

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

1123 ENGLISH LANGUAGE

1123/21

Paper 2 (Comprehension), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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MARK TO A MAXIMUM OF 15 FOR CONTENT POINTS. AWARD A MAXIMUM OF 5 MARKS FOR STYLE (See pages 3-4 for the Style marking method.)

Question 1

(a) Points to be rewarded and their marks are indicated below. Indicate by tick the point rewarded. Accept own words or lifting. Accept sentences or note form. Points 1 and 11 are already given.

1. *Captured people to sell as slaves*
2. Took hostages // demanded ransom money
3. Captured (foreign) territory
4. Plundered / stole ships' cargoes
5. Stole horses
6. (thought they had to) steal because they were / their land was poor
7. Privateers / pirates were authorized (to rob / attack / plunder foreign / enemy) ships in wartime
8. Privateers stole the ship
9. Privateers were encouraged by governments.
Privateers were allowed to... = 0
10. Privateers plundered / robbed / attacked ships in peacetime (too)
11. *Modern piracy is carried out to make (relatively little) money / to find cash belonging to the crew*
12. And goods
13. Syndicates / pirates steal attack / plunder / rob whole / large cargoes
14. And hold crew members to ransom // take crew members hostage
15. (Some pirates) want to make a political statement
16. (There is) more trade via shipping
17. Ships have to decrease their speed
18. (There are) fewer / smaller crew members on board (because of technology)
19. Pirates use technology to locate ships (to plunder)
20. Ships sail through narrow bodies / passages of water

- 1 (i) *If script is entirely verbatim lift give 0 for content.*
- (ii) *If point is made in the wrong box, do not award mark.*
- (iii) *If more than one content point appears under a single bullet point, award each content point if clearly made.*
- (iv) *If content point depends on information contained in another bullet point, withhold mark unless clear contextual link is made between two adjacent points.*

[15]

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(b) Summary Writing and Style

[5]

Candidates have now fleshed out their notes into a piece of formal, continuous prose.

The mark for Style incorporates **TWO** categories of writing, namely OWN WORDS and USE OF ENGLISH. The table which follows on 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, and the ability to use original complex sentence structures. **Underline all 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.

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.

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.

Breakdown of sense.

MINOR ERRORS

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'

NB For short answers, mark in the usual way, but note that mark is unlikely to be more than OW3 and UE3

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. 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, impeding the reading. Fractured syntax is much more pronounced at this level. Errors of sentence separation are liable to be frequent.

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Question 2 from paragraph 1

(one fact and one opinion)

Facts

Piracy has been around for a long time / for as long as people have used the oceans as trade routes

Few pirates became wealthy / many pirates were poor

Many pirates died young / few pirates lived to an old age

Pirates operated outside the law

[1]

Lift of line 1 "piracy... trade routes" = 1 (Excess denies)

Opinions

Pirates were (ruthless) villains

Pirates had swords

Pirates were rich

Pirates were rebellious

Pirates were clever

Pirates buried treasure (on desert islands)

[1]

Any reference to "universal stereotype" invalidates the answer

If more than one answer is given in either limb mark the first answer only

Question 3 from paragraph 2

(writer's attitude to Julius Caesar)

He was proud / conceited / had a high opinion of himself / egocentric / arrogant / self-centred

[1]

He thought he was silly / foolish / selfish / worth more than the pirates were asking = 0

Question 4 from knowledge or experience

(two examples of piracy, from imagination or reality)

Do not accept examples from the passage, but be generous with candidate's interpretation.

Look for ideas such as:

Imagination: Captain Hook, Jack Sparrow, games they played as children

Reality: kidnapping oil tankers (e.g. off coast of Somalia) // kidnapping boating enthusiasts (and demanding ransom) // pirate cds / videos / DVDs / films etc // hijacking planes / lorries // identity theft. Be generous here. Exact historical detail is not important, but rather the response to the text.

Selling cds / DVDs etc. (alone) = 0(n)

[2 × 1]

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Passage 2

Question 5 from paragraph 1

- (a) 'story about Amir's father'
he had (once) wrestled / fought with a bear [1]

Lift, in whole or in part, of line 1 (Lore had it...never denied) = 1. Excess denies.

- (b) 'people believed it'
- (i) he never denied it / the claim // (people knew) he was truthful / never lied // his word was respected / he was respected [1]

Lift of line 1 (Lore had it...he never denied) = 0. Answer must be distilled.
Lift of line 1 (a claim he never denied) = 0. Answer must be reshaped, e.g. he never denied the claim = 1

- (ii) he was strong / tall / powerful / huge / six foot [1]

Lift of line 4 (He was a towering force of nature) = 1 Excess denies.
Lift, in whole or in part, of lines 4–5 (When alltowards the sun) = 0.
Answer must be distilled.
If more than one answer is offered in either limb mark the first one only

Question 6 from paragraph 2

- (a) father hated him'
- (i) his mother died giving birth to him / when he was born // (he thought) he had killed his mother / wife (sic) [1]

Lift, in whole or in part, of lines 8–9 (My mothera little) = 1. Pronouns are incorrect but can be accepted as 'according to Amir' in the question.
Lift of line 9 (Had I not killed...wife?) = 0

- (ii) Amir / he preferred poetry to sport / football // didn't like sport / football // he wasn't good at football / sports // he hadn't turned out like his father [1]

Lift of line 10 (Was having a son...envisaged?) = 0
Lift of lines 12–13 (I hadn't inheritedtalents) = 1. Excess denies. Pronouns are incorrect but can be accepted as 'according to Amir' in the question.

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(b) 'blundering liability'

Note that this is an OWN WORDS question. Key words are UNWITTINGLY and OBSTRUCTING. Do not insist on synonyms for 'team members' but a sensible context is required.

A. UNWITTINGLY unknowingly / unconsciously / without meaning to / unintentionally
unaware / ignorantly / without realizing / inadvertently / unsuspectingly [1]

without wanting to / involuntarily / without comprehension / accidentally / innocently = 0

B. OBSTRUCTING blocking / getting in the way of / hindering / keeping back / deterring / impeding / hampering / holding up / holding back [1]

limiting / annoying / interfering / interrupting = 0

(c) 'father realised'

resigned [1]

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

Question 7 from paragraph 3

(a) 'winner decided'

A. the winner / he / she had to cut the (kite) strings [1]

Lift of line 18 (participants tried...opponents' kites) = 0. But some re-shaping, e.g. participants had to cut / participants cut ... = 1

B. until only his / her kite was flying / was left [1]

Lift, in whole or in part, of lines 16–17 (Every winter...last one flying) = 0. Distilling is required.

The winner had to cut the strings of all the opponents = 2

The winner had to cut all the strings of the opponents = 1

(b) 'kite's string'

sharpness / it was sharp [1]

More than one feature, i.e. reference to length or colour = 0(W)

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Question 8 from paragraph 4

(a) 'Olympic athlete'

he was proud of his kite / his kite would help him to win // be a winner / champion // he was confident he would win [1]
 Reference to father watching = 0(n)

(b) 'roaming sharks'

Look for ideas of 'roaming' and 'sharks'

A. They were wandering / moving around / going in different directions [1]

Flying (alone) = 0. Moving (alone) = 0. Image must be decoded. But accept Comparisons such as "kites flying were like sharks swimming"

B. predatory / looking for opponents / trying to defeat (opponents) / about to attack / looking for victims [1]

about to kill looking for prey / about to bite = 0
 Reference to paper = 0

Question 9 from paragraph 5

(a) 'contrasting feelings'

Note that this is an OWN WORDS question. Key words are FANTASY and FEASIBLE. Do not insist on synonyms for 'team members' but a sensible context is required.

A. FANTASY dream / illusion / pipedream / impossibility / imaginary / fancy / something which could not / was unlikely to happen [1]

hallucination / mirage / improbability = 0

B. FEASIBLE possible / accessible / potential / viable // could be done // could happen // he was going to win // achievable / attainable / realizable / there was a chance he would win [1]

likely / probable / real / reality = 0

(b) 'bloody hands'

Sensible inference must be made at lines 36–37 (glass string I was tugging)

Amir / he had cut his hands / himself on the (kite) string (which was sharp / made of glass) // the (kite) string had cut his hands [1]

the (kite) string was sharp / made of glass = 0(n)

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(c) 'Amir's redemption'

to make his father / his father would love / be proud of / respect / approve of him // forgive him (for not being good at football / the son he wanted) // forgive him for his mother's death

[1]

The redemption he had craved all his life = 0
To make his father happy = 0

Question 10 from paragraph 6

'Amir was happy'

(i) he had won he tournament / cut the strings of all his opponents' kites

[1]

Lift of lines 43 (I put down my kite happily) = 0.

(ii) he had won his father's love / admiration / affection / approval / respect / Pride / forgiveness // his father smiled // he had made his father happy / his father was happy

[1]

Lift, in whole or in part, of line 43 (His head.....his lips) = 0. But award mark if correct agent is substituted for ambiguous agent, i.e. father

Question 11 from the whole passage

[5]

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. 'illness and problem' for 'affliction'.
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.

(See words and equivalents overleaf.)

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	1 mark	0 mark
1.affliction (line 3)	Illness / disease / disability / weakness / handicap / sickness / complaint / curse / scourge	problem / worry / concern suffering / evil / trial / trouble / pain / upset
2.glaring (line 5)	obvious / outstanding / distinct / clear / conspicuous / prominent / visible / blatant / flagrant / manifest / patent	looking / peering / gross / outrageous / rank / bright / ridiculous / staring
3.moulded (line 6)	shaped / fashioned / made / structured / formed / styled / tailored / framed / modelled / manipulated	designed / carved / created / influenced combined
4. shred (line 12)	Trace / scrap / iota // whit / tad / bit / grain / fraction / modicum / fragment / bit / jot // <u>one</u> / <u>single</u> / <u>small</u> section	section / piece / rag / sliver / snippet / a little
5.undeniably (line 17)	definitely / doubtlessly / without question / certainly / unequivocally / undisputedly / assuredly / incontrovertibly / really / obviously / clearly / evidently / surely / manifestly / patently / unquestionably / truly	unbelievably
6.highlight (line 17)	pinnacle / apex / climax / peak / height / zenith / best part / star event	brightness / best // main / most / important / popular / remarkable / exciting
7.havoc (line 34)	chaos / disorder / disaster / bedlam / disarray / ructions / destruction / devastation / confusion / mayhem / disruption / tumult	Bother / trouble / damage / wreck / ravage / slaughter / shambles / commotion
8.tentatively (line 43)	cautiously / nervously / carefully / warily / hesitantly / cagily / diffidently / uncertainly	secretly / deliberately / discreetly / slowly / timidly / shyly / fearfully / reluctantly / speculatively / provisionally / apprehensively

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Appendix

There are many reasons why piracy flourished in former times. **Pirates sometimes captured the inhabitants of other lands, particularly children, and sold them as slaves.** Taking **hostage a powerful leader or public figure was a lucrative business**, as huge sums of money could then be demanded as ransom. The famous Roman leader Julius Caesar was captured by pirates and a certain sum of ransom money was demanded; Caesar thought he was worth more and persuaded his captors to increase their demands! **Pirate raids were often used to capture foreign territory**; the Vikings were particularly successful in this regard.

When sailors were marooned because they were on the losing side in a war, they set up small gangs near river estuaries, initially to protect themselves. Soon they realised that they could **plunder ships carrying expensive cargo**, like silks and spices. In some parts of the world, continuous war demanded **frequent supplies of fresh horses, imported on sea routes from Africa; this trade was subjected to frequent raids by thriving bands of pirates** based in coastal cities. In other areas, it was not uncommon for **people to consider piracy a legitimate response to the fact that they could make no money from their poor land**, and that piracy was therefore their main source of income.

Not all piracy was illegal. Sometimes **privately owned ships - called privateers - were authorised by a country's government to attack and rob foreign vessels during wartime.** Privateering was a form of state-sponsored piracy, where **the ship, and not just the cargo, could be stolen.** Privateering was **encouraged by governments; it saved them money** that they might otherwise have had to spend on building battleships. Because privateers were often thugs who exploited every opportunity to steal, they **sometimes continued to plunder ships in peacetime.**

However, piracy is not confined to history books; it continues to be a problem in modern times. Some **modern pirates are content to make relatively limited amounts of money by boarding small ships and taking cash belonging to the crew**; they also steal inexpensive **goods which might be on board.** Other pirates, working in organised **syndicates, attack with more sophistication and planning, driven by the possibility of large cargoes**, for example oil. The skill and planning of these syndicates mean that they are often able to **make vast sums of money by capturing members of the crew and demanding ransom money** for their release. There have been several recent high profile cases **of pirates whose intention is not monetary, but rather the desire to achieve publicity for a political point of view.** The worldwide media coverage which such cases provoke suggests that this type of piracy is effective.

Modern piracy is a growing and successful phenomenon because **more and more international trade takes place via shipping**, particularly as the cost of air travel increases. This means that often **ships have to decrease their speed** in order to avoid collision in busy shipping lanes, thus increasing the chances of pirate attack. **Modern ships tend to have smaller crews** as technology replaces manpower, thus making it easier for pirates to overpower what crew members there are. Modern **technology also works in pirates' favour because they are able to utilise it to discover the location of ships suitable for attack.** In former times, what popular pirate areas, such as the Strait of Malacca, had in common was that they were narrow bodies of water; **modern shipping routes also take ships through narrow passages** which are more susceptible to having pirates lying in wait ready to attack them.