

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

General Certificate of Education Ordinary Level

MARK SCHEME for the November 2004 question paper

1123 ENGLISH LANGUAGE
1123/02 Paper 2, (Comprehension) maximum mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

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November 2004

GCE Ordinary Level

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 1123/02

**ENGLISH LANGUAGE
(Comprehension)
Paper 2**

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Question 1 [From paragraph 1] 4 marks

(a)
 'one of the most glorious sights'
 (they are) beautiful//full of/teeming with life//colourful
 Accept the lift, in whole or in part, of lines 1 - 4 (A thriving...pattern of colours'). Excess denies
 Accept single word answers, e.g. 'beauty'/'colourful', etc. (1)

(b)
 'important as rain forests'
 Each supports/they support a huge number of plants and/or animals.
 Accept lift of lines 4 - 5 (Coral reefs.....they support). Excess denies.
 Insist on 'huge' (number) or a synonym. (1)

(c)
 'coral animals ... remarkable'
 Look for two elements as follows:
A they create the largest structures made by life on earth//they make reefs bigger than anything made by humans/they make big reefs (1)
 Accept the lift, in whole or in part, of lines 5 - 8 (Coral animals.... by humankind).
 Do not insist on a comparison with humans. Accept a mere reference to large size of reefs, e.g. they build big reefs. Limb B below insists on the relative sizes of animals and reefs.
B (and yet) they are little/small etc.
 The contrast between the relative sizes of coral animals and coral reefs must be made in order to score. The lifting of lines 5 - 8 will score for limb A but not for limb B; candidates must distil the answer. (1)

Question 2 [From paragraph 2] 2 marks

'most important uses of coral'
A tools (1)
B building materials (1)

Accept the lift of line 11 - 12 ('tools.....reefs')
 If more than two uses are offered, mark the first two only. Two correct uses appearing in one limb of the answer will score 1 maximum but accept candidate's division.
 Any reference to decoration or jewellery or adorning walls of houses will deny the mark for the limb in which it occurs, e.g. they were used as tools (1) and as building materials to adorn houses (0W)

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Question 3 [From paragraph 3] 3 marks

(a) 'common benefit' medicine(s)/cures/remedies (for illnesses/disease) (1)

Accept the lift of lines 15 – 18 (Just as forest plants....bronchitis)
Excess denies.

(b) 'surprised ... benefit' Note that this is an OWN WORDS Question. Candidates must link 'surprise' to paradox that benefits can also be poisons. Key words are POISONOUS and SUBSTANCES.

POISONOUS harmful/malignant/inflicting injury/toxic/venomous (deadly = 0)

SUBSTANCES materials/chemicals/products (sic)/liquids/fluids/emissions/matter (2)

Question 4 [From paragraph 4] 3 marks

(a) 'stolen away' (attitude of) contempt/disregard//they are prepared to/happy to/willing to steal from//they exploit (local people/them)/don't care (local people)/are inconsiderate (1)

But: they steal from/swindle (local people/them) = 0
Selfish/greedy = 0

The question calls for the attitude, not merely the action of, drug companies.

(b) 'so-called' They are not (really) discoveries//(local) people (already) had the knowledge//the knowledge has been around for a long time//the knowledge isn't new/is traditional

OR

Scientists only think they have found something new/made discoveries//scientists haven't (really) discovered something (1)

(c) 'benefit denied to local people' financial/monetary/money (benefit)/profit
Accept the lift of lines 30 - 31 ('Moreover....drug companies' (1)

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Question 5 [From paragraph 4] 1 mark

'custodians'

They felt/knew that their knowledge was/valuable/precious/important//they wanted to keep it for themselves/to guard/protect it//they did not want to share it (with others)

coral was important/precious/valuable to them = 0. They were owners/controlled it = 0 (1)

Question 6 [From paragraph 8] 3 marks

(a)
'false hope'

Note that two limbs are required for a correct answer, viz. (a) focus of hope and (b) its falseness.

(people in developing countries/they) hope for/want an improvement in their standard of living but don't achieve it/rarely achieve it (1)

Accept the lift of lines 62 - 65 ('For developing countries...achieved')

But the mere lift of lines 64 - 65 ('hope to achieve...standard of living) = 0 (focus of hope only)

The lift of line 65 ('But this improvement is rarely achieved') = 0 (fact of falseness only)

(b)
'evidence of false hope'

The answer comes either from lines 65 - 66 or from lines 69 - 71.

Villages are destroyed (by pollution/noise/roads/hotels)

Accept the lift of lines 65 - 66 ('Villages are destroyed....tourism').

But the run on into lines 66 - 68 ('Huge jetties....reefs themselves') denies the mark

OR

Sewage (from hotels/yachts/cruise ships) is dumped on to reefs (1)

Accept the lift of lines 69 - 71 ('Hotels...onto the reefs')

BUT

'Hotels often lack proper sewage treatment' (alone) = 0.

Any reference to docks, jetties, shape of the coast denies the mark.

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(c)

'monstrosities'

they are ugly/unsightly/out of place with local buildings or culture/
incongruous/hideous//they destroy natural attractions/beauty/view

OR

he/the writer disapproves of them/doesn't like them (1)

Note that the focus of the answer can be either the hotels themselves or the writer's attitude to them.

BUT

'big' or equivalent (alone) = 0 'Monstrous' (alone) = 0. An understanding of the implication of this key word in the text must be shown.

Question 7

4 marks

(a)

'mistakes by governments'

Note that this is OWN WORDS Question. Key words are DISREGARDED and VIEWS

DISREGARDED

ignored/overlooked/failed to take into consideration/paid no attention to/neglected/showed no consideration for/showed no respect for/did not care about/involve/listen to/heed (1)

(Be generous with grammatical form)

Give 0 for: did not know about/did not see/were not impressed by/did not like/were uninterested//rejected/misunderstood/contradicted

VIEWS

opinions/ideas/intentions/plans/aims/designs/expectations/aspirations/feelings thoughts suggestions/desires/perceptions/wishes (1)

(Be generous with grammatical form)

Give 0 for: sights/appearances/pictures/knowledge/advice/protestations

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(b)

'schemes not initiated ... local people'

Two results are required, as follows;

A they will not be successful/will not succeed/will fail/will come to nothing/will be a disaster/will collapse (1)

Accept the list of line 88 - 89 'they stand little chance of success'.

B the local people's/their expertise/knowledge will be lost/will disappear/will fade away/cease to exist/will be forgotten. (1)

Under B, do not insist on the possessor of 'expertise' 'knowledge' as it is implicit in the question wording, but withhold the mark for an obviously incorrect possessor, e.g. hotel developers.

Note that the bald list of lines 89 - 90 ('It is vitally important ... is not lost') will not work. These lines do not state a 'result' but merely what is 'important'.

Question 8

(see words and equivalents overleaf)

5 marks

- 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. 'improve and decorate' for 'adorn'.
- 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.

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Question 8 (continued)

	1 mark	0 mark [Regard as 0(N) unless indicated as 0(W)]
1 adorn (line 13)	decorate/embellish/make attractive/beautiful ornament/beautify/festoon/grace/enhance deck/dress up/brighten	improve/elaborate/enrich garnish/garland/drape/ furnish
2 in turn (line 33)	as a result/as a consequence/consequently/ therefore/thus/as an outcome/effectively/ hence/accordingly/became the reason that	later/afterwards/one by one then/in the end/ eventually
3 depriving (line 42)	taking away/stealing (from)/robbing/causing shortage/causing scarcity/cause loss/ stripping/plundering/denuding/divesting/ denying/dispossessing/swindling/cheating/ withdrawing	losing/causing hardship/ lacking/forsaking/leaving/ preventing/stopping/ snatching/removing/ not allowing
4 fundamental (line 43)	essential/basic/crucial/(at the) core/(at the) root/necessary (to)/rudimentary/foundation (of)/vital/integral/intrinsic/central/critical/ <u>very</u> important/key/main/primary/needed/required	deep/in-depth/bottom/ discovered/important/ compulsory
5 inevitable (line 47)	unavoidable/unstoppable/inexorable/ cannot be prevented/stopped/avoided/ escaped//certain/sure/inescapable/ bound to happen	obvious/bad/destructive/ undesirable/fated
6 disturb (line 68)	alter/change/affect/have an effect on/ rearrange/re-organise/upset/disrupt/interfere with/reconfigure/vary/disarrange	agitate/interrupt/worry/ confuse/spoil/distort/ trouble/annoy/bother/ deform
7 boom (line 72)	increase/upsurge/expansion/rise/growth/ upturn/explosion/boost/progress/spurt	success/popularity/ interest/prosperity
8 abundantly (line 87)	very/extremely/obviously/manifestly/fully/ completely/totally/absolutely/truly/definitely/ perfectly/to a great extent/surely	plentifully/amply/clearly/ excessively/quite/mostly/ sufficiently/increasingly

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Question 9

25

MARK TO A MAXIMUM OF **15** OUT OF **23** FOR POINTS. AWARD A MAXIMUM OF **10** MARKS FOR STYLE (See pages 9 -10 for the Style marking method.)

NOTES:

1 Points to be rewarded and their marks are indicated on the next page.

2 Introductory Words

No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing Style.

3 Length

Draw a double line where the introductory words end, or should end.

Count to 150 the number of words used by the candidate after the double line and write down this number at the bottom left of the candidate's answer.

DO NOT use the candidate's word-total without checking it.

STOP at **150** and cross out excess words.

(N.B. This maximum takes into account the ten introductory words to tally with Rubric, i.e. 160 words.)

4 Marking Technique

(i) Indicate by numbered tick the point rewarded, e.g. ✓3.

(ii) Assign the mark-scheme number to points rewarded on all scripts.

(iii) Assess qualities of Style separately. Add the Style Mark to the Content Mark and show as a ringed total in the right-hand margin.

5 For answers shorter than the 150 words apply the following maxima for the Style mark:

0 - 25 (0); 26 - 50 (2); 51 - 75 (4); 76 - 100 (6); 101 - 125 (8)

If the candidate uses note-form throughout the answer, give 0 for the Style mark but allow the points where they are clearly made.

6 Sequence errors

In general, only withhold the mark for a point if it is wildly out of sequence or totally unsupported. Do not penalise the point that then follows.

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Question 9 (continued) EACH POINT SCORES 1 MARK

- | | | |
|----|---|---------|
| 1 | push up/increase its price/price of land | 33 |
| 2 | forcing people out of their homes//causing homelessness | 33 - 34 |
| 3 | hotels built on (ancient) burial sites offend/upset religious feelings/traditions/
beliefs/people | 34 - 35 |
| 4 | way of life/culture exploited//dances demanded on inappropriate days <u>for (tourist)
entertainment</u> | 37 - 38 |
| 5 | (construction of) golf courses prevents (local people) fishing | 41 - 42 |
| 6 | water used by golf courses is drained/led out on to reefs | 45 - 46 |
| 7 | carrying (deadly/harmful) waste materials/chemicals//waste materials/chemicals
drained on to reefs | 46 - 47 |
| 8 | airports built on reefs | 48 |
| 9 | construction of runways produces waste materials <u>which damage reefs/coral</u> | 50 - 51 |
| 10 | rock from reefs/coral rock taken to build hotels | 52 - 54 |
| 11 | depriving (local) people of (building materials for) homes/houses | 54 - 55 |
| 12 | deepening of lagoons (for pleasure boats) destroys areas where fish breed | 57 - 59 |
| 13 | and deprives (local) people of food | 59 |
| 14 | (some) fish has become too expensive for local people <u>because of tourist demand</u> | 59 - 61 |
| 15 | villages are destroyed (by pollution/noise/roads/hotels) | 65 |
| 16 | jetties/docks (built over coral) destroys reef (life)/affects currents/circulation of
water | 66 - 68 |
| 17 | hotels/yachts/(cruise) ships dump sewage <u>on to reefs</u> | 69 - 71 |
| 18 | marine activity/underwater exploration/sailing damages reefs | 72 - 74 |
| 19 | anchors/anchor chains of (cruise) ships/yachts/glass-bottomed boats damage/
crush coral | 75 - 77 |

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20	sediment stirred up/caused by anchors settles on/destroys reefs	77
21	<u>dive</u> boats/boats <u>carrying divers</u> anchor (directly) on to reefs	78 - 79
22	and visit/anchor on to same reef often/repeatedly (thus destroying them)	79
23	divers visit remote/distant/new/unspoilt reefs and <u>spoil them/spoil</u> otherwise unspoilt reefs	80 - 82

SUMMARY QUESTION : STYLE ASSESSMENT

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. Indicate these errors by underlining. As well as accuracy, consider sentence structure, in particular complexity and originality.*

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.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR ERRORS

SERIOUS

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

MINOR ERRORS

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.

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'. The key here is to see how far the misuse or omission destroys the reading sense. Major destruction will count as a serious error.

Inconsistent American spelling.

SUMMARY STYLE DESCRIPTORS			
Mark	OWN WORDS	Mark	USE OF ENGLISH
10-9	<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. 	10-9	<ul style="list-style-type: none"> • Apart from very occasional slips, the language is accurate. • Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a marked ability to use original complex syntax outside text structures. • Punctuation is accurate and helpful to the reader. • Spelling is secure across the full range of vocabulary used.
8-7	<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. 	8-7	<ul style="list-style-type: none"> • The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. • Sentences show some variation, including original complex syntax. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.

6-5	<ul style="list-style-type: none"> • There are recognisable but limited attempts to re-phrase the text detail. • 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. 	6-5	<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. Spelling is mostly secure. Errors may occur in the use of own and/or ambitious vocabulary.
4-3	<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. 	4-3	<ul style="list-style-type: none"> • 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, with occasional errors of sentence separation. • Spelling is largely accurate, but mistakes will occur in handling the more difficult words. • Irrelevant or distorted detail will destroy the sequence in places.
2-0	<ul style="list-style-type: none"> • Pretty well a complete transcript of the text expression. • Originality is barely noticeable. • There will also be random transcription of irrelevant sections of the text. 	2-0	<ul style="list-style-type: none"> • Heavy frequency of serious errors, impeding the reading in many places. • Fractured syntax is much more pronounced at this level. • Errors of sentence separation are liable to be frequent.

Wholesale or sustained irrelevance, largely in own words, limits overall style mark to maximum 4. Use UE to determine the mark between 0 and 4.

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- 5 Coral reefs and people living near them are also under threat from tourism. As developers compete for **land, thus pushing up its price**, and this in turn **forces local people out of their homes**. In some places, **hotels have been built on ancient burial sites on the coast, offending religious feelings**. It is easy to understand why the swaying palms, sandy beaches and small islands of tropical coral coastlines are great attractions for modern travellers. **But the way of life of a country is frequently exploited for tourist entertainment**. For example, **traditional dances are often demanded on an inappropriate day or in the wrong season** just to provide an after-dinner show **for tourists**.
- 6 The **construction of golf courses** for tourists **robs local people of shorelines where they traditionally came to cast their nets**, depriving them of coastal areas that are so fundamental to their way of life. These golf courses need vast amounts of water, fertilisers and pesticides. Apart from any destruction caused to the living conditions of wild life, there is an even greater threat to the coral reefs themselves. **The water used by golf courses drains out on to the coral reefs, carrying its deadly load of waste materials and chemicals**. With tourism, too, comes the inevitable building of **airports** along the coast. Sometimes these are **built on coral reefs** if there is nowhere else to put them. Apart from the sacrifice of beautiful coastal sites on which **airport runways** are built, their **construction also produces large quantities of waste materials that are likely to kill coral nearby**.
- 7 In addition, the **rock from coral reefs** has traditionally been used on a small scale for building houses on inhabited islands, but it is now **being taken in huge, often uncontrolled quantities, to build tourist hotels**, thus **depriving local people of building materials for their own homes**. Coral islands, sandy beaches and beautiful lagoons - the areas of water surrounding coral reefs - are beloved by tourists in the tropics and are important attractions in their own right. And yet the **lagoons around coral reefs are deepened** to make way for pleasure boats, **destroying the areas where fish breed, depriving the local people of food**. **Some fish have become so popular with tourists that they have become very expensive and local people can no longer afford them**.
- 8 For developing countries, in particular small island communities and those with striking natural attractions such as coral reefs, tourism represents one of the ways in which people living there can hope to achieve an improvement in their standard of living. But this improvement is rarely achieved. **Villages are destroyed by the pollution, noise, roads and the concrete monstrosities of tourism**. Huge **jetties and docks are built over coral reefs, often affecting currents and the circulation of water around the reefs** themselves. This can both disturb the shape of the coast itself and **destroy life on the reef**. **Hotels** often lack proper sewage treatment facilities, a problem that is made worse by the yachts and **cruise ships** which in many cases also **dump sewage directly onto the reefs**.
- 9 The boom in coastal tourism has been accompanied by a similar growth in marine activities such as **underwater exploration and sailing**, which can **damage coral reefs**. In addition, **cruise ships** inflict severe damage on coral reefs, with their **heavy anchor chains crushing coral**. Every day of the year thousands of **vessels of all kinds**, from yachts to glass-bottomed boats, **send their anchors crashing down on reefs**. **Anchors also stir up clouds of sediment** which settle on the reef and **destroy reef life**. **Boats carrying people wanting to dive down to the reefs anchor directly on to coral rock** and the fact that these boats **anchor repeatedly on to the same reefs increases their destruction**. Some experienced **divers** are demanding the chance to **dive down to unexplored reefs**, and so boat owners take them further and further into remote seas, and end up **destroying yet more coral reefs**.