

MARK SCHEME for the May/June 2014 series

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 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 May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Passage 1

- 1 (a) **Identify and write down** the points in the passage which describe the origins and in popularity of chess throughout history, and the reasons for its continuing popularity today.

| Mark | Expected Answer | Allow | Don't Allow |
|--|--|---|--|
| 1 mark for each correct point up to a max. of 15 | 1 Originated in India before the sixth century | | |
| | 2 It spread to Persia | Indian Ambassador took it as a gift to King of Persia | |
| | 3 Became (integral) part of education of (young) noblemen in Persia | P3 without reference to Persia if Persia context is established in P2 | |
| | 4 (Development of) strict rules // need to adhere to rules | | |
| | 5 When Arab countries conquered Persia it was taken up by Muslims / went to Muslim world // when Arab countries conquered Persia Muslims were attracted by its logical processes | Arab / Arab countries for 'Muslim world' and vice versa | |
| | 6 Buddhist pilgrims / Buddhists took it (from India) to Far East (along Silk Road) | | |
| | 7 In Europe, it became pastime associated with nobility | | <i>Chess was seen as noble / prestigious</i> |
| | 8 (Became) subject for European art // necklaces / jewellery decorated with chess pieces | Allow P8 without reference to Europe if Europe context has already been established | <i>Reference to exquisitely beautiful chessboards</i> |
| | 9 Knights / <u>high-ranking</u> soldiers had to be able to play chess | | <i>Knights / <u>high-ranking</u> soldiers played chess</i> |
| | 10 Invention of chequered / black and white board <u>made it easier to distinguish between the squares</u> | Invention...board <u>made it easier to play</u> | |
| | 11 <u>Writings about</u> theories / tactics | | |
| | 12 Chess tournaments (increase popularity) | | |

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|----|--|--|--|
| 13 | Chess Olympiad is international | <u>Some</u> tournaments / <u>some</u> championships / chess Olympics are international. Chess Olympiad, etc. linked to 'keen to see a country do well' | |
| 14 | World Chess Federation defines rules / ratings of players | | |
| 15 | Modern media keep spectators / people / us in touch with matches / championships | | <i>matches / championships broadcast on internet (alone) = 0 (examples only)</i> |
| 16 | Chess computers / technology enable(s) players to practise / improve // Chess computers / technology act(s) as opponents | | <i>playing online (alone) = 0</i> |
| 17 | <u>Different / various</u> pieces have different powers / move in different ways | | |
| 18 | Victory depends on (fate of) one piece / the king | Uniqueness of how victory is achieved | |
| 19 | Demands skill / concentration // no element of luck | | |
| 20 | (Gives sense of) continuity with the past | Lift in full of lines 47–48 'belonging to...many nations' | <i>Belonging to a great chess-playing family (alone) = 0</i> |

Additional information

- If content point is made in the wrong box, do not award the mark.
- Accept own words or lifting.
- Accept sentences or note form.
- Points 1 and 12 are already given.
- If script is entirely verbatim lift give 0.
- If more than one content point appears under a single bullet point, award each content point separately if clearly made.
- 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) **Now use your notes to write a summary in which you describe the origins and popularity of chess throughout history, and the reasons for its continuing popularity today, as outlined in the passage.**

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 on page 6 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 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 a mark of 3.

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), O (own words), MR (manipulated or re-worked text) and / or IR (irrelevant). 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 carats for omission, but you are free to use crosses. 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:

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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.

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. 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 IR in the margin to indicate a stretch / section of 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:

51–65 = 3 marks max for style

36–50 = 2 marks max for style

21–35 = 1 mark max for style

0–20 = 0 marks for style. No assessment of OW and UE is necessary.

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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2 From your reading of paragraph 1, decide whether each of the following statements is true or false, and for each statement tick the box you have chosen.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|----------------------|---|---|
| 1 mark | Statement 1 is True | Any clear indication of choice even if it is not a tick, e.g. cross, star, asterisk | <i>If more than one box indicated against any statement</i> |
| 1 mark | Statement 2 is False | | |
| 1 mark | Statement 3 is False | | |

3 From your reading of paragraph 3, select and write down two opinions.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|--|--|--|
| 1 mark | Chess boards of medieval Europe are / were (exquisitely) beautiful | (Exquisitely) beautiful chessboards of medieval Europe | <i>Chess was seen as a prestigious pastime</i> |
| 1 mark | Chess / it is a wonderful game | (Such was the popularity of) this wonderful game. Excess denies | <i>Social value attached to it</i> |

Additional information

Accept own words attempts within the parameters of the text answer.

Passage 2

4 (a) What were Alice and her grandmother doing 'on that particular day'?

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---------------------------------|-------|--|
| 1 mark | (Going) shopping / to the shops | | <i>Lift of 'one of the rituals...with her grandmother'</i> <i>Food shopping or any other <u>specific</u> shopping</i> <i>Reference to Alice holding the bag = 0(N)</i> |

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4 (b) Give two of the ways in which the writer indicates that Alice was only a little girl.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|--|--|--|
| 1 mark | The (shopping) bag knocked her (on the) leg | | <i>Inclusion of 'she was allowed to hold the shopping bag' = 0(N)</i> |
| 1 mark | She didn't know which things / purchases went together / went with other things / purchases // things / purchases that went together had to be explained to her // she didn't know that peaches got bruised / shouldn't be put in a string bag | She didn't know that vegetables and soap shouldn't be in the same bag // She didn't know that tins and soap could be in the same bag | |
| 1 mark | She pretended to be Net Man / she play-acted / pretended to be someone else // she used the string bag as a (Net Man) costume // she could fit in / she wore the (string) bag | | <i>Lift, in whole or in part, of 'Alice was holding...Net Man?' = 0(N)</i> |

Additional information

Award any two of three to 2 max.
All 0 answers are 0(N), i.e. they do not negate an otherwise correct answer.

4 (c) How can we tell that Elspeth is a caring grandmother?

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|---|---|
| 1 mark | She told Alice not to worry <u>over and over / repeatedly</u> (when the eggs broke) // She said 'Don't worry, don't worry' <u>over and over / repeatedly</u> // She reassured / comforted Alice <u>over and over / repeatedly</u> (when the eggs broke) | Lift of lines 7–8 'Don't worry...again' | <i>She didn't care that the eggs were broken = 0(N)</i> <i>She took her shopping =0(N)</i> |

Additional information

All 0 answers are 0(N), i.e. they do not negate an otherwise correct answer.

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5 (a) Before she ‘extricated her fingers from Elspeth’s’, in what two ways was she misbehaving?

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|--|---|
| 1 mark | (i) She jiggled / fidgeted / hopped (as she held Elspeth’s hand) | | <i>Run-on into ‘Alice didn’t like this friend much’ = 0(W)</i> |
| 1 mark | (ii) She bent back the sole of her sandal / shoe (under her foot) | She was playing with her sandal / shoe | <i>Run-on into ‘she tried not to look bored’ = 0(W)</i> <i>She was bending her sandal /shoe = 0(N)</i> <i>Reference to extricating her fingers = 0(N)</i> |

Additional information

A 0(W) answer negates an otherwise correct answer.

5 (b) ‘Tiny beads of moisture left a ghostly imprint’ of her nose and lips on the glass. Without using the words of the passage, explain exactly what is happening here.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|-------|--|
| 1 mark | MOISTURE: breath / breathing / condensation / steam / vapour / mist | | <i>Wetness / dampness (alone) = 0(N)</i> |
| 1 mark | IMPRINT: shape / outline / image / copy / mark / trace | | <i>Picture / reflection / pattern = 0(N)</i> |

Additional information

This is not a conventional own words question, but look for explanation of ‘MOISTURE’ and ‘IMPRINT’ used in a sensible context. Do not insist on synonym for ‘ghostly’ but again context must be sensible.

A 0(N) answer does not negate an otherwise correct answer

A 0(W) answer negates an otherwise correct answer

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5 (c) Explain in your own words how Alice’s feelings changed as she looked at the cabinet’.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|------------------------------|---|
| 1 mark | APPREHENSION: fear / anxiety / nervousness / worry / doubt / uneasiness / disquiet / agitation / wariness / fright / misgivings / qualms | scared / frightened / afraid | Anger / embarrassment / regret / shock / irritation / terror / boredom / caution / upset 0(N) |
| 1 mark | EXHILARATION: happiness / joy / delight / elation / euphoria / excitement | | amazement |

Additional information

This is an OWN WORDS question. Key words are APPREHENSION and EXHILARATION.

Do not insist on correct grammatical form.

Accept correct synonyms in either order.

She was afraid and excited = 2

She was excited and afraid = 2

She was excited and then afraid = 2

6 (a) Inside the antiques shop, Alice touched a table with a ‘polished’ surface. What did the surface of the table remind her of?

| Mark | Expected Answer | Allow | Don't Allow |
|--------|------------------------------|-------|--|
| 1 mark | Water / a lake / pond / pool | | Lift of ‘she thought that.....edges’ Image must be de-coded / sea / ocean = 0(N) |

Additional information

A 0(N) answer does not negate an otherwise correct answer.

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- 6 (b) Alice thought of the antiques shop as ‘a temple of wonders’. Pick out and write down the single word used later in the paragraph which continues this idea of ‘temple’.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|-----------------|---|--------------------|
| 1 mark | reverently | The use of a correct word in a phrase or sentence provided that it is underlined or otherwise highlighted | More than one word |

- 7 (a) What effect is created by the word ‘looming’ that would not be created by, for example, the word ‘appearing’?

| Mark | Expected Answer | Allow | Don't Allow |
|--------|--|-------------------------------------|--|
| 1 mark | The man / shop owner was / seemed to be tall / big // the man / shop owner frightened Alice // Alice felt threatened | The man / shop owner seemed ominous | Mysterious = 0(N) Size (alone) = 0 Alice is small(er) = 0(N) |

Additional information

Look for idea either of the man’s size or Alice’s fear / or idea of threat.

- 7 (b) ‘The floor fell away and she was rising towards a low red lantern covered with the writhing green bodies of dragons, which was hanging from the ceiling. Then the floor was coming up to meet her again.’ Explain fully what was happening here.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|-------|--|
| 1 mark | The man / shop owner was lifting Alice / her <u>up from the carousel / clothes</u> (up) <u>towards the ceiling</u> // Alice / she was being lifted <u>up from the carousel / clothes / (up) towards the ceiling</u> | | Lifted her <u>out</u> = 0(N) |
| 1 mark | and put back down again | | Put her on a chair / she sat down = 0(W) |

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8 (a) Explain precisely the **two** methods, according to the shop owner, for deciding pearls are real pearls or fake.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|--|-------------|
| 1 mark | (i) (Put them) in contact with your / human skin (to see if) <u>they glow / shine</u> | Lift of lines 35–36 'The best way to do this is to ...start to glow' | |
| 1 mark | (ii) Rub them against (your) teeth (to see if) they <u>feel like sand // feel gritty / grainy / rough</u> | Lift of lines 38–39 'The other way...feel like sand'. Excess denies They will not feel smooth | |

Additional information

If 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.

8 (b) Alice was 'enchanted'. Pick out and write down the **single** word used later in the paragraph which continues the idea of 'enchanted.'

| Mark | Expected Answer | Allow | Don't Allow |
|--------|-----------------|---|---------------------------|
| 1 mark | Spellbound | The use of a correct word in a phrase or sentence provided that it is underlined or otherwise highlighted | <i>More than one word</i> |

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9 'Don't be ridiculous. Are you running a business or what?' Explain fully what means by this.

| Mark | Expected Answer | Allow | Don't Allow |
|--------|---|---|---|
| 1 mark | You can't / it's silly / he was silly / it's impossible to give <u>expensive</u> items / (real) pearls away | | <i>Shopkeepers shouldn't give away merchandise (alone) = 0</i> |
| 1 mark | If you want to make money / make a profit / run a business (sic) / earn a living | The idea of losing money / failing business, etc. | <i>Mere definition of a shopkeeper = 0, e.g. Shopkeepers should / could sell them</i> |

Additional information

Look for the expensive nature of the gift and lack of business acumen, e.g.

You can't run a business if you give expensive things away = 2

You can't run a business if you give things away = 1

You can't give expensive things away = 1

You can give expensive things away = 0

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10 Choose **five** of the following words or phrases. For each of them give **one** word or phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage.

| Mark | Words | Expected Answer | Don't Allow |
|---------------------------------|---------------------|---|--|
| 1 mark for each correct meaning | 1 rituals (L1) | customs / traditions / things that always happen / routines // regular / common / usual occurrences / patterns of behaviour / actions | <i>procedures / processes / ceremonies / habits / purposes / objectives</i> |
| | 2 peered (L18) | looked <u>closely</u> / <u>intently</u> // stared / gazed | <i>examined / studied scrutinised // looked seriously / deeply</i> |
| | 3 writhing (L30) | twisting / snaking / coiling / wriggling / twining / spiralling / curving / squirming / twirling / turning | <i>zigzagging</i> |
| | 4 solemnly (L33) | seriously / earnestly / gravely / soberly | <i>unhappily / bored / dejectedly / sadly / unsmilingly / blankly / directly</i> |
| | 5 whipped (L38) | snatched / pulled <u>quickly</u> / took <u>quickly</u> / seized / grasped / grabbed / yanked / | <i>commandeered</i> |
| | 6 friction (L41) | scratching / scrape / roughness / rasp / grating / abrasiveness / rubbing <u>roughly</u> , etc. | <i>rubbing</i> |
| | 7 dilapidated (L42) | tattered / damaged / ruined / decrepit / shabby / worn / battered / falling apart / tatty / in disrepair | <i>neglected / decayed / old / crumbling</i> |
| | 8 propelling (L46) | pushing / shoving / driving / steering / shunting | <i>throwing / pulling / directing / moving / rushing / dragging / twisting</i> |

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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. 'stared and looked' for 'peered'.

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.