

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

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 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.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

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

Question 1

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

1. Used as a medicine
2. myths about origins of tea (increased its popularity)
3. Drunk as a stimulant / restorative
4. Tea bricks made it easier to trade / transport
5. Lu Yu's book / 'The Tea Classic' (a book / a book by a scholar = 0)
6. Tea spread to Japan / became accessible to people in Japan / was drunk by aristocracy in Japan
7. Religious significance of tea in Japan (increased popularity)
8. Spread to other Eastern / Asian countries / Vietnam / Korea / Taiwan
9. Dutch brought tea to the West // Dutch imported tea
10. In Britain, trade was encouraged (so that ships didn't return empty) // campaign in Britain
11. Smuggled tea was cheaper (and therefore became popular)
12. Tea plants' ability to replenish themselves makes it plentiful / easily available / cheaper
13. Variety of tea / tea such as vanilla and caramel achieved through absorption of flavours / aromas
14. Blending produced better taste / lower prices
15. Tea bags reduce time
16. Tea bags reduce cost / are cheaper
17. Tea is a stimulant (but only award if P3 is not scored)
18. Tea / making tea calms / soothes / relaxes (people) (link to caffeine spoils)
19. Beneficial effect on health // prevents heart disease / intestinal disorder
20. Prevents dental decay (because it contains fluoride)

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

[15]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

(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.

NB For short answers, mark in the usual way, but note that mark is unlikely to be more than OW3 and UE3

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

SUMMARY STYLE DESCRIPTORS			
Mark	OWN WORDS	Mark	USE OF ENGLISH
5	- Candidates make a sustained attempt to re-phrase the text language. - Allow phrases from the text which are difficult to substitute.	5	- Apart from very occasional slips, the language is accurate. - Any occasional errors are either slips or minor errors. There is a marked ability to use original complex syntax outside text structures. - Punctuation is accurate and helpful to the reader.
4	- There is a noticeable attempt to re-phrase the text. - The summary is free from stretches of concentrated lifting.	4	- The language is almost always accurate. Serious errors will be isolated. - Sentences show some variation, including original complex syntax. - Punctuation is accurate and generally helpful.
3	- 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.	3	- 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.
2	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.	2	- 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.
1	- Pretty well a complete transcript of the text expression. - There will also be random transcription of irrelevant sections of the text.	1	Heavy frequency of serious errors, impeding the reading. - Fractured syntax is much more pronounced at this level. - Errors of sentence separation are liable to be frequent.

If script is entirely irrelevant give 0 for OW and mark for UE in normal way, then halve.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Question 2 from paragraph 2

(two opinions)

- (i) tea is delicious / there's no better pick-me-up than a good cup of tea. Excess denies.
Lift of line 9 (This delicious drink) = 0. Some re-shaping is required [1]

Lift of lines 9–10 (this delicious drink ... powers) = 0. Answer must be distilled.

- (ii) 'The Tea Classic' / Lu Yu's book is fascinating (to read) [1]

Accept run on, in whole or in part, of 'describing ... used to make it'

'The Tea Classic was the single greatest influence' = 0

If more than one answer is offered in either limb, mark the first only.

Question 3 from the whole passage

(true or false)

Statement 1 is False [1]

Statement 2 is False [1]

Statement 3 is False [1]

Two boxes ticked, = 0 for that statement.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Passage 2

Question 4 from paragraph 1

(a) 'two things Hassan did'

- (i) he made him his breakfast // made him tea, toast and a (boiled) egg [1]

Lift of line 1 (tea / toast and a (boiled) egg) = 0. But 'made him tea' etc. = 1

Lift of lines 1–2 (I woke up to find.... table) = 0. This is answer to 4(b).

He waited for him to sit at the breakfast table / talked to him = 0 (N)

- (ii) he laid out / left him / ironed his clothes (for the day) / did his ironing [1]

My clothes for the day were ironed and folded = 1

Folded his clothes = 0(N)

talked to him (as he ironed) / talked to him as he ironed his clothes = 0(N)

Accept in any order.

If more than one answer is offered in either limb, mark the first only.

(b) 'Hassan's behaviour changed'

- A. he made Amir's breakfast / ironed Amir's clothes / organised his things (sic) / did his tasks beforehand / earlier / before Amir appeared / got up // when he was not around [1]

Lift of lines 1–2 (I woke up to find.....table) = 0

Lift, in whole or in part, of lines 2–3 (My clothes....did his ironing) = 0

Block lift of lines 1– 3(I woke up.....did his ironing) = 0.

Only the folded clothes greeted me = 0

He didn't wait for Amir to sit at the breakfast table before he started ironing = 1

- B. he stopped talking to Amir / was no longer there to talk to Amir [1]

He avoided Amir = 0 He was angry with Amir = 0

This point is inferential and cannot be made by lifting

Mark what you see, as long as correct answer isn't spoiled.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Question 5 from paragraph 2

(a) 'oxygen out of room'

A. Amir can't / can hardly breathe // needs oxygen // feels / is suffocated [1]

has no oxygen (alone) / he was gasping / had no air = 0

Lift of lines 8–9 (my chest tightened...bubble of atmosphere) = 0. Some distilling is required.

B. because he feels guilty / awkward / embarrassed / upset / uncomfortable / ashamed / uneasy / stressed (when Hassan is around) // he doesn't want Hassan to be near him / he doesn't want to be near Hassan [1]

Nervous / scared / edgy = 0

(b) 'no longer involved'

periphery [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.

(c) 'clothes and slippers'

Note that this is an OWN WORDS question. Key words are UNWAVERING and LOYALTY. Do not insist on synonyms for 'indicate' as it is included in the question. Do not insist on grammatical form.

A. UNWAVERING not stopping / for ever / continual / continuous / eternal / always / unswerving / unfaltering / everlasting / unvarying / unchanged / unchanging / unmoved / unmoving / still / went on / not lessening [1]

unconditional / unaffected = 0

B. LOYALTY trustworthiness / fidelity / dedication faithfulness / allegiance / not let (him) down [1]

Service / friendship / liking / trust / obedience / kindness / sympathy / helpfulness / sincerity / love / care / honesty = 0

Accept answer in negative form, e.g. He would never betray him = 2

Do not insist on agents, but penalise if clearly wrong, e.g. Amir would never betray Hassan.

Highlight penal words.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Question 6 from paragraph 3

(a) 'Amir's solution'

to persuade / ask his father to get new servants / to replace Hassan // sack / get rid of Hassan // get new servants [1]

ask his father if he has thought of getting new servants (alone) = 0

(b) 'father's personality'

he is confident // doesn't care about people's opinions // values his own opinion (more than other people's) // arrogant // goes his own way // isn't afraid to be different / to stand out from the crowd [1]

he enjoys / knows about gardening / tulips / flowers = 0 (N)
he was confident about gardening = 0

(c) 'regrets question'

(i) his heart started racing / beating fast / he was having palpitations [1]

Lift of line 16 (My heart started racing = 0). Some distilling is required.

(ii) his voice faded (away) / he could hardly speak / had difficulty speaking / didn't want to speak / his voice became low / dropped / quietened / became faint [1]

couldn't speak / was murmuring / says he is sorry = 0 (N) my voice fading away to a murmur = 0

if more than one answer is offered in either limb mark first only

Question 7 from paragraph 4

'dropped off at school'

Note that this is an OWN WORDS question. Key words are EMBARRASSMENT and EMPTINESS. Do not insist on synonyms for 'muster'. Be generous with grammatical form.

A. EMBARRASSMENT awkwardness / self consciousness / confusion / disconcertedness // feeling silly / stupid // humiliation / shame / uneasiness / uncomfortable / abashed [1]

worry / fear / shyness / bashful / guilt / sadness = 0

B. EMPTINESS his life was over / not worth living / he had nothing to live for // Hassan / something / someone was missing from his life / hollowness / incompleteness [1]

blankness / loneliness / vacant / numbness = 0

Highlight penal words

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Question 8 from paragraph 5

(a) 'teemed'

Inundated [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) 'fixed smile'

he was unhappy / sad / miserable // he wasn't happy / enjoying himself // he was pretending to be happy // he didn't feel like smiling // he didn't want to smile [1]

embarrassed / afraid / bored / awkward / strained = 0
His smile was fake = 0. Question asks for a feeling.

(c) 'fireworks as bouquets'

they were pretty / colourful / vivid / bunched together [1]

Accept 'they were shaped like bunches of flowers' / bouquets = 1 They looked like / were like flowers / bouquets / patterned = 0
Answers which do not decode the image = 0, e.g. they were bright / lit up the sky

(d) 'merciful darkness'

he didn't want to see / face Hassan // he didn't want Hassan to see him // it hid Hassan // seeing Hassan reminded him of what he'd done / of his betrayal // reminded him that their friendship was over / had changed / he and Hassan didn't see one another [1]

Question 9 from paragraph 7

'shameful lie'

that Hassan had stolen (some envelopes of) cash from him / his money / money that he had been given [1]

Hassan stole money = 0
If more than one answer is given, mark the first only.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Question 10 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. 'smiling and laughing' for 'beaming'.
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.)

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Word	1 mark	0 mark
1. barely (line 1)	hardly / rarely / scarcely / once in a while / occasionally / seldom / <u>very</u> little / infrequently / not often / <u>very</u> few times / almost never / once in a while / once in a blue moon	Sometimes / usually / slightly / not a lot / almost not / negligibly / as little as possible
2. beaming (line 20)	smiling / grinning / smirking	shining / celebrating / laughing / rejoicing / glowing
3. preoccupied (line 22)	(kept) busy / distracted / concentrated (on) / filled (one's) time / focused (on) / engrossed / diverted / involved / engaged / absorbed / immersed / concerned / threw himself into / gave himself something to do	amused / forgot
4. mingled (line 26)	interwove / went from group to group / interacted / mixed / circulated / socialized	merged / amalgamated / hung around / got together / met / grouped / gathered / walked around / moved around / combined / got to know / hung out with
5. bursts (line 32)	Flashes / explosion / flares / splashes / emissions / eruptions	breaks / ray / shaft / glints / sparkles / shows
6. perfunctory (line 35)	casual / fleeting / half-hearted / careless / offhand / disinterested / cursory / brief / short / quick / passing / minimal / not thorough / skimming	occasional / unhappy / uninterested
7. animated (line 40)	lively / enthusiastic / excited / vivacious / spirited / dramatic / eager	emotional / enthralled / unreal / made up / cheerful / exaggerated / eager / noisy
8. anguish (line 44)	pain / hurt / grief / suffering / agony / torment / sorrow / misery / woe / <u>very</u> unhappy / despair	upset / trouble / bother / cruelty / hatred / problem / chaos / worry / nastiness

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – May/June 2011	1123	22

Appendix

There is plenty of evidence to show that tea was popular thousands of years ago in China because it was drunk for its **medicinal properties**. There were many **myths surrounding the origins of tea** and, as these myths spread, the popularity of tea increased. For example, one influential myth concerns Emperor Shennong: taking a sip from a bowl of boiling water into which some leaves from a nearby bush were blown, he was pleasantly surprised by its flavour. This delicious drink began to be **drunk as a stimulant** because of its restorative powers. Use of tea for this purpose was supported by another myth about a prince who developed the habit of chewing leaves from the tea shrub in order to keep himself awake for prayer. Tea drinking spread when **tea leaves were formed into the shape of bricks because they were easy to trade and transport**; they were even used as a form of currency instead of metal coins. A fascinating book entitled '**The Tea Classic**', **written by scholar Lu Yu, was the single greatest influence** in developing the popularity of tea in China. The book describes the weather conditions in which tea should be picked and even the best water to be used to make it.

By the 6th century AD, **tea had spread to Japan**, where at first it was the drink of the aristocracy, before becoming widely accessible to ordinary people when production grew. **Tea in Japan took on religious significance** with The Tea Ceremony, in which the making of tea expresses the quest for greatness in the smallest details of life. Thus, the link in Japan between tea and religious observance increased the importance and popularity of tea. Through time, **tea drinking extended to other Asian countries**, for example Vietnam, Korea and Taiwan.

It was not until the 17th century that **tea reached the West, when Dutch traders imported it from China**. In addition, British merchants had been exporting goods to the East, but **their ships returned empty; thus began a vigorous campaign in Britain to popularise tea among the ordinary people there to develop it as a profitable return cargo**. In order to evade taxes, it was frequently smuggled into Britain; **smuggled tea was cheaper** than its legitimately imported equivalent, and its popularity increased.

There are many reasons for the continuing popularity of tea. **The ability of tea plants to replenish their leaves every week during the growing season means that there is always plenty available, which helps keep down the cost** to the consumer. In addition, tea is highly receptive to absorbing the aromas of other plants. This may cause problems with transportation and storage, with the true flavour of the tea being adversely affected by other goods, but the advantage of the **ability of tea leaves to absorb other aromas allows for an almost endless range of scented and flavoured teas**, such as vanilla and caramel. Moreover, the development of mixing different types of tea, called **blending, makes it possible to obtain better-tasting tea at lower prices**. Then came the invention of **tea bags, which led to the 'quick cuppa'**. Although connoisseurs of tea complain that tea bags contain merely the waste products of high quality tea, and that their small size does not allow the leaves to diffuse properly, it cannot be denied that **tea bags have made tea accessible and cheap**.

As well as being a stimulant because of its caffeine content, a cup of **tea is considered by millions to be wonderfully relaxing**. Perhaps the best explanation of this paradox is that the very act of making tea has a soothing effect on us. Modern medical studies support the claim that **tea has a beneficial effect on health**, reducing our chances of heart disease, and providing immunity against certain intestinal disorders. Furthermore, because it contains fluoride, tea even **prevents dental decay**. Such scientific data was beyond the knowledge of Emperor Shennong, but it seems that he was right to have been impressed by what he stumbled upon all those centuries ago.