

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

1123 ENGLISH LANGUAGE

1123/22

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.

Cambridge is publishing the mark schemes for the October/November 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 – October/November 2011	1123	22

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 ticking the point rewarded. Accept own words or lifting. Accept sentences or note form. Points 1 and 11 are already given.

1. *Illegal logging destroys their habitat*
 2. Fires to clear land / forest for agriculture (destroys / damages their habitat)
 3. (They are hungry because) Their food (source) is destroyed // they have no / less food
 4. They are hunted because they eat / destroy crops
 5. And rewards / money / week's salary are / is offered for killing them
 6. Mothers / females are killed for food
 7. Babies are captured / kept as pets
 8. Their habitat is cleared for palm oil plantations / palm oil trees
 9. (Food manufacturers want more and more) palm oil to make healthy food
 10. (World wide desire for) Biofuels made from palm oil
 11. *Governments raise public awareness*
 12. (Individual) Companies (asked to / should) ensure palm oil comes from orangutan-friendly sources / places where there are no orangutans
 13. Increased size of national / natural parks (*parks = 0*)
 14. Better training / equipment for rangers in (national) parks
 15. More organisations for / dedicated to saving orangutans
 16. (New) Trees planted in damaged habitats / ravaged rainforests formerly favoured by orangutans
 17. (People invited to do) Voluntary / unpaid work with orangutans
 18. Rescue centres (set up)
 19. (People are encouraged to / can) adopt an orangutan
 20. Young people / schools (encouraged) to fund a day / fundraise
- (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 clearly made.*
- (iv) *If content point being made depends on information contained in another bullet point, withhold mark unless clear contextual link word (e.g. 'and', 'therefore', 'because') is made between two adjacent points.*

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – October/November 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.

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'.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – October/November 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.

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

Question 2 from knowledge or experience

[2]

(one concern, one way of dealing with that concern)

Reward only real concerns, do not reward generic concerns, for example, 'environmental problems / we need to protect the planet from destruction'

In the first limb award only concerns, not solutions

In the second limb reward only solutions not results.

Candidates can score the second point without the first. For example, concern is environmental problems = 0. We need to stop cutting down trees = 1.

Do not reward generic solutions. For example, we need to care for the planet = 0.

Must be related to the planet, therefore 'poverty / famine / etc.' = 0

Be generous with the candidate's knowledge and experience.

Question 3 from the whole passage

[1]

(true or false)

Accept any correct indication, do not insist on ticks.

Box 1: False

Box 2: True

Box 3: False

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

Passage 2

Question 4 from paragraph 1

- (a) 'parents react'
(they had been) worried / concerned / upset / anxious / skeptical / had misgivings / unhappy / sad / they were against it / disapproved / thought he was wrong [1]

shocked / surprised / uncertain = 0

Lift, in whole or in part, of lines 1–2 (Peter and his wife ... his intention to emigrate) = 1.
Excess denies.

Any reference to being contented / sighed contentedly / right decision = 0 W

- (b) 'advantage of' country

Note that this is an OWN WORDS question. Key words are UNSURPASSED and EMPLOYMENT. Do not insist on synonym for 'offered' or 'opportunities' but a sensible context is required. Ignore references to public transport/ cafes / restaurants.

UNSURPASSED unbeaten / unrivalled // couldn't be bettered/ beaten / improved // better than anywhere else / best / perfect / excellent / unequalled / unparalleled / unmatched [1]

good / amazing / better / many / extra / unique / unlimited = 0

EMPLOYMENT work / a job / earning a living [1]

- (c) 'lively location'
(there were) new cafes / restaurants / eating places // restaurants / cafes were springing up [1]

Lift of lines 6–7 (new cafes and restaurants were springing up (all around)) = 1. Excess denies.

Any reference to accommodation / public transport = 0 (W)

Many cafes/restaurants = 0 (N)

Many cafes springing up = 1

Reference to increasingly popular = 0 (N)

Question 5 from paragraph 2

- (a) 'yet another'
They had already done a lot of shopping there // they had visited the market / it often / many times before // they had gone on a lot of / several trips [1]

They had been to the market before // it was not the first time // they were going again // they usually went to the market = 0

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

(b) 'genuine jade tortoise'

Answer can focus on either the tortoise or the stallholder.

the tortoise wasn't made of jade // was a fake / phoney / a trick / con

OR

the stallholder was lying / exaggerating / saying anything that would get a sale/ a conman / trickster [1]

ACCEPT conditionals, for example, the tortoise may not have been made of jade / perhaps wasn't made of jade
assured / guaranteed / convinced = 0

(c) 'Peter's character'

[2]

'Peter's character' NOTE: focus is Peter, not Marian

(i) he loved shopping / buying things / spending money // his / her husband's love of shopping [1]

Lift of line 14 (her husband's love of shopping) = 1. Excess denies

She did not share her husband's love of shopping = 0

He stopped at every / many stalls = 0 (N)

He liked markets (alone) = 0

(ii) He was gullible // easily taken in / convinced / influenced // could be conned / didn't spot tricksters / believe everything he heard [1]

Lift of line 15 'inclined to be swept away by smooth / sales talk' = 1. Excess denies.

She was less inclined to be swept away by smooth / sales talk = 0

Question 6 from paragraph 3

(a) 'mysterious money-lender'

the inscriptions on it / the front / the base / him were indecipherable / couldn't be read / worked out / fathomed [1]

blurred / unclear / difficult / strange = 0

Lift, in whole or in part, of lines 21–22 (Closer inspection ... inscriptions) = 1. Excess denies.

Any reference to glint of metal / three inches high/ being seated / moneybag / abacus = 0 (W)
and destroys otherwise correct answer.

(b) 'eager shopkeeper'

make a sale //sell (something / anything / the money lender / it) // Persuade Peter to buy (something / anything / the money lender) [1]

Lift of line 21 (eagerly appeared out of nowhere) = 0

He wanted Peter to buy it / something etc. = 0 (shopkeeper's action is required)

Lifting will not work.

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

- (c) 'money-lender glittered'
it / he was made of gold / was gilt / gilded / golden [1]

Made of metal // spectacles were shining = 0
Mere synonyms for 'glitter' = 0 (N) e.g. shiny / sparkling / twinkling
It was made of shiny metal = 0
Lift of 'the gilded figure' = 0 but 'the figure was gilded' = 1
If more than one answer is given, mark first only.

Question 7 from paragraph 4

- (a) 'bewitched'
spell [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) 'Marian indicated'
(i) she furrowed her brow / frowned [1]

Lift of line 29 (her furrowed brow) = 1. Lift of 'her furrowed brow, her silent rebuke ... that day' = 1

Lift of line 29 (silent rebuke) = 0 (N)

Grimaced / pulled a face = 0 (W)

- (ii) She told / warned / reminded him it was time (to go) for lunch // made excuses it was time (to go) for lunch [1]

Lift of lines 31–32('Peter, it's time ...' warned / said Marian) = 1. Excess denies.

But 'Peter, it's time ... lunch' = 0

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

- (c) 'Peter was persuaded'

Note that this is an OWN WORDS question. Key words are FAIR and ILL-FORTUNE. Do not insist on synonyms for 'price' or 'never', but a sensible context is required.

FAIR reasonable / just / not excessive / good (sic) / without exploitation / a right price / acceptable // he wouldn't overcharge [1]

Cheap / cheaper / bargain / reduced / discounted / affordable = 0 (N)

ILL-FORTUNE bad luck / be unlucky // would have (good) luck / be lucky [1]

Rich / poor = 0 (W) Unhappy / bad things happening = 0 (N)

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

Question 8 from paragraph 5

'Marian still annoyed'

she was silent / didn't speak (to Peter)

[1]

Lift of line 35 (her awkward silence) = 1 Excess denies.

Any reference to seeing the humour / linking arms = 0 (W) and destroys an otherwise correct answer.

Question 9 from paragraph 6

(a) 'importance of a money-lender'

Award 1 mark each for any 2 of A, B or C below.

A. He tenderly / carefully positioned him / it on a shelf

[1]

Lift of lines 43–44 (In the living room, Peter, with the utmost care ... on a shelf) = 1.
Excess denies.

B. He was reluctant to drag his attention away (from it)

OR

He dragged his attention away from it reluctantly = 1

Lift of line 46 'reluctantly he dragged his attention away from it' = 0. Answer must be distilled.

C. He adjusted the position / him / it many / several times / kept adjusting the position / him / it

[1]

Lift of lines 49-50 (Peter adjusted ... by a fraction of an inch) = 0. Answer must be distilled.

(b) 'what Peter believed'

the (Chinese) money-lender had brought / was able to bring Marian / them / him good luck //
had caused Marian / her to win the competition / cash / prize // was a bringer of luck [1]

She had won the prize // It brought luck = 0 Mention must be made of the Chinese money-lender

It will / would bring luck etc. (future tense) = 0

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE O LEVEL – October/November 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. 'must and routine' for 'priority'.
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 below.)

	1 mark	0 mark
1. priority (line 9)	must / first/ very important / urgent / focus / main / most important / top need / necessity / essential / vital / prime concern	routine / law /rule / preference / compulsory / important
2. plethora (line 9)	<u>wide</u> / <u>great</u> variety // <u>wide/ great</u> range // abundance / many / a lot / multitude / great number / array / a load	surfeit / too much / more / excess / pile / various / increasing number
3. tantalising (line 10)	tempting / attractive / enticing / mouth- watering / teasing / alluring / seducing / seductive / appealing / promising	annoying / delicious / tasty / wonderful
4. wafting (line 10)	drifting / floating / being carried / borne / blowing / spreading / carrying / diffusing	moving / flying / going / flowing / swinging / coming out
5. intently (line 20)	closely / avidly / with concentration / fixedly / purposefully / attentively / assiduously / lots of interest / with attention / carefully / focused	knowingly / accidentally / enthusiastically / interestedly / willingly / seriously/purposely / curiously / deliberately
6. simultaneously (line 28)	at the same time / concurrently / coincidentally	later / as a result / at once / instantly / quickly / continuously / together
7. unique (line 38)	one of(f) / nothing like it / original / singular / unmatched	unusual / different / strange / special / eccentric / quirky / new / rare / excellent / uncommon /
8. mundane (line 42)	ordinary / day-to-day / plain / usual / uninteresting / run of the mill / everyday / commonplace / habitual / dull / boring / tedious / monotonous / unexciting / lacklustre	normal / exciting / specious / mediocre

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

Appendix

There are laws governing the cutting down of trees, but sometimes trees are axed by people who are part of an illegal market in wood, and this **illegal logging destroys the natural habitat of orangutans**. Additional **damage is caused to their habitat by people who burn down extensive areas of forest in a bid to create more land for agriculture**. The displaced orangutans are left **hungry by the destruction of their food source** and, ironically, they are often branded as pests by farmers whose crops then become their only food option. Mindful of potential loss of profits, **farmers carry out vicious extermination programmes of orangutans**. The knock-on effect of this is that frequently **money is offered for killing orangutans**; it is possible to understand such misguided behaviour, as the reward will certainly be more than a week's salary. Sometimes the **mothers are killed for food**, and their killing is rarely humane: they can be beaten to death or doused in petrol and set on fire. On other occasions the **babies are captured as pets**.

But the biggest threat to orangutans today comes from the **clearing of their habitat for palm oil plantations**, which unfortunately flourish best in the lowland forest areas favoured by orangutans. It is estimated that, in some parts of the world, a staggering one in ten products on sale in supermarkets contains palm oil, items ranging from soap and lipstick to margarine and detergent. **Because food made with palm oil is low in the fatty acids associated with heart disease, more and more areas inhabited by orangutans are cleared**. Healthy food may be provided, but orangutans suffer. Furthermore, in a laudable desire to combat carbon emissions, **palm oil is produced on a grand scale to satisfy the demand for biofuels manufactured from it**, again at the expense of orangutans.

The world has become aware of the plight of orangutans, albeit dangerously late. Many **governments** are becoming pro-active in their attempt to halt the extinction of these beautiful creatures by **raising public awareness**. **Individual palm oil companies are being asked** to consider more than mere profit, and to **ensure that their products come from sources which are not detrimental to orangutans**. **Some national parks which are already homes to orangutans are being increased in size** to extend them even greater hospitality, and **better training and equipment are being offered to park rangers** there to help in the conservation programme. **Organisations dedicated to looking after orangutans – e.g. the World Wildlife Fund and the Orangutan Foundation International – are increasing in number**, and many such **organisations are involved in planting new trees in the already ravaged rainforests formerly favoured by orangutans**.

Ordinary people are invited to participate in conservation schemes by **working voluntarily in an orangutan habitat** – even as short a period as three weeks can make a difference. In some areas, **orangutan rescue centres have been established** in desperate and often last-ditch attempts to save lives. Unsurprisingly, the cost of caring for even one infant orangutan is very high; the fact that a single care centre rescues dozens of babies a year means that the bill is often staggering. To make some inroads into these costs, funding organisations encourage people to **adopt an orangutan**, in return for which they might receive such items as a photograph of the adoptee or a certificate of adoption. School **students are invited to be responsible for a particular day in a park's calendar: they instigate a fund-raising programme** to protect the park for that day by paying for police officers to guard against hunters or to patrol rivers in boats.