UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Ordinary Level

MARK SCHEME for the May/June 2008 question paper

1123 ENGLISH LANGUAGE

1123/02   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.

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.

* CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

1 'people love dolphins'

they are intelligent/beautiful

Accept lift of lines 4–5 (There is no doubt....beautiful), even though it includes two characteristics. Excess denies.
Aquatic/mammals/symbols of new age etc. = 0(N) but mark first answer only, e.g. they are intelligent and they are symbols of a new age/they are intelligent mammals = 1 BUT they are mammals and are intelligent = 0

(From paragraph 1) [1 mark]

2 (a) 'as important as human beings'

killing dolphins carried the death penalty/killers of dolphins were put to death/ executed [1]

Accept lift of line 10 (Killing a dolphin was punished by the death penalty). Excess denies.
Any reference to dolphins gracing art, having a place in folklore, representing the power of the sea, = 0(W) and denies the mark in an otherwise correct answer.

(b) 'result of… harming a dolphin'

Note that this is an OWN WORDS question. Key words are ILL-FORTUNE and MORTAL.

A. ILL-FORTUNE   bad luck/trouble//bad/nasty/undesirable/unwanted things could happen [1]

B. MORTAL   deadly/fatal//leading to/causing death/extinction//making you/one die/perish/expire [1]

Do not insist on synonyms for 'sickness'. Be generous with grammatical form.

Label answers A. and B.

From paragraph 2 [3 marks (1 + 2)]

3 (a) 'ability to make sounds'

(i)   to communicate//pass/send/messages [1]
          sounds = 0

Accept lift, in whole or in part, of lines 13–14 (Dolphins are able...each other). Excess denies.

(ii) to damage the balance of their prey/fish/food they want (to catch) [1]

Accept lift, in whole or in part, of lines 15–17 (As well as making.....to capture) Excess denies.
Any reference to 'leap high' 'indicate fish' or 'exuberance' = 0(W) , denying mark in an otherwise correct limb.

(b) 'dolphins leap ...out of the water'

Note that this is an OWN WORDS question. Key words are IN~~~~ and EXUBERANCE

A. INDICATE show/point out/demonstrate/mark/intimate/signify/signal// give a sign of/communicate (sic) [1]
suggest/hint/warn = 0

B. EXUBERANCE happiness/joy/high spirits/glee/gaiety/excitement [1]
high =0

Do not insist on synonyms for 'the presence of fish' or 'simply'. Be generous with grammatical form.
Label answers A and B.

(c) 'single feature ...environment'

darkness/(it is) dark/there is no light [1]
watery = 0
they can't see = 0. Answer must be a feature of the environment.
Lift of line 20 (to find their prey in a dark, watery world) = 0.
If more than one feature is offered, give 0.

From paragraph 3 [5 marks (2 + 2 + 1)]

4 (a) 'benefit fishermen derive...fishing methods'

(they bring in) record catches (of fish)//more/a lot of fish (confusion between fish and dolphins = 0(W)
efficient (sic)/efficiency/better results [1]

Accept lift of line 21–22 (Modern...record catches). Run-on into 'However, these methods.....' denies the mark.

(b) 'environmentally destructive'

they catch/trap/kill dolphins/other creatures (apart from fish)//they don't just/only catch/trap/kill fish [1]

Accept lift of lines 22–23 (However, these methods make no distinction.....destructive fishing methods), even although syntax is inaccurate. Excess denies.

(c) 'tuna-dolphin bond'

A (they make/get/obtain) money/cash/financial benefits/financial rewards [1]

Lift of lines 25–26 (Realising, therefore......tuna-dolphin bond) = 0.
But 'they realise that financial....bond' = 1

B (they catch/get/obtain) big/large fish/tuna
Accept positive, comparative or superlative [1]

Lift of lines 24-25 (fishermen have noticed etc.) = 0 This is an observation only and does not answer the question.
Mark the first two reasons only, but be generous with the candidate's division.

From paragraph 4 [4 marks (1 + 1 + 2)]

5 (a) 'fishermen less likely…to catch dolphins'

their nets were not strong (enough)/as strong as nets today/mode~~rn~~ their nets were not made of strong material/were not made of mate~~rial~~ strong as material used today

OR dolphins/they could see/detect/discover/find out/the nets (of fishermen in the past)// dolphins/they could break/destroy the nets (of fishermen in the past) [1]

Lift of lines 28–29 (Modern fishing nets....detect nor break) = 0. Focus of question is fishermen in the past

(b) 'fishermen did not need to kill dolphins for food'

A they had enough fish/food//fish stocks were not dwindling (as they are today) [1]

Lift of lines 31–32 (In many....dwindling) = 0. Question calls for a response about the past.

B they did not have to compete with large/huge fishing vessels/international companies (sent into their waters)//there was no competition [1]

Lift of lines 32–34 (The sea provides.....companies) = 0. Question calls for a response about the past.

Mark the first two reasons only, but be generous with the candidate's division.

From paragraph 5 [3 marks (1 + 2)]

6 'reduction in the number of dolphins'

there will be more/an increase in the number of boats [1]

Accept, in whole or in part, the lift of lines 59–60 (as the volume of boat traffic.... is bound to increase). Excess denies.

From paragraph 8 [1 mark]

7 'adding the word 'even''

postage stamps are a <u>very</u>/<u>extremely</u> surprising//the <u>most</u> surprising (way to educate people) [1]
surprising (alone) = 0 . All the methods are surprising, according to the text.

Lift of lines 66–67, in whole or in part (The Chinese government…postage stamps) = 0 (N)

From paragraph 9 [1 mark]

8   'tremendous   Note that this is an OWN WORDS question. Key wor
    harm'   ARROGANCE and IGNORANCE

                    A   ARROGANCE   pride/disdain/pomposity/smugness/thinking   we   are
                                    superior//thinking   we   know   a   lot/more   than   we
                                    do/everything   [1]

                    B   IGNORANCE   lack of/no/little knowledge/education/understanding
                                    /comprehension//not knowing (enough)/blindness/   [1]

                    Be generous with grammatical form.
                    Label answers A. and B.

                                                            From paragraph 11 [1 mark]

9   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. 'shared and simple' for 'common'.
    5. For a short phrase answer, mark the first <u>seven words</u> 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 clearly understood.
    8. If answers are numbered and the question-word has been given as well, credit a correct
        answer even if the numbering does not agree.

    (See words and equivalents.)

		1 mark	**[Regard as 0(N) unless indicated as 0(W)]**
1	in vogue (line 1)	fashionable/modern / popular/ favoured/stylish/all the rage/ modern/trendy	correct
2	delighted (line 6)	pleased/thrilled/satisfied/ made happy/glad/ecstatic// given pleasure/happiness/joy//charmed/ amused	fascinated
3	distinction (line 22)	difference/separation/differentiation/ division/distinguishing/discrimination/ disparity/discrepancy	award (W)/prize (W)/clear/
4	overriding (line 38)	main/principal/overarching/supreme/ <u>very/really/extremely/most</u> important/ vaulting/greatest/paramount	best/highest

5	deliberate (line 54)	discuss/talk about/through//consider/ weigh up/reflect/mull over/think about/ reason	intentional (W) pla... meant (W)
6	inadvertently (line 58)	unintentionally/accidentally/unplanned/ not meaning to/not purposely// without calculation/design/intending to	foolishly
7	appalling (line 59)	dreadful/horrific/horrifying/shocking/ distressing/ghastly	unpleasant/annoying/ bad/disagreeable
8	heartened * (line 83)	cheered (up)/encouraged/elated/ strengthened//made happy/pleased//optimistic/ hopeful//delighted * some but not all synonyms for 'delighted' are acceptable	charmed/amused

[5 marks (5 x 1)]

MARK TO A MAXIMUM OF 15 OUT OF 21 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE (See subsequent pages 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 of question, 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 <u>on all scripts</u>.
    (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, award the Style mark in the normal way, the following maxima:

    0-25 (0); 26-50 (2); 51-75 (4); 76-100 (6); 101-125 (8) [e.g. for sustained own words w. error-free original complex structures, award 9 or 10 for Style for answer of 126 words, but only 8 for answer of 125 words. There is no need to do proportional calculation]

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

7. 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.

EACH POINT SCORES 1 MARK   **Line No.**

River dolphins are under threat from many human activities because...

1. they become entangled/caught/trapped in fishing nets   37

2. and caught/trapped on fishing hooks (strung along river beds)   39

3. pesticides (used in agriculture pollute rivers and) poison dolphins   41–43

4. factory waste poisons them   43–44

5. dams prevent dolphins from swimming upstream to breed   48–49

6. dams prevent fish on which dolphins feed from swimming upstream (to breed)//dams mean dolphins have less food   49–50

7. dams deprive dolphins of fresh water/oxygen (dams reduce fresh water (alone) = 0)   51–52

8. dams separate dolphins (into small/isolated groups) so that they cannot (inter)breed   52–53

9. dolphins are killed for (use in) medicine   56–57

10. dolphins are injured/killed in collisions with boats/by boats   58–59

11. noise from boats interferes with/damages dolphins' hearing   60–61

12. noise from boats reduces dolphins' ability to find food   61

13. turbulence caused by boats reduces dolphins' ability/makes it difficult for dolphins to navigate (their territory)   62–63

14. (in China) dolphins have been made/recognised as a protected species   64–65

15. local people educated/government have educated local people (through newspapers, films, posters stamps)   66–67

16. associations have been set up to educate fishermen   68–69

17. one factory (persuaded by an association) uses dolphin as its trademark   72–73

18. other companies have followed//there is now a dolphin hotel/a store/shoes

19. nature reserve has been built to protect dolphins

20. hospital (has been built) for injured dolphins//hospital keeps dolphins until they can be returned to the river   81–82

[25 marks (15 + 10)]

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.* **Underline only serious errors.**

Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number. Add this mark to the Content mark and show as a total in the right-hand margin.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR 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.

Ingrained weakness of punctuation, i.e. the habitual comma replacing the necessary full stop.

Breakdown of sense.

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'.

Indicate how you arrived at your mark for OW and UE, either by a short comment at the end of the script or by use of left hand margin.

	SUMMARY STYLE DESCRIPTORS		
Mark	**OWN WORDS**	**Mark**	**USE OF ENGLISH**
10–9	• Candidates make a **sustained** attempt to re-phrase the text language. • Allow phrases from the text which are difficult to substitute.	**10–9**	• 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	• There is a **noticeable** attempt to re-phrase the text. • The summary is free from stretches of concentrated lifting.	**8–7**	• 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	• 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.	**6–5**	• 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 accurate**.
4–3	• **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**	• 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.
2–0	• 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**	• **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.

Note 1: Scripts placed in last two boxes for OW cannot receive a UE mark from the top two ~~originality does not apply. But accurate copying must score middle box for UE as th~~ 'best fit' box.

Note 2: Relevance and irrelevance:

(i) **wholesale or sustained irrelevance:** ignore OW assessment and mark out of 4 max for Style. Use incidence of errors to assess mark out of 4. Such scripts are rare.

(ii) **recognisable OW limited by some irrelevance:** 5/6 for OW. Mark UE as normal.

(iii) **Oblique or generalised relevance:** 5/6 box for OW. Mark UE as normal.

(iv) **Mangled or nonsensical relevance:** 3/4 or 1/2 box for OW. Mark UE as normal.