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.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.
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.

(b) Summary Writing and Style

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
<table>
<thead>
<tr>
<th>Mark</th>
<th>OWN WORDS</th>
<th>Mark</th>
<th>USE OF ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>• Candidates make a <strong>sustained</strong> attempt to re-phrase the text language.</td>
<td>5</td>
<td>• Apart from very occasional slips, the language is accurate.</td>
</tr>
<tr>
<td></td>
<td>• Allow phrases from the text which are difficult to substitute.</td>
<td></td>
<td>• Any occasional errors are either slips or minor errors. There is a <strong>marked ability to use original complex syntax</strong> outside text structures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>• The language is <strong>almost always accurate</strong>. Serious errors will be isolated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sentences show some variation, <strong>including original complex syntax</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Punctuation is <strong>accurate and generally helpful</strong>.</td>
</tr>
<tr>
<td>4</td>
<td>• There is a <strong>noticeable</strong> attempt to re-phrase the text.</td>
<td>4</td>
<td>• The language is <strong>largely accurate</strong>.</td>
</tr>
<tr>
<td></td>
<td>• The summary is free from stretches of concentrated lifting.</td>
<td></td>
<td>• Simple structures tend to dominate and <strong>serious errors are not frequent</strong>, although they are noticeable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Where sentences show some variety and complexity, they will generally be lifted from the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Serious errors may occur when more sophisticated structures are attempted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Punctuation is <strong>generally accurate</strong>.</td>
</tr>
<tr>
<td>3</td>
<td>• There are <strong>recognisable but limited</strong> attempts to re-phrase the text detail. Attempt may be limited by <strong>irrelevance</strong> or by <strong>oblique or mangled relevance</strong>.</td>
<td>3</td>
<td>• Meaning is not in doubt but <strong>serious errors are becoming more frequent</strong>.</td>
</tr>
<tr>
<td></td>
<td>• Groups of text expression are interlaced with own words.</td>
<td></td>
<td>• Some simple structures will be accurate, although this accuracy is not sustained for long.</td>
</tr>
<tr>
<td></td>
<td>• The expression may not always be secure, but the attempt to substitute the text will gain credit.</td>
<td></td>
<td>• Simple punctuation will usually be correct.</td>
</tr>
<tr>
<td>2</td>
<td>• <strong>Wholesale copying</strong> of large areas of the text, but not a complete transcript,</td>
<td>2</td>
<td>• Heavy frequency of serious errors, impeding the reading.</td>
</tr>
<tr>
<td></td>
<td>• Attempts to substitute own language will be limited to single word expression.</td>
<td></td>
<td>• Fractured syntax is much more pronounced at this level.</td>
</tr>
<tr>
<td></td>
<td>• Irrelevant sections of the text will be more frequent at this level and below.</td>
<td></td>
<td>• Errors of sentence separation are liable to be frequent.</td>
</tr>
<tr>
<td>1</td>
<td>• Pretty well <strong>a complete transcript</strong> of the text expression.</td>
<td>1</td>
<td>• Meanings are not in doubt but <strong>serious errors are becoming more frequent</strong>.</td>
</tr>
<tr>
<td></td>
<td>• There will also be random transcription of irrelevant sections of the text.</td>
<td></td>
<td>• Some simple structures will be accurate, although this accuracy is not sustained for long.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Simple punctuation will usually be correct.</td>
</tr>
</tbody>
</table>

© University of Cambridge International Examinations 2011
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
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)
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
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)

© University of Cambridge International Examinations 2011
Passage 2

Question 5 from paragraph 1

(a) ‘story about Amir’s father’
   he had (once) wrestled / fought with a bear
   
   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
   
   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
   
   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 all …..towards 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)
   
   Lift, in whole or in part, of lines 8–9 (My mother …..a 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

   Lift of line 10 (Was having a son…envisaged?) = 0
   Lift of lines 12–13 (I hadn’t inherited ….talents) = 1. Excess denies. Pronouns are incorrect but can be accepted as ‘according to Amir’ in the question.
(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 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 limiting / annoying / interfering / interrupting = 0

(c) ‘father realised’
resigned
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
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
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
More than one feature, i.e. reference to length or colour = 0(W)
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

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

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

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

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

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

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

  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

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

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

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