

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Ordinary Level

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## **MARK SCHEME for the October/November 2014 series**

### **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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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1 (a) The uses of water down through the ages

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15 points and solutions associated with ensuring	<ol style="list-style-type: none"> <li>1. Nomadic people set up shelters near streams for drinking water</li> <li>2. Communities / people settled near running water (for same reason/ for drinking water)</li> <li>3. Mesopotamia used river(s) waterway(s) / Tigris / Euphrates to irrigate crops / for irrigation</li> <li>4. the <u>Nile</u> used (by Egyptians) to transport goods for trade // the Egyptians used the <u>Nile</u> to transport goods for trade</li> <li>5. Egypt's river/ Nile flooded which provided <u>free /natural</u> irrigation</li> <li>6. Creation of ports / trading centres near rivers / water (in modern times)</li> <li>7. In (Ancient) Greek philosophy seen as / (Ancient) Greeks saw it as one of the elements used to create every living thing</li> <li>8. Purifier / ritual washing in (many) religions</li> <li>9. Floods / water used as punishment by god(s) (in many religions)</li> <li>10. (Used in ) recreation / swimming / surfing / boating // people find (sight / sound of) water relaxing</li> <li>11. (Used to ) create electricity / hydro–electricity / energy</li> <li>12. (Everyday) washing / cleaning / domestic purposes</li> </ol>	<p>They (sic) settled near running water</p> <p>Allow 'river' without reference to Egypt / Nile provided Egypt / Nile context is <b>clearly established</b></p> <p>Accept examples of religions, but must be all four</p> <p>accept showers <b>and</b> washing machines</p>	<p>'Mesopotamia used it/them to irrigate crops'</p> <p>'ensuring fertile agricultural land' alone = 0</p> <p>Lift of lines 8–9 'The river flooded...irrigation' without a clear link to the Nile / Egypt</p> <p>On the sea</p>

The problems and solutions associated with ensuring an adequate supply to in the world

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	<p>13. Some people do not have access to safe water</p> <p>14. (it) has to be transported <u>long distances</u> (from wells by women / children) // <u>long distances</u> have to be covered to get water / it</p> <p>15. Floods cause homelessness / disease</p> <p>16. Lack of water / droughts cause(s) starvation / misery / displacement of (entire) communities</p> <p>17. As (global) population rises, so will demand / need for water <u>to produce food</u></p> <p>18. (Leaders of) affluent countries / G8 pledged (goal of) halving (by 2015) number of people with no access to safe <i>etc.</i> water</p> <p>19. <u>World Health Organisation</u> working to reduce (death caused by) waterborne diseases</p> <p>20. Desalination / removing salt from sea water produces (more) <u>drinking</u> <i>etc.</i> water</p> <p>21. <u>Countries</u> (can) buy water from other countries / (more water-rich) neighbours</p>	<p>N.B. Accept safe / drinking / pure / clean / fresh (water) as interchangeable throughout</p> <p>Reduce by 50% / drastically reduce <i>etc.</i></p> <p>WHO</p>	<p>'The opposite problem' alone = 0</p> <p>As population rises....demand for food <u>and</u> water rises</p> <p>Reduce (alone)</p> <p>Desalination is expensive</p> <p>Water can be bought from other countries</p>

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**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.

If point is truncated by slash or dots, it must still be clearly made, e.g. floods / homelessness = 0, but WHO/ reduce waterborne diseases = 1

Points 1 and 13 are already given.

If script is entirely verbatim lift give 0. This is extremely rare.

If more than one content point appears under a single bullet point, award each content point separately if clearly made.

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- (b) **Now use your notes to write a summary in which you describe the uses of water through the ages, and the problems and solutions associated with ensuring an adequate supply of water to everyone in the world.**

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 9 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 a text box, found in the marking palette, beneath the question. 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 a cross for errors (over the errors). 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:

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.

Misspellings 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. Instances where the sentence structure is both complex and original, i.e. belonging to the top boxes in the Use of English column on the MS. Ticks, therefore, tend to be over related to pronouns, present participles and conjunctions. Mentally note compound structures but do not tick them 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. This may be a gloss or an example or elements of the text which do not address the question. Such scripts may be described as recognisable OW but limited by irrelevance (see OW 3 box). 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.

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:

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.

**Additional Objects:** If there is an Additional Object on a script, indicate that you have seen each page of 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.

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**SUMMARY STYLE DESCRIPTORS**

Mark	Own Words	Mark	Use of English
5	<ul style="list-style-type: none"> <li>Candidates make a <b>sustained</b> attempt to re-phrase the text language.</li> <li>Allow phrases from the text which are difficult to substitute.</li> </ul>	5	<ul style="list-style-type: none"> <li>Apart from very occasional slips, the language is accurate.</li> <li>Any occasional errors are either slips or minor errors. There is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>Punctuation is <b>accurate and helpful</b> to the reader.</li> </ul>
4	<ul style="list-style-type: none"> <li>There is a <b>noticeable</b> attempt to re-phrase the text.</li> <li>The summary is free from stretches of concentrated lifting.</li> </ul>	4	<ul style="list-style-type: none"> <li>The language is <b>almost always accurate</b>. Serious errors will be isolated.</li> <li>Sentences show some variation, <b>including original complex syntax</b>.</li> <li>Punctuation is <b>accurate</b> and generally helpful.</li> </ul>
3	<ul style="list-style-type: none"> <li>There are <b>recognisable but limited</b> attempts to re-phrase the text detail. Attempt may be limited by <b>irrelevance</b> or by <b>oblique or mangled relevance</b>.</li> <li>Groups of text expression are interlaced with own words.</li> <li>The expression may not always be secure, but the attempt to substitute the text will gain credit.</li> </ul>	3	<ul style="list-style-type: none"> <li>The language is <b>largely accurate</b>.</li> <li>Simple structures tend to dominate and <b>serious errors are not frequent</b>, although they are noticeable.</li> <li>Where sentences show some variety and complexity, they will generally be lifted from the text.</li> <li>Serious errors may occur when more sophisticated structures are attempted.</li> <li>Punctuation is <b>generally accurate</b>.</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Wholesale copying</b> of large areas of the text, but not a complete transcript.</li> <li>Attempts to substitute own language will be limited to single word expression.</li> <li>Irrelevant sections of the text will be more frequent at this level and below.</li> </ul>	2	<ul style="list-style-type: none"> <li>Meaning is not in doubt but <b>serious errors are becoming more frequent</b>. [<i>8+ errors as a guide, but balance against sentence structure is also necessary</i>]</li> <li>Some simple structures will be accurate, although this accuracy is not sustained for long.</li> <li>Simple punctuation will usually be correct.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pretty well a <b>complete transcript</b> of the text expression.</li> <li>There will also be random transcription of irrelevant sections of the text.</li> </ul>	1	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b>, sometimes impeding reading.</li> <li>Fractured syntax is much more pronounced at this level.</li> </ul>

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0	• Complete transcript	0	• 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 tick the boxes you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Statement 1 is false	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	<i>If both true and false are indicated against any statement</i>
1 mark	Statement 2 is false		
1 mark	Statement 3 is true		

**Additional information**

Tick correct answers. There is no need to cross incorrect answers, unless all are incorrect, in which case put a single cross in the bottom right hand corner of the answer.

3 'The availability and distribution of water throughout the world is a major social and economic concern' (paragraph 4). From your own knowledge or experience, give an example of a social or economic concern, and the steps that are being taken to deal with that concern. Do not use an example related to water.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Possible answers will include global warming, various types of pollution, population control, poverty, disease, famine	Aspirational steps, e.g. the government should / might / must...	<i>Natural disasters (alone) but allow consequences of natural disasters, e.g. 'tsunami' = 0,  But 'homelessness caused by tsunami' = 1  Extinction of animals(alone) as a social /economic concern</i>
+ 1 mark			

**Additional information**

Be generous with candidates' interpretation, but concern has to be broadly social or economic.

For the second mark, allow aspirational steps, e.g. government should / might /will .....

Mark 1 can be scored without Mark 2 and vice versa,  
e.g. problem is lack of food = 1, solution is increased wages = 0  
problem is sun energy = 0, solar panels = 1



Passage 2

4 (a) What 'good news' did Rakesh receive that morning?

Mark	Expected Answer	Allow	Don't Allow
1 mark	He was top of the list in his examination(s) // he was first (in the country) in his examination(s)		<p><i>He had passed his exams / got his exam result / passed with flying colours = 0(N)</i></p> <p><i>I'm / he was at the top of the list = 0(N)</i></p> <p><i>He was first in the country = 0(N)</i></p>

**Additional information**

Lifting will not work

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

(b) What was the 'mark of respect' shown by Rakesh to his father?

Mark	Expected Answer	Allow	Don't Allow
1 mark	He bowed (down) to touch his father's / his feet		<p><i>He bowed down (alone) = 0(N) He touched his father's feet (alone) = 0(N)</i></p> <p><i>Any reference to being first in the country / exams = 0(W)</i></p>

**Additional information**

0(N) answers do not negate an otherwise correct answer

0(W) answers negate a correct answer

5 (a) What were the most surprising gifts given to Rakesh?

Mark	Expected Answer	Allow	Don't Allow
1 mark	watch(es) / a few watches		<p><i>Any reference to clothes / garlands / pens, or any other additions = 0(W)</i></p> <p><i>Watches in a multi- coloured whirl = 0(W)</i></p>

**Additional information**

0(W) answer negates a correct answer

(b) Pick out and write down four consecutive words which show that Rakesh's father is likely to be a happy and successful one.

Mark	Expected Answer	Allow	Don't Allow
1 mark	shining vistas newly opened	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.	<p><i>More than these four words</i></p> <p><i>Fruits of the sacrifices</i></p>

(c) Describe in your own words the neighbours' reaction to Rakesh's 'exemplary filial behaviour'.

Mark	Expected Answer	Allow	Don't Allow
1 mark	WONDER: amazement / astonishment / awe / marvel / admiration / couldn't believe it		<i>Pride / shock / surprise / taken aback</i>
1 mark	APPROVAL: respect / approbation / commendation / assent / agreement / acquiescence / blessing / confirmation // thought he was doing the right /good / appropriate thing // thought positively about him		<p><i>Permission / happiness / pleasure / satisfaction / appreciation / acceptance // they were impressed // they thought he was a good son / he was a good example / role model</i></p> <p><i>merely repeats question</i></p> <p><i>'respect' in context of Rakesh's respect for his father</i></p> <p><i>They thought Varma was giving himself airs =0(N) in either limb</i></p>

**Additional information**

This is an OWN WORDS question. Key words are WONDER and APPROVAL. For 'approval' the focus is on the neighbours' respect for Rakesh. Indicate use of key words by cross, or 'rep' for repetition, or highlight. Do not insist on correct grammatical form. Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one, e.g. 'boredom and amazement' for 'wonder'.

(d) Why do you think the writer tells us that Varma had ‘never even seen the inside of a school’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	to show the contrast with Rakesh // to show that Rakesh's achievement was great / unexpected (because his father was uneducated)	He had never been to school, unlike Rakesh // Rakesh was the first in his family to have an education	<i>He was giving himself airs = 0(N)</i> <i>he was uneducated / had never been to school =0(N)</i>

**Additional information**

Correct answer needs a link to Rakesh.

0(N) answer does not negate correct answer. 0(W) answer negates a correct answer

6 Rakesh's mother thought his choice of wife was 'strange'. Explain fully what kind of woman his mother thought he would marry.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) a foreigner // someone from another country / village	From another city / town / place	<i>Lift of 'he did not marry a foreign girl' / he married someone from his own village = 0(N)</i>
1 mark	(ii) someone who wanted to / wanted Rakesh to set up home independently (of his parents)	Someone who would separate Rakesh from his parents / family	<i>Lift of 'too good-natured to want Rakesh to set up home independent of his parents = 0(N)</i> <i>Reference to placid / good-natured = 0(N)</i> <i>Modern (alone) = 0(N)</i>

**Additional information**

Answer must be distilled and cannot be scored by lifting

7 (a) Why did Rakesh’s mother die ‘contented’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	her son had looked after / cared for her in her <u>last</u> illness/ as she was <u>dying</u> / on her <u>death</u> bed		<i>Lift of ‘was it not....last illness?’ = 0(N)</i>  <i>Looked after her when she was ill / before she died // her son was a doctor (alone) // her son had a caring attitude when she was dying = 0(N)</i>

**Additional information**

O(N) answer does not negate correct answer.

(b) Describe the two ways in which Rakesh viewed his father’s ‘mysterious diseases’.  
Answer in your own words.

Mark	Expected Answer	Allow	Don't Allow
1 mark	SIGNIFICANCE: importance /seriousness / critical / import / major // (something that) mattered / was of consequence/ worth considering/needed attention	Concerning / worrying  (he was) <u>really</u> / <u>very</u> ill	<i>Understandable / he couldn't understand the disease // it was a real / actual illness</i>
1 mark	FIGMENT OF IMAGINATION: dreamed up / pretend / in his head / make-believe / fancy / fanciful / illusion / invention / creation / creativity / psychosomatic / hypochondria / hallucination	Part of his father's thoughts	<i>Undecided / insignificant / joke / tease / unreal / non-existent / untrue</i>

**Additional information**

This is an OWN WORDS question. Key words are SIGNIFICANCE and FIGMENT OF IMAGINATION

Indicate use of key words by cross, or 'rep' for repetition, or highlight.

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one, e.g. 'real but make-believe' for 'figment of imagination'.

Both answers may appear in (i) or in (ii).

DO not insist on synonyms for 'something of' or 'merely'

(c) **When the family flew around Rakesh's father 'in a flap', what do you think was 'their mistaken belief'?**

Mark	Expected Answer	Allow	Don't Allow
1 mark	that Varma / he was dead / had died	Euphemisms for death	<i>He was ill (alone) = (N)</i> <i>He was dying // on his death bed = 0(N)</i> <i>He wouldn't recover = 0(N)</i>

**Additional information**

O(N) answer does not negate correct answer.

8 (a) **'After a while, no-one paid much notice, all except, of course, Rakesh.' What effect is created by the inclusion of the expression 'of course' in this sentence?**

Mark	Expected Answer	Allow	Don't Allow
1 mark	Rakesh had <u>always/still</u> looked after / been concerned about / loved his father / him // Rakesh was a <u>devoted / good</u> son // cared for his father / him <u>a lot</u> // he <u>really</u> cared (for his father) // he cared <u>more than anyone else</u> (about his father) // it was <u>obvious</u> he would take care of his father / him // he took <u>extra</u> care (of his father)	He was always there for his father	<i>Mere definition of 'of course' = 0(N), e.g. it was unsurprising / natural</i> <i>Rakesh / he was a doctor = 0(N)</i> <i>Only Rakesh looked after his father // Rakesh was expected to look after his father = 0(N)</i>

**Additional information**

Look for something continuing / additional / unsurprising about Rakesh’s concern.  
 0 answers are 0(N). i.e. they do not negate an otherwise correct answer

(b) ‘dramatic events ensued’. Pick out and write down the single word used later in the paragraph which continues the idea of ‘dramatic’.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	theatrically	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.	More than one word

(c) Rakesh ‘started to supervise Varma’s diet’. Explain the two ways in which he did this.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	(i) he wouldn’t let him have the food he liked / craved / favoured // wouldn’t give him rich food / oil / butter / cream // fat // fatty/ oily/ unhealthy food	Lift of ‘nothing rich..... (Papa)’  He told him not to eat rich food etc. He wouldn’t give him anything rich  Nothing rich // no oil /butter / cream	Lift of ‘A son who actually....craved?’ = 0  Varma had food with no oil etc.  Reference to pills / powders/ medicine = 0(N) in either limb  Reduced his fat etc.
1 mark	(ii) he wouldn’t allow him another / second / extra helpings	He didn’t give him too much fat etc.  Lift of lines 35–36 ‘If Varma....shake his head’. But excess denies	

**Additional information**

Look for idea of control of types of food and quantity of food

If two correct answers appear under (i) and there is nothing given in (ii), award the two marks.

However, the question asks for **two** ways, so if two correct answers appear under (i) and a wrong answer is given (ii), give **one** max. for (i).

If both (i) and (ii) are attempted and there are two answers in either or both of these limbs, mark the first response in each limb.

**(d) According to Varma, what did his diet eventually become?**

Mark	Expected Answer	Allow	Don't Allow
1 mark	powders and pills // medicine	Lift of lines 38–40 'powders and pills.....became his diet' .Excess denies.	<i>Powders and pills became a regular part of his diet = 0(N)</i>  <i>Mainly / mostly medicine</i>

**(e) Varma thought the daughter-in-law was 'hypocritical' when she piled up pillows under Varma's head. Explain fully the other way Varma thought she showed her hypocrisy.**

Mark	Expected Answer	Allow	Don't Allow
1 mark	she smiled /smirked <u>when Varma was refused food / second helpings // had his food (intake) controlled //</u>  She tried to <u>hide</u> / she <u>hid</u> her <u>cruel</u> smiles		<i>Mere definition of hypocritical = 0(N), e.g. she pretended to care etc.</i>  <i>She smiled (alone) = 0(N)</i>  <i>General references, e.g. his plight / suffering (alone)</i>

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9 Varma ‘tucked his feet under him’. Why do you think he did that?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(to show) he thought his son / Rakesh didn't respect him // so that Rakesh couldn't show his respect // to reject Rakesh // (to show) he didn't want to bless his son // to prevent his son from seeking his blessing	He was angry / upset <u>with Rakesh</u> // he didn't like the way Rakesh was treating him	<i>So that he would not be able to touch his feet // he did not want him to touch his feet // he didn't want to talk to / greet his son // Rakesh didn't give him the food he wanted=0(N)</i>  <i>He was stubborn = 0(N)</i>

**Additional information**

Answer must focus on either Varma's anger with Rakesh OR the relationship between them, not simply on the diet issue.

Any suggestion that Rakesh did in fact touch his father's feet =0(W)

O(N) answer does not negate correct answer.



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 (max 5)	1. bedlam (L4)	chaos / anarchy / clamour / commotion / pandemonium / confusion / hubbub / tumult / uproar / turmoil / mayhem / madness / havoc / disorder	<i>noise/ turbulence/ anger</i>
	2. streamed (L4)	processed/ went in continuously / poured / flowed / spilled / filed (in) / came one after the other	<i>rushed/ raced / flooded / trailed / gathered / filled // came / went / made their way (alone) / surged</i>
	3. fruits (L9)	rewards/ results / harvest / product / produce/ return / outcome(s) / fulfilment / consequences	<i>benefits / bonus/ profits / success/ fruition / income/ merits / work</i>
	4. prestigious(L14)	renowned / esteemed / celebrated / distinguished / eminent/ reputable / notable / respected / good reputation / revered / prominent / highly regarded / acclaimed / illustrious / high status / high standing / highly rated	<i>important / good / best / great(est) / respectful / respectable / reputed / popular / honourable / famous high class</i>
	5. apparently (L18)	seemingly / as if / at first sight / on the surface / on the face of it / looking (like) / ostensibly	<i>allegedly / supposedly / obviously/ probably/ possibly / surely / perhaps / pretending / visibly / appearing</i>
	6. in the wink of an eye (L21)	suddenly / all at once/ abruptly / immediately / overnight / quickly / speedily/ fast / instantly / instantaneously // in a (few) second(s) // in a (few) moment(s) / in a jiffy / in no time / in a flash / rapidly / hastily / like lightning	<i>Unexpectedly / in a short period (of time) // in a short time / in a minute</i>

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	7. gratifying (L31)	pleasing / rewarding / agreeable / satisfying / satisfactory / welcome / pleasant / pleasurable / heart-warming	<i>Encouraging / acceptable / comforting / thankful / appealing attractive</i>
	8 reproach (L33)	criticism / condemnation / censure / blame / disapproval / rebuke / slight / admonition / reproof / reprimand / upbraiding	<i>Complaint / dissatisfaction / denunciation / curse / hurt / scorn / derision / scold</i>

**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. 'suddenly and unexpectedly' for 'in the wink of an eye'.

For a short phrase answer, mark the first seven words only (RUBRIC). *Credit a correct element within this limit.*

Ignore misspelling if the word is phonetically recognisable.

Ignore errors of tense and grammatical form *but only if the meaning is correct.*

Tick only correct answers. There is no need to cross wrong answers but if all answers are incorrect put one cross only in the bottom corner.