

**MARK SCHEME for the May/June 2012 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.

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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.)

Question 1

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

1. *People don't have to rush to the shops*
2. Creates (more) jobs // more people (are needed) to work (in shops) // more employees (are needed)
3. Students can work (part-time) without compromising their studies / after school / outside school hours
4. Parents / mothers / fathers can work (part-time) when spouse isn't at work
5. (Families) save on childcare // don't need (expensive / complicated) childcare
[Needs an attempt at point 4]
6. Shop owner earns more // more business for shop
7. Spreads the load for the shopping centre // no fighting for car park spaces
8. (People have) more time to browse / shop // (people can) browse / shop when it suits
[Key = time]
9. (Provides) relaxation / therapy
10. Shopping malls / round-the-clock outlets offer wide range / increased availability of goods (at almost any time)
[Key = variety]
11. (Malls / Shopping offers / becomes) a family activity // day out / trip for families
12. *Decreases opportunity for family activities*
13. Children miss out on educational / recreational activities [Do not accept examples only]
14. Chances for family bonding are removed [Do not accept examples only]
15. Children not taken to parks / playgrounds [Do not go to parks (alone) = 0]
16. Lack of exercise contributes to childhood obesity [Needs an attempt at point 15]
17. Employees' family life is interrupted / compromised / affected
18. Employers have to appoint deputy in their absence
[can't always be in the shop (alone) = 0]
19. Employers / Shops will lose business (to open shops) if they close
20. People have a fixed amount to spend // Shoppers / Customers have a fixed amount of money
21. People / Shoppers will waste time that they might have spent doing (more) useful things
[Accept 'They' as agent where it is clear from context it refers to people/shoppers. Accept passive form.]

- (i) *If script is entirely verbatim lift give 0.*
- (ii) *If content 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 separately if clearly made.*
- (iv) *If content point being made depends on information contained in another bullet point, withhold the mark unless a clear link is made between the two points.*

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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 page 5 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.

Write marks for OWN WORDS and USE OF ENGLISH separately in comments box beneath the question. Access this comments box by clicking on the speech bubble on Scoris Task Bar. Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number e.g. OW 3, UE 2, giving 3 to be entered in Scoris marks column.

HOW TO ANNOTATE Q1(b)

Use margin (either left or right) to indicate OWN WORDS assessment, and the body of the script to indicate USE OF ENGLISH assessment. Under OWN WORDS, use either T (text) or O (own words). Where the candidate has more or less written a wholesale copy, but has substituted an odd word here and there (single word substitution), indicate these single words with O above them. Otherwise use the margin only for assessment of OW.

Under USE OF ENGLISH, use the body of the script for annotations. For accuracy assessment, use either cross or carat as appropriate for errors (over the errors). You may use cross for omission instead of carat. Indicate only serious errors. If the same error is made more than once, e.g. omission of definite article, indicate it each time it is made. Below follows a list of serious errors:

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 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.

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For sentence structure merit, use ticks where appropriate, in the body of the script. Tick only instances where the sentence structure is both complex and original, i.e. belonging to the two top boxes in the Use of English column on the MS. Ticks, therefore, tend to be over relative pronouns, present participles and conjunctions. Do not tick vocabulary: this will be taken into consideration under assessment of OW.

Irrelevance: Put a cross in the margin to indicate a stretch / section of irrelevance.

If a 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. This might count as oblique or limited own words when you come to assess OW.

THE PRACTICE SCRIPTS WILL PROVIDE EXAMPLES OF HOW SCRIPTS SHOULD BE ANNOTATED.

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:

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.

Additional Objects: If there is an Additional Object on a script, indicate that you have seen it with a cross. Do not use ticks as sometimes these can be included in the scoris total at the top of the scripts and the wrong mark keyed in by the examiner.

SUMMARY STYLE DESCRIPTORS

Mark	OWN WORDS	Mark	USE OF ENGLISH
5	<ul style="list-style-type: none"> Candidates make a sustained attempt to re-phrase the text language. Allow phrases from the text which are difficult to substitute. 	5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> There is a noticeable attempt to re-phrase the text. The summary is free from stretches of concentrated lifting. 	4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Meaning is not in doubt but serious errors are becoming more frequent. [<i>8+ errors as a guide</i>] Some simple structures will be accurate, although this accuracy is not sustained for long. Simple punctuation will usually be correct.
1	<ul style="list-style-type: none"> Pretty well a complete transcript of the text expression. There will also be random transcription of irrelevant sections of the text. 	1	<ul style="list-style-type: none"> Heavy frequency of serious errors, sometimes impeding reading. Fractured syntax is much more pronounced at this level.
0	<ul style="list-style-type: none"> Complete transcript. 	0	<ul style="list-style-type: none"> Heavy frequency of serious errors throughout. Fractured syntax.

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Question 2 from paragraph 2

Students can juggle part-time work with their studies. [1]

More than one box ticked = 0

Accept other notations, e.g. X, *, shading of correct box, or T for True.

Question 3 from paragraph 4

Opinion 1: (far from promoting family life,) the 'shop till you drop' mentality actually decreases the opportunities for family activities [inclusion of *critics (who) argue = 0*]

Opinion 2: (Indeed, the very expression) 'shop till you drop' suggests silly /robot-like behaviour

Opinion 3: recreational excursions are valuable

Opinion 4: There is nothing more depressing than (seeing) the long faces of parents pushing baby buggies / trailing youngsters round (yet another computer) shop // shops

Accept any two of four for one mark each.

Two correct answers in one limb = 1 mark max.

Accept in any order. Accept own words versions. [2 x 1]

Question 4 from knowledge or experience

Accept any reasonable examples, such as theatre trips, trips to exhibitions etc. [2 x 1]

Accept plausible, if unknown to you, examples, e.g. family trip to Kampong Ayer.

Accept single word answers, e.g. museum, picnic etc.

Two correct answers in one limb = 1 mark max.

art gallery / park (alone) / playground / watching television / meals together (at home) / any shop = 0 (text)

any activity clearly in the home = 0

going on a trip (alone) = 0 This merely defines the word 'excursion'.

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Passage 2

Question 5 from paragraph 1

(a) she was going (into hospital) to have an operation [1]
she was going into hospital (alone) = 0

(b) Look for ideas of (i) small size of baby / her clothes (ii) limited requirements when going into hospital (iii) mother's feelings for baby // baby's condition [2]

(i) her clothes / things / stuff were small // she was small / just / only a baby / young

(ii) she wouldn't need much (in hospital)

her requirements were small = 0 (N)

(iii) the mother felt sorrow / anguish // the baby was vulnerable / pathetic / weak

pity / pitiable / pitiful etc = 0 (N) anxiety / worry = 0

She was going into hospital = 0(N) in either limb

Accept any two of three for one mark each

(c) (i) she couldn't speak / she stood (there) dumbly / was speechless [1]

I stood there dumbly = 0. Person must be changed from 1st to 3rd.

She got round to speaking = 0(N)

Any reference to 'could not believe that a mere recital of facts' or 'wondering whether she had got the wrong name etc.' = 0(N)

(ii) she did not ask again to see her baby / Octavia [1]

She did not ask to see her (alone) = 0

She did not ask again to see her = 0 Object must be supplied.

'I did not ask again to see her' = 0. Person must be changed from first to third.

Two correct answers in one limb = 1 mark max.

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Question 6 from paragraph 2

- (a) (i) (she worried that) Octavia / the baby / she would not have a nurse with her at all times // that Octavia / the baby / she would be left alone // (wondered) if/whether there would be a nurse with Octavia (or not) at all times [1]
- (ii) (she worried that) Octavia / the baby / she would not be fed properly // that the nurses / staff would not feed Octavia / the baby properly // (wondered) if/whether the baby would be fed properly (or not) [1]

*Lift of 'Would there be nurse ... ?' or 'Would they feed her properly?' = 0.
Candidates must distil the answer.*

Any prefix of 'would there', even without a question mark = 0

- (b) she / Octavia might not have got better // she might have died // she had much greater / life-threatening problems // she was concerned about her survival // there had been a threat of fatality [1]

Any reference to having an operation (alone) = 0(N)

She had other serious / important things to worry about = 0(N)

- (c) This is an OWN WORDS QUESTION. Key words are THREAT and FATALITY.

FATALITY: death / not surviving / dying / loss [1]

THREAT: idea / possibility / likelihood / chance / danger / risk /fear [1]

Accept fatality idea in reverse, e.g. there was no danger to Octavia's / her life. = 2

The possibility that Octavia would die had been taken away. = 2

Octavia wasn't going to die. // She had survived. = 2

The chance that Octavia would become worse had been taken away. = 1

Octavia would become more ill. = 0

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Question 7 from paragraph 3

- (a) lethargy [1]

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

- (b) (i) She had never been separated from Octavia / her for so long (before) // she and Octavia / they had endured the longest separation of their lives [1]

Needs idea of both parties

Lift of 'we had endured the longest separation of our lives' = 0. Candidates must distil the answer.

Reference to 'seeing separation stretching away, indefinitely prolonged' = 0(N)

Reference to 'lying in a state of lethargy' = 0(W)

- (ii) (she thought) the operation had not been a success//she wanted proof that the operation had been a success // she didn't know whether (or not) the operation had been a success // she thought the nurses / doctors were hiding something from her [1]

Lift of 'had the operation not been a success?' = 0(N). Candidates must distil the answer.

Two correct answers in one limb = one mark max.

Question 8 from paragraph 4

- (i) showing the writer / her the surgeon's / doctor's report(s) [1]

- (ii) when she/the writer might have had medical knowledge/might have been able to understand it // it might not have been a mass of technicalities to her / the writer // the nurse didn't know if the writer had medical knowledge / would understand it / the report [1]

The senior nurse showed me the surgeon's report = 0(N)

The report was a mass of technicalities = 0(N)

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Question 9 from paragraph 5

- (a) Accept any sensible inference concerned with either writer's possible actions or nurses' status e.g. They were afraid / thought / knew she might make a fuss // they were afraid / knew / thought she was going to ask to see her baby (again) // the senior nurse was not there (to deal with it) / they were (only) junior / inexperienced nurses [1]

They were nervous / fearful / afraid / angry / worried she would get upset (alone) = 0 (N)

They didn't know what to say / what was going to happen = 0 (N)

They were afraid of the senior nurse / the surgeon / the writer = 0(N)

- (b) This is not a conventional own words question, but look for re-casting of WHOLE BUILDING BEHIND THEM and INTENTION for 1 mark each. Do not insist on synonym for 'whole', but idea must be included.

WHOLE BUILDING BEHIND THEM : weight of authority / hospital rules / managers / other nurses / doctors / staff // they were part of a big organisation // had the support of the (entire) hospital [1]

Literal meaning (alone), e.g. hospital = 0

They had support (alone) = 0

INTENTION: desire / wishes / determination / purpose / aim / want / will / thing(s) in mind /drive [1]

reason = 0

- (c) she pushed her // she propelled her towards the door // she started to push her [1]

She took hold of her elbow (alone) = 0 She took my arm and began to push me = 0 (Needs 3rd person)

She pushed (alone) = 0(N) She pulled = 0(W) She pushed her out = 0(W)

Reference to 'well you're back' = 0(N)

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Question 10 from paragraph 6

He thought the mother / writer should have been allowed to see her baby / should not have been turned away by the senior nurse / nurses // should not have had to scream / make a fuss in order to see her baby // the nurses hadn't allowed her / the writer to see her baby // the nurses had allowed / caused the commotion / fuss [1]

Focus must be on the behaviour of the nurses and not the writer but accept incidental references to the writer being upset, e.g.

The nurses hadn't allowed her to see her baby and so she was screaming = 1

Because the writer had been screaming and the nurses hadn't allowed her to see her baby = 0

The nurses hadn't allowed her to see her baby and the writer had been screaming = 0

Question 11 from the whole passage

1. Mark only the first FIVE words attempted.
2. 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.
3. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'boring and irritating' for 'tedious'.
4. For a short phrase answer, mark the first seven words only (RUBRIC). *Credit a correct element within this limit.*
5. Ignore mis-spelling if the word is phonetically recognisable.
6. Ignore errors of tense and grammatical form *but only if the meaning is correct.*
7. If answers are numbered and the question-word has been given as well, credit a correct answer even if the numbering does not agree.
8. Tick only correct answers. No need to cross wrong answers but if all answers are incorrect put one cross only in the bottom corner.

(See words and equivalents overleaf.)

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Word	1 mark	0 mark
1. poignancy (line 4)	sadness / emotion / pain / hurt / feeling / pathos / heartbreak / distress / sorrow / agony / misery / grief	cruelty / upset / worry / anxiety
2. appointed (line 5)	(pre-)arranged / official / assigned / designated / chosen / planned / scheduled / elected / selected / given / provided / discussed previously / prescribed / required / (pre-)determined / fixed / set / allocated / booked / agreed / specified / right / stated	promised / exact necessary / needed actual
3. copiously (line 10)	extensively / lots / a great deal / uncontrollably profusely / many tears / abundantly / in floods	constantly / continuously repeatedly / excessively / too much
4. preoccupied (line 11)	distracted / taken up / obsessed / hung up on / wrapped up in // concerned (with) // taken <u>over</u> / <u>up</u> // thinking <u>solely</u> / <u>only</u> / engrossed / absorbed	surrounded / filled / overwhelmed / overcome engulfed / busy with thinking about
5. vehemence (line 16)	anger / rage / fury / passion / intensity / forcefulness / strength (of feeling)	dislike / resentment
6. summoning (line 18)	gathering / mustering // calling <u>up</u> / <u>on</u> / <u>upon</u> getting together / conjuring / dredging (up) / rousing / raising	calling / building / bringing gaining / demanding / showing / collecting
7. tedious (line 29)	boring / dull / wearisome / a drag / tiresome	nuisance / irritating / annoying / immature / slow repetitive / atrocious / monotonous
8. hardened (line 33)	(became) stern / harsh / resolute / resolved / firm / strict / severe / unbending / unyielding / determined / steely / uncompromising / authoritative // toughened	loud / angry / powerful / deep / serious / strong // raised / stiffened

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Appendix

Markets, bazaars, corner shops, high street stores or out-of-town retail centres – wherever you live, shopping plays some part in your life, and the hours available for this common activity will vary. But do extended shopping hours have a positive or a negative effect on society?

Extending the opening hours of shops has many advantages. People **do not have to rush to the supermarket** after a hard day at the office, checking their watches to see how much time they have to buy the evening meal for the family. If a shop is open for a restricted number of hours per week, say forty, then one set of employees is sufficient to run it, but extended opening hours mean that **more people are needed to work in the store**, thus providing an income for them. This can be particularly beneficial for **students, who are able to work for a limited period to earn some money without compromising their studies**. Families can also benefit; **parents, usually mothers, can work a few hours part-time in the local supermarket when their spouses are not at work**. Not only does this provide additional income for the family; it can also **avoid the costly and sometimes complicated childcare arrangements** which will be necessary if both parents work the same hours. Extended opening hours mean **more income for the shop owner**, who will not miss out on a potential sale because the shop is shut.

Keeping shops open longer **spreads the load for the shopping centre, as not all the potential shoppers are arriving at the same time, or fighting for a limited number of parking spaces**. People have **more time to browse** when it suits them, and so shopping can become a **form of relaxation**, giving rise to the term 'retail therapy'. In modern times there has been a rise in the number of covered **shopping malls, which are usually open for longer than the conventional high street stores**. **These malls offer under one roof a wide range of merchandise – from clothes, to food, to electronic equipment – and so there is increased availability of goods in these virtually round-the-clock outlets**. Because these malls are normally modern and bright, they offer **an attractive day out for families**, and make shopping a valuable family activity.

But extended shopping hours are sometimes under fire from critics who argue that, far from promoting family life, the 'shop till you drop' mentality actually **decreases the opportunities for family activities**. Indeed, the very expression 'shop till you drop' suggests silly, robot-like behaviour. **Children miss out on valuable recreational excursions** with their parents, who take them on endless shopping trips instead of, for example, to an art gallery. If mum is working in the supermarket in the evening, the chances for **family bonding, such as simply eating dinner together, or watching television, has been removed**. **Children are not taken to run around parks and playgrounds** because they are shopping instead. There is nothing more depressing than seeing the long faces of parents pushing buggies and trailing youngsters round yet another computer shop. The resulting **lack of exercise perhaps contributes to increasing childhood obesity** in some parts of the world.

Extended shopping hours also has a detrimental effect on **employees, whose own family life is interrupted or compromised** because one or other of the family members, possibly including teenage students, is working at any given time. **Employers suffer too; they cannot always be in the shop, and will need to appoint an employee as deputy in their absence**, which might cause problems. If they decide that such a task is impossible **they may choose to close the shop, but they will lose business** to the shops which have stayed open. Moreover, as **people have a fixed amount of money to spend** shopping, the idea that they spend more because shops are open longer is a myth in any case, and so employers do not ultimately benefit.

Finally, if people know that the shops are open constantly, they will waste the time that they **might have spent doing other, more useful things**.