pull / move / pick up / remove / manoeuvre / winch
7. paraphernalia (line 28)	belongings / property / accessories / requirements / odds and ends / gear	rubbish / junk / equipment / things
8. craning (line 42)	stretching / twisting /lifting / elongating / straining	pulling / turning / bending

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## Appendix

Mobiles can be seen as **a way for young people to keep in touch with their parents** if they are out with friends and, as newspapers make increasing reports of violence, particularly in inner city areas, this must be an advantage. If students are on a school outing and have to be met by parents on their return to school, they can **phone at short notice from, say, the bus to give details of exact timings**. Mobiles **encourage friendships** and some students speak to their friends several times a day. Parents may be happy that their **children are not using the house telephone and incurring charges which they, as parents, have to meet** – an issue which, in the past, was often a source of family conflict. Most young people have 'pay as you go' mobiles, and this **encourages budgeting**, surely a useful skill to have in later life.

Because a mobile is the personal property of its owner, **direct contact can be made, and there is less risk of disturbing an entire household** engaged in some family activity, such as having dinner. Another obvious advantage is that **people can be contacted wherever they are**, clearly a benefit if a friend or spouse wishes to communicate that he is stuck in traffic, or that the train is running late. In situations where it is impossible for either the caller or the recipient to speak, mobiles can be used to send short **text messages**, which are both convenient and relatively cheap. Many mobiles are also able to **take photographs**; this multi-tasking means that there is no need to purchase a camera, and thus a saving is made. Sophisticated mobiles even allow their owners to **send and receive e-mails**, thus providing an alternative means of communication. **Small businesses flourish** because of mobile phones. A plumber, for example, can receive bookings for future work while he is working on another job; there is no need to sit at home waiting for phone calls or employing a secretary in an office.

However, there are downsides to mobile phones. **People are discouraged from planning ahead**. It is a rather pathetic sight to see a wife phoning from the supermarket to ask her husband what he would like for dinner. **People might also stop making simple decisions for themselves** with, say, a teenager phoning his mother to ask if he may take a drink out of the fridge. Then there is the general disturbance which can be caused: there is nothing worse than **people on public transport conducting loud and animated conversations on their mobiles with scant regard for their fellow passengers**. Some countries, for example France, have tackled this problem by insisting that mobiles are switched off on trains; all countries should follow this example. Unfortunately, owning a mobile phone **prevents some people from concentrating on the present moment**. Picture the scene: a young couple are dining in a fine restaurant but, instead of being absorbed in each other's company, each of them is speaking to someone else via a mobile phone.

In schools, there can be regrettable **competition among students to have the most up-to-date mobile**. Some students are distracted into texting friends in class, which clearly hinders their education. In cases **where mobiles are confiscated because of such misuse, there are security issues for teachers** – who is responsible for this expensive equipment once it has been confiscated? And, of course, teachers complain vociferously about text message spelling and grammar which, they say, **encourage sloppy use of language**: 'CU' is enough to raise the blood pressure of an English teacher to dangerous levels. Furthermore, they complain that mobile phones, along with e-mails, have **destroyed the art of letter writing**. Parents complain that their children **contact their friends – with whom they have been all day in school – several times during the evening via text or call instead of doing their homework**. 'What do they have to talk about?' is the perceived mystery.