

**MARK SCHEME for the October/November 2012 series**

**1123 ENGLISH LANGUAGE**

**1123/22**

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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MARK TO A MAXIMUM OF 15 FOR CONTENT POINTS. AWARD A MAXIMUM OF 5 MARKS FOR STYLE (See page 7 for the Style marking method).

### Passage 1

#### 1 (a) Notes

[15]

Accept own words or lifting. Accept sentences or note form. Points 1 and 12 are already given.

<b>Mark</b>	<b>Expected Answer</b>	<b>Allow</b>	<b>Don't Allow</b>	
1 mark for each correct point up to a max. of 15	[1 Gives people new experiences (of cultures / climates / cuisine)]			
	2 (Air travel / it / experiences / they / these encourage(s)) tolerance of other people / races		tolerance (alone)	
	3 Is within the budget of ordinary people / everybody		cheap / cheaper (alone)	
	4 Makes family holidays <u>overseas</u> easy / easier // brings families together on <u>overseas</u> holidays			
	5 (Makes it possible / easy to) visit friends / family <u>overseas</u> / <u>abroad</u> // contact with family / loved ones <u>overseas</u> / <u>abroad</u> (is possible / easy)			communication
	6 (Brings) jobs in <u>airports</u>	(brings) jobs for baggage handlers + one other example		
	7 (Communities in) <u>depressed</u> / <u>poor</u> areas <u>near airports</u> are built up / developed			
	8 <u>Small businesses</u> can send employees to other parts of the country / other countries / places (to work)			given example of architects
	9 <u>People</u> / <u>individuals</u> can commute / go to work in other cities / countries / places			given example of architects
	10 Reduces congestion / less pressure on other transport / rail / roads	Of course the sheer speed ... snail's pace It makes the speed of ... snail's pace		
	11 Speed			
	[12 Noise (of take-off and landing) disturbs local residents]			

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13	Runways are built on / spoil / encroach on countryside		
14	Airport buildings / terminals are built on / spoil / encroach on the countryside		spoiling rural views (alone)
15	Damages the ozone layer / planet // causes / increases carbon footprints		becomes an environmental issue
16	(Encourages) people to purchase holiday homes <u>abroad</u> causing / contributing to / increasing <u>carbon footprint</u> / <u>damages ozone layer</u>		
17	Facilitates (drug) smuggling		
18	No / few survivors in an accident // the possibility of disasters		possibility of crashes / accidents (alone)
19	Journeys to airports take a long time / increase travel time	any reasonable example, including one hour	it increases travel time it takes time (alone)
20	Security checks are time-consuming / take time		
21	Security checks are stressful / invasion of privacy		what could be worse ... demanding attention? flights are delayed (alone)
22	Delays are stressful // delays imprison (you) in the airport		

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## **(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 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.

Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two to achieve the summary mark. Raise any half marks to the nearest whole number.

### **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.

Mis-spellings of a 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.

### **Irrelevance**

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.

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### **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:

20–35 = 1 mark max for style

36–50 = 2 marks max for style

51–65 = 3 marks max for style

0–20 = 0 marks for style. No assessment of OW and UE is necessary.

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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>
0	<ul style="list-style-type: none"> <li><b>Complete transcript</b>.</li> </ul>	0	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b> throughout.</li> <li><b>Fractured syntax</b>.</li> </ul>

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**2 From paragraph 5, select and write down two opinions.**

<b>Mark</b>		<b>Allow</b>	<b>Don't Allow</b>
1 mark	Opinion 1: (Such) security checks are stressful / an invasion of privacy	run on into 'as belts, jewellery ... x-rayed'	
1 mark	Opinion 2: What could be worse than the feeling of being imprisoned in the airport / being delayed at the airport / having a delayed flight	run on into 'with nothing ... attention'	<i>inclusion of 'occasionally ... happens'</i>

**Additional information**

Accept in any order.

Accept own words versions.

**3 From your reading of paragraph 6, decide whether each of the following statements is true or false and tick the appropriate box.**

<b>Mark</b>	<b>Expected Answer</b>	<b>Allow</b>	<b>Don't Allow</b>
1 mark	Statement 1 is true	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 false		

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Passage 2

4 From paragraph 1

(a) What was lacking in the house that afternoon because it was ‘raining hard’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	light / brightness / sunshine / sunlight		<i>visibility / sun / warmth / a light / lights / gloom / gloomy / it was gloomy / making it gloomy</i>

**Additional information**

Lifting will not work

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

(b) Why was it ‘pretentious’ to call the room where Christopher did his homework ‘the library’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was (really) an anteroom (lined with books) / small room // it was too small (to be a library) / small		<i>Lift of ‘(This took place in) an anteroom lined with books’</i>  <i>Answer must be distilled.</i>  <i>It wasn't a library / he did his homework here</i>

**Additional information**

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



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(c) Give two pieces of evidence which show that Mei Li must have regarded Christopher's education as 'a matter of the utmost importance'.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) she stood (sternly) over / next to him <u>as he worked</u> (for up to two hours) // she supervised <u>his education</u>		<i>Lift of 'why else.....worked? She watched him ... worked Answer must be distilled.</i>
1 mark	(ii) she didn't sit down // never sat down // it never occurred to her to sit down (opposite him)		<i>Lift of 'why did it....opposite mine?' Answer must be distilled.</i>

#### Additional information

If candidate gives two correct answers in one limb, award 1 mark max. **However**, if candidate has given two correct answers in one limb and has no response in the other limb, award 2 marks. Such answers will be rare.

In (i) answer must be distilled and pronouns changed

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

#### 5 From paragraph 2

(a) Explain in your own words why it was surprising that Christopher's father came into the library that afternoon.

Mark	Expected Answer	Allow	Don't Allow
1 mark	INTERRUPT: stop / get in the way of / interfere with / disturb / distract / disrupt		<i>bother / trouble / enter</i>
1 mark	VITAL: crucial / <u>very</u> important / life-threatening / matter of life and death // necessary / imperative / urgent / essential / emergency / an extreme case		

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**Additional information**

This is an OWN WORDS question. Key words are INTERRUPT and VITAL.

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one, e.g. 'stop and start' for 'interrupt'.

Do not insist on synonyms for 'study' but look for sensible context.

Accept interruption directed at Christopher or Mei Li or both.

**(b) Apart from the fact that Christopher's father came into the library, what other aspect of his behaviour seems surprising?**

Mark	Expected Answer	Allow	Don't Allow
1 mark	(he was apparently) oblivious of their / his presence // didn't <u>seem</u> to see / notice them / him / realise they were / he was there	he ignored him / them / didn't speak to / look at / acknowledge him / them	<i>He didn't see them / he closed the door firmly</i>

**Additional information**

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

**(c) Explain fully why Mei Li reprimanded Christopher.**

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) he was <u>trying</u> to overhear / hear his parents (arguing) // he was listening (in) to / concentrating on / eavesdropping on what his parents were saying	so that he would stop trying to overhear etc.	<i>He / overheard / heard / caught the argument</i>  <i>Lift of 'whenever I tried to hear a little more' = 0. Answer must be distilled.</i>
1 mark	(ii) he was distracted from / wasn't doing / concentrating on his work / homework / arithmetic / sums / studies // he was taking too long / a long time over his work/ homework / sums / studies	so that he would do his work etc. / she wanted him to do his work  his pencil hovered <u>too long</u> over his sums	<i>Lift of 'my pencil hovered over my sums' = 0. Answer must be distilled.</i>

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6 From paragraph 3

(a) Christopher was ‘fearful’ when he was left alone in the library. Pick out and write down the single word used later in the paragraph which continues this idea of ‘fearful’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	apprehensively	The use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted.	<i>More than one word</i>

(b) Why do you think Christopher ‘returned to the table every few seconds’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	in case <u>Mei Li</u> came back / caught him // he was afraid <u>Mei Li</u> would come back / would find him out of his seat / listening to his parents’ argument / not working / not doing his arithmetic		<i>He would be reprimanded = 0(N)</i>  <i>He was afraid (of Mei Li)(alone)</i>  <i>in case Mei Li knew what he was doing</i>  <i>Mei Li had come back</i>  <i>He wanted to hear his parents’ argument = 0(W)</i>

**Additional information**

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

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(c) In what way was Christopher’s deception ‘feeble’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(it was obvious / clear / could be seen that he wasn't measuring the room / was listening to his parents' argument // it wouldn't deceive / fool <u>Mei Li</u> // you wouldn't measure a room with a ruler // measuring the room wasn't his homework / what he was supposed to be doing // it was unreasonable / unrealistic / unbelievable that he was measuring the room		<i>It was weak / unconvincing (alone) / it wouldn't fool anyone (alone)</i>  <i>he was pretending to measure the room</i>

**Additional information**

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

(d) Each of Christopher’s parents was angry. In what ways did their anger differ? Answer in your own words.

Mark	Expected Answer	Allow	Don't Allow
1 mark	RIGHTEOUS: moral / justified / virtuous // (his mother) <u>knew</u> / <u>thought</u> / <u>felt</u> / <u>was convinced</u> she was correct / right (sic)		<i>angry / scolding / rightful / reasonable / truthful</i>
1 mark	DESPONDENT: sad / forlorn / hopeless / wretched / miserable / downcast / despairing / disheartened / gloomy / depressed / glum / downhearted / down in the dumps /		<i>Fearful / afraid / stressed / anxious / defensive / distraught / confused / stressed / upset / ashamed / guilty / sorry / downtrodden / hounded</i>

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### Additional information

This is an OWN WORDS question. Key words are RIGHTEOUS and DESPONDENT

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one, e.g. 'sad and happy' for 'despondent'.

Do not insist on correct parents matched to each adjective, but if parents are given incorrectly deduct only one mark if synonyms are correct. For example:

His mother's anger was sad but his father's anger showed he felt he was correct = 1 max.

One parent's anger was sad and the other showed they felt they (sic) were correct = 2

One parent's anger was sad but the other showed he felt he was correct = 1 (wrong match)

## 7 From paragraph 4

Give two reasons why Christopher was not upset by his parents' disagreements.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) they did not affect him/ his life		<i>Lift of 'if their disagreements...might have been upset', even if pronouns are changed.</i>
1 mark	(ii) he was (well) used to such / these periods // periods of silence / their silence // he was used to their disagreements / these situations // he was used to it	It had happened often / many times before	<i>Lift of 'Wasn't I used to such periods?' It had happened before. (alone)</i>

### Additional information

Under both (i) and (ii) lifting will not work. Answer must be distilled.

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8 From paragraph 5

(a) What effect is achieved by the word ‘theatrical’ to describe Akira’s laughter that would not be achieved by the word ‘hearty’?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	it wasn’t a real laugh / he wasn’t (really) laughing/ amused // he was pretending to laugh / be amused // he was kidding / fooling around // he was acting (the part of being amused) // he was showing off / trying to impress Christopher / laughing for effect // it was exaggerated / insincere / false / phoney / fake / forced / dramatic		<i>Reference to kicking his feet in the air</i>  <i>It was loud / extreme / not serious</i>  <i>It was funny / a joke / comic</i>

**Additional information**

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

(b) Akira compares slatted sun-blinds to families. According to his comparison, what happens if children do not play their part in family life?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	the family falls apart / will fall apart / breaks down / collapses / scatters	children and parents separate	<i>Fall (alone) / break (alone)</i>  <i>family life is spoiled</i>  <i>family bonds become weaker</i>  <i>they fall apart</i>  <i>parents separate / divorce</i>

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(c) Explain fully how ‘what Akira had said’ contradicted Christopher’s memory of his parents’ argument.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	(i) he said that children’s (bad) behaviour caused parents’ arguments // that if parents argued it was the children’s fault		
1 mark	(ii) (but he / Christopher knew) his parents’ argument had not been about him / had not been caused by him // had been about business / his father’s job		

**Additional information**

Look for both a general point about what Akira said, and a particular point about what Christopher had heard.

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9 From the whole passage

Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

Mark	Words	Expected Answer	Don't Allow
1 mark for each correct meaning	1 paramount (line 7) NB: needs idea of superlative	utmost / most / greatest / supreme(st) / uppermost / topmost / chief / foremost / highest / first / main / principal / leading / cardinal / second to none / nonpareil	Great / extreme / huge / very / major / immense / very big / vital / crucial
	2 frustratingly (line 17)	annoyingly / maddeningly / irritatingly / infuriatingly / disappointingly / exasperatingly	stressfully / disturbingly / angrily
	3 inevitable (line 18)	unavoidable / bound to happen / guaranteed / sure / sure to happen / inexorable / must happen / ineluctable / unstoppable / unpreventable / certain	Likely / possible / probable / obvious / impending / eventual / must
	4 muffled (line 21)	hard to hear / quietened / barely audible / deadened / stifled / unclear / not clear / faint / softened / muted / indistinct	Hushed / murmured / dim / softer / diminished / lower / inaudible / reducing in volume / fading low-pitched / quiet
	5 sanctuary (line 28)	safety / safe place / haven / refuge / shelter / protection / security / harbour / asylum	peace / peacefulness / quietness / tranquillity / escape / isolation
	6 heralded (line 30)	preceded / foreshadowed / prefaced / ushered in / presaged / announced / introduced / was the forerunner / signalled	caused / continued / stopped / resulted in / brought / created / led to / began
	7 earnestness (line 38)	sincerity / seriousness / solemnity / gravity / gravitas	desire / curiosity / concern
	8 broached (line 47)	introduced / raised / opened / brought up / started / mentioned	touched / asked / brought (about/forward) / discussed / proposed / suggested / approached / addressed



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### **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. 'utmost and great' for 'paramount'.

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

Ignore mis-spelling if the word is phonetically recognisable.

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

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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## Appendix

Air travel has many advantages. It **gives people the chance to experience at first hand new cultures, climates and cuisine**. These experiences surely **contribute to a greater spirit of tolerance** among the peoples of the world. Because air travel is cheaper than ever before, it is **within the budget of ordinary people and not limited to the wealthy**. **Family holidays overseas become easier**, and bring family members together to enjoy each other's company and cement relationships. Moreover, in the past, if sons or daughters emigrated from, say, England to Australia, their parents might never see them again; but air travel has shrunk distances and that longed-for **contact with loved ones living abroad becomes possible**.

The growth in air travel brings jobs with it: **airports spring up, and employment is created there for baggage handlers, restaurant workers and cleaners**. This sometimes means that local **communities in economically depressed areas near these new airports have a chance to develop**. **Small businesses benefit from air travel because they can send staff to other parts of the country to work**; thus a small firm of, say, architects can take on building work 1000 kilometres from their home base. It is an amazing phenomenon of modern society that **people sometimes commute by plane from one city to another, or indeed from one country to another** – from Malaysia to Singapore, for example – to work, returning home for the weekend, a concept which would have been alien to their parents' generation. In addition, air travel **reduces congestion on other forms of transport, such as rail and road**; **trains** are less congested and road traffic flows more freely. Of course the sheer **speed** of air travel makes the speed of these other forms of transport seem like snail's pace.

However, air travel also has its critics. People who live near airports are plagued by the **noise made by aircraft taking off and landing**. **New runways are built on lush countryside**, where the residents object to the destruction of the picturesque rural views from their homes. **New airport terminals are built, further encroaching onto the countryside**. Air travel has become an environmental issue, as critics argue that it **damages the ozone layer**, permanently scarring our planet with what is described as our 'carbon footprint'. The increased availability and low price of plane tickets **encourage many people to purchase holiday homes abroad, thus further contributing to this carbon footprint**. Air travel **facilitates smuggling**, particularly of drugs, and there have been many high profile cases of people ruthlessly engaging in this life-destroying activity. Although statistics tell us that we are more likely to be killed driving on our busy roads, **when a plane goes down there are rarely, if ever, any survivors**.

Although a flight may be short, **it may take an hour or more to drive to the nearest airport, thus increasing travel time**. In addition, **security checks are time-consuming**, as hundreds of passengers, particularly in busy holiday seasons, snake their way in a seemingly interminable queue to be searched by overworked and sometimes impatient staff. Such **security checks are stressful** and an invasion of privacy, as belts, jewellery and even shoes have to be removed and x-rayed. You don't need to have your personal belongings, and sometimes your person, inspected before boarding a train! Occasionally, **flights are delayed by several hours; when this happens, what could be worse than the feeling of being virtually imprisoned in the airport, with nothing to do, nowhere to go, and perhaps with young children demanding attention?**