Cambridge O Level

ENGLISH LANGUAGE **1123/22**

Paper 2 Reading **May/June 2016**

MARK SCHEME

Maximum Mark: 50

Published

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.

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This document consists of **19** printed pages.

1   (a)   <u>Identify and write down</u> the evidence for the development of the bicycle and its growing popularity in former times, and give reasons for the continuing popularity of the bicycle today, as outlined in the passage.

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	**1 *Draisine, was first two-wheeled method of transport* [point given, so no mark]**		
	2 (The Draisine was a useful) alternative to the horse		
	3 (The Draisine became) popular with dandies / young men with pride in their appearance // (became) popular with / a fashion accessory for dandies / young men with pride in their appearance	Accept lift of lines 9–11 'the Draisine…dandies' OR lift of lines 9–11 'the Draisine … appearance' (even without 'who')	*the Draisine was a fashion (accessory) // the Draisine was popular with young men alone* 'young people' for 'young men'
	4 Adjustable saddles (meant the Draisine didn't have to be made to measure for each individual rider)		
	5 (Invention of) pedals (meant riders could propel velocipedes / bicycles by pushing their feet against the pedals)	lift of lines 16–17 'group of engineers…velocipedes' // 'a major breakthrough… velocipedes' lift of lines 16–18 ' a major breakthrough…shoes'	*lift of lines 17–18 ' riders…pedals' //' pedals called velocipedes were invented' // 'the velocipede consisted of pedals'*
	6 Mass production made velocipedes / bicycles cheap(er) / (more) accessible		
	7 (Indoor) <u>riding</u> / <u>cycling</u> academies (in France)	'academics' for 'academies'	
	8 Being made with metal (not wood) meant velocipedes / bicycles / they were (increasingly) comfortable		*improvements in metallurgy made them more comfortable*
	9 Velocipedes / bicycles made with larger <u>front</u> wheel / <u>front</u> wheel larger than back wheel meant rider could travel further (with single rotation of wheel) // Velocipedes / bicycles made with larger <u>front</u> wheel / <u>front</u> wheel larger than back wheel increased movement / efficiency	allow 'tyres' for 'wheels'	*lift of lines 26–27 ' the rider…wheel'*

10 (Use of) rubber / (solid then) pneumatic tyres gave (advantage of increased) comfort		
11 Environmentally friendly *[point given, so no mark]*		
12 Inexpensive alternative to other forms of transport / bus / train / car		*inexpensive means of transport alone comparison needed*
13 (Combines) travelling to work with (taking) exercise		
14 Reduces risk of heart disease / high blood pressure / obesity	reduces risk of <u>threatening</u> / <u>serious</u> diseases	*cures heart disease etc. // is good for your health*
15 Exercise bike (at home)	allow 'gym' for 'home'	
16 Cycling holidays / tours (can be taken through organised tours)		*has recreational uses alone*
17 (Participation in / watching) competitive (cycling) events / competitions		*Tour de France / Olympic Games (alone)*
18 BMX / bicycle motocross offers fun / fitness		
19 Tour de France / Olympic Games <u>competitors / competitive</u> / <u>professional</u> cyclists raise profile of cycling/ exercise / are (good) role models		
20 Transport children to school in developing / poor countries	lift of lines 4 9–50 ' in some developing…school' OR lift of lines 4 9–50 ' the bicycle is a lifeline…school' OR own words equivalent of 'lifeline', e.g. crucial/vital	*Africa (alone)* *take children to school (alone)*

Additional information
Points 1 and 11 are already given.   If script is <u>entirely</u> verbatim lift give 0.   If more than one content point appears under a single bullet point, award each content point separately if clearly made.   If content point being made depends on information contained in another bullet point, withhold the mark unless a clear link is made between the two points.

(b) <u>Now use your notes to write a summary</u>, in which you describe the development of the bicycle and its growing popularity in former times, and give reasons for the continuing popularity of the bicycle today, as outlined in the passage.

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 page 9 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.

HOW TO ANNOTATE Q1(b)

Below follows a list of 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 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.

For sentence structure merit, tick only instances where the sentence structure is both complex and original. Ticks tend to be over relative pronouns, present participles and conjunctions. <u>Do not tick vocabulary</u>: this will be taken into consideration under assessment of OW.

Irrelevance: This may be a gloss or an example or elements of the text which do not address the question. Such scripts may be described as recognisable OW but limited by irrelevance (see OW 3 box).

Wrong or invented material: Put a cross in the margin to indicate a stretch / section of wrong or invented material.

Short answers

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:

66–80 = 4 marks max for style
51–65 = 3 marks max for style
36–50 = 2 marks max for style
21–35 = 1 mark max for style
0–20 = 0 marks for style. No assessment of OW and UE is necessary.

SUMMARY STYLE DESCRIPTORS

Mark	Own Words	Mark	*Use of English*
5	• Candidates make a **sustained** attempt to re-phrase the text language. • Allow phrases from the text which are difficult to substitute.	**5**	• 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	• There is a **noticeable** attempt to re-phrase the text. • The summary is free from stretches of concentrated lifting.	**4**	• 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	• 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**	• 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	• **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**	• Meaning is not in doubt but **serious errors are becoming more frequent.** [*8+ errors as a guide, BUT balance against sentence structure is also necessary*] • Some simple structures will be accurate, although this accuracy is not sustained for long. • Simple punctuation will usually be correct.
1	• Pretty well **a complete transcript** of the text expression. • There will also be random transcription of irrelevant sections of the text.	**1**	• **Heavy frequency of serious errors**, sometimes impeding reading. • Fractured syntax is much more pronounced at this level.
0	• **Complete transcript**	**0**	• **Heavy frequency of serious errors** throughout. • **Fractured syntax**

2 From your reading of paragraph 1, decide whether each of the following statements is true or false, and tick the boxes you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1mark	Statement 1 is true	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	*If both true and false are indicated against any statement*
1mark	Statement 2 is false		
1mark	Statement 3 is true		

Additional information

3 'Cycling is environmentally friendly, partly solving the problem of polluting vehicles' (paragraph 5). <u>From your own knowledge or experience</u>, give an example of an environmental problem, and say what is being done, or could be done, to solve the problem. Do not give an example related to bicycles.

Mark		Allow	Don't Allow
1 mark **+**	Possible answers will include global warming, other forms of pollution, deforestation, an endangered species	allow examples related to vehicles, although vehicles are mentioned in the question	*examples related to bicycles*
1 mark	Accept plausible solutions	toxic emissions (although text)	

4 (a) What was happening that meant that Jean Louise 'nearly died of fright'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	It was / had been snowing	snow / snowfall (alone) lift of 'it's snowing' lift of 'Jean Louise,' he said. 'It's snowing'	*The world was ending* *She thought the world was ending* *She didn't know what snow was*

(b) What evidence is there to suggest that Jem was older than Jean Louise?

Mark	Expected Answer	Allow	Don't Allow
1 mark	he knew what snow was (although he had never seen it)	Lift of 'My brother Jem… what it was' = 1. Excess denies He knew it was snow(ing) He knew about the snow He wasn't frightened by the snow	*He had never seen snow* *She didn't know what snow was* *He knew what it was* *He had experience of snow* *He made the plan / he was the leader*

(c) Jem was 'hopeful'. Pick out and write down the <u>five consecutive words</u> used later in the paragraph which indicate that Jem's hopes might be in vain.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(a) feeble layer of soggy snow	The use of the correct words in a phrase or sentence provided that they are underlined or otherwise highlighted.	

(d) Jem 'had a plan'. What did he plan to do?

Mark	Expected Answer	Allow	Don't Allow
1 mark	build / make a snowman / a snow character / a character out of snow (like Mr Avery)		*build a mudman* *wait until it snowed some more*

5 (a) What <u>two</u> things did Jem and Jean Louise do to make sure that they did not waste the snow?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) (they) hopped (across the front yard to Miss Maudie's house) // (They) didn't put both / two feet down (when they went across the yard to Miss Maudie's house) // they walked / moved on/ used (only) one foot (when they went across the yard to Miss Maudie's house)	Lift, in whole or in part, of 'we hopped ….Miss Maudie = 1. Excess denies.	*brought it from the back to the front (in baskets)* *took it from neighbour's / Miss Maudie's yard*

Mark	Expected Answer	Allow	Don't Allow
1 mark	(ii) (He / she / they / Jem / Jean Louise) walked back on / used her / their (earlier) tracks	Lift of 'Walk back in your earlier tracks' Lift of 'Walk back…cautioned'	*They tried not to walk in it (paragraph 1)*

(b) Why did Miss Maudie not think the snow was 'wonderful'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	It might / would damage / ruin / kill / be dangerous for her flowers	cold might damage etc her flowers // it was <u>too</u> cold for her flowers	*Lift of 'She was bending over some flower bushes, wrapping them in canvas bags to protect them from the unprecedented cold'*
	OR Her flower bushes might / would die (of cold)	snow / cold would be bad / would not be good for her flowers	*She protected her flowers (from the cold)*
	OR She was forced / had to wrap canvas bags round her flower bushes // she was forced / had to wrap her flower bushes in canvas bags	her flowers were destroyed	*'them' alone for flowers etc.* *the snow made her flowers cold* *cold might affect her flowers*
	OR She was forced /had to protect her flower bushes from the cold / from dying /damage	bushes / plants / shrubs / plantation for flowers	*snow caused unprecedented cold to her flowers*

6 (a) What was unusual about the method the children used to build the snowman?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was made of mud as well as snow // there was mud under the snow	they used mud as part of it // they used mud and snow They used mud <u>as well</u> / <u>too</u>	*they used mud (alone)* *they used mud instead of snow* *they used mud because there wasn't enough snow* *they used mud to make the torso / stomach*

(b) Why does the writer say that Jem treated the snow 'as if it were powdered diamonds'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	it was precious / rare / valuable	beautiful / special limited / not much	*it was expensive/ it was in pieces* *important* *lack of snow / less snow / not enough (not a synonym for rare)* *he didn't want to waste it* *treated it carefully* *it sparkled*

Additional information
0 (N) answers do not negate an otherwise correct answer.

(c) Why do you think Jem saved for himself the part of the snowman facing the street?

Mark	Expected Answer	Allow	Don't Allow
1 mark	that is the part people / everyone would see // people wouldn't see the back // he wanted to show off (his part / work / what he had done) // he wanted to be complimented	(he thought) his part would be better than Jean Louise's / he was better at building snowmen than Jean Louise he wanted the part facing the street to be nice / lovely / attractive he thought Jean Louise wouldn't be good at it	*so that people would see that he had made it* *so that it would look like Mr Avery* *he was good at building snowmen*

(d) Jem 'reddened' from Father's compliment. What emotion is Jem feeling here?

Mark	Expected Answer	Allow	Don't Allow
1 mark	pride / pleasure / embarrassment / awkwardness	happiness / satisfaction / contentment / delight he felt flattered / honoured / appreciated bashful / shy	*anger / guilt / confusion / mortification / surprise / excitement* *he blushed* *he felt good*

(e) Explain <u>in your own words</u> why Jem 'looked up anxiously'.

Mark	Expected Answer	Allow	Don't Allow
1 mark	PUZZLED: confused / perplexed/ bemused / bewildered / baffled / quizzical	confounded / mystified / stumped / unable to work out / trying to work out	*Surprised / shocked / uncertain / doubtful / unsure / curious / amazed*
1 mark	PEERING: staring / gazing / gaping / gawping / looking closely / looking intently / looking carefully / looking thoughtfully / looking concentratedly		*Looking / observing / looking for a short time*

Additional information
This is an OWN WORDS question. Key words are and PUZZLED and PEERING

(f) Explain exactly why Father told the children they had to 'disguise' the snowman.

Mark	Expected Answer	Allow	Don't Allow
1 mark	it looked like / resembled/ was a caricature / model of Mr Avery / his friend / someone they knew / a neighbour // They were mocking Mr Avery / his friend / someone they knew / a neighbour // Mr Avery might be offended // it was disrespectful to Mr Avery / someone they knew / his friend / a neighbour	Lift of '(I don't care what you do but) you can't make caricatures of other people' so that people wouldn't see it looked like Mr Avery etc so that Mr Avery wouldn't recognise himself / it It shouldn't resemble / mock another person it was a caricature of / was mocking a (nother) person	*So that Mr Avery wouldn't see it* *'faces' for 'caricature'* *it looked like / resembled a (nother) person* *it was a caricature (alone)*

7 (a) Minutes later, 'it seemed', Jean Louise was awakened by her father. What do you think is implied by the expression 'it seemed'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	She felt she'd been asleep for (only) a short time // it seemed like minutes <u>but it wasn't</u> / it was a lot longer She had been asleep for longer than minutes / a while / for a long time // She didn't feel the time pass by // she didn't know how quickly time had passed	she had barely slept	*she wasn't sure if it was her father / brother (who woke her up) // she didn't know who woke her up* *she was in a deep sleep / dreaming / confused* *she wasn't sure if she was awake* *mere synonyms for 'it seemed'*

(b) What exactly was 'the trouble in the street'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	Miss Maudie's / the neighbour's house was on fire / was burning	(a) house was on fire (the) house was on fire	*there was a fire* *Miss Maudie's kitchen was on fire* *the siren was wailing* *her house was on fire*

(c) Explain <u>in your own words</u> what effect 'the smell of burning' had on Jean Louise.

Mark	Expected Answer	Allow	Don't Allow
1 mark	HELPLESS: powerless / impotent / could do nothing / useless	didn't know what to do	*hopeless / forlorn / desperate*
1 mark	DREAD: terror / fright / fear / horror / trepidation / alarm	Accept adjectives, e.g. scared	*Shock / nervousness / worry / threat / panic / apprehension*

Additional information
This is an OWN WORDS question. Key words are HELPLESS and DREAD.

8 (a) **The fire was 'eating its way' into the roof. What effect is created here that would not be created by, for example, the word 'burned'?**

Mark	Expected Answer	Allow	Don't Allow
1 mark	The fire was systematic / purposeful / destroyed everything (in its path) OR idea of personality e.g. the fire was merciless / cruel / pitiless / remorseless / relentless / unstoppable / ferocious / aggressive	Accept other images, e.g. consumed / devoured / hungry / a beast violent / furious	*Personification is used / the fire is alive* *Burned (everything)* *Bit by bit / gradually* *Big / hot / fast / spreading / increasing / dreadful* *intense / engulfing*

(b) **'The fire had gone out 'around midnight'. Why do you think 'it was dawn' before the men began to leave?**

Mark	Expected Answer	Allow	Don't Allow
1 mark	they wanted to be sure the fire was out // it took a long time <u>to be sure</u> that the fire was out // they wanted to be sure another fire didn't start // they were worried another fire might /would start // they wanted to be sure it was safe to leave	they were comforting / supporting / helping <u>Miss Maudie</u>	*any suggestion the fire was still burning, e.g. they beat out sparks of burning wood // they threw blankets down* *they took (the burnt) things out // they inspected the damage* *it took a long time /until dawn to put the fire (right) out* *to protect surrounding properties* *they were supporting her*

9   Choose <u>five</u> of the following words. For each of them give <u>one</u> 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 (max 5)	1.glistening (L10)	shining / sparkling / glittering / light-reflecting /gleaming / glinting/ shimmering / twinkling / lustrous / glowing	*covered / reflecting*
	2. operation (L12)	procedure / process / job / undertaking / task/ exercise / labour / enterprise / work / activity / action / assignment / project / venture / manoeuvre /endeavour	*objective / intention / plan / mission / affair / attempt / target / method*
	3. cautioned (L14)	warned / advised /counselled / urged / alerted / (telling) to be careful / (telling) to be wary	*instructed / directed / made aware / told / commanded / admonished / suggested / alarmed / recommended*
	4. pensively (L17)	thoughtfully/musingly/ contemplatively / meditatively / contemplatingly / reflectively / ruminatingly // thinking carefully / thinking deeply / thinking seriously	*carefully / deeply / closely / attentively / intently / seriously / solemnly / thinking (alone)*
	5. moulded (L18)	(re-) shaped / sculpted / formed / made / created / fashioned / structured / worked / styled / built / modelled / manufactured / constructed / designed	*added / attached / chased / smoothed / carved / folded*
	6. groggy (L32)	sleepy / half- asleep / half awake / dazed / drowsy / dozy / heavy eyed / woozy / dopey / befuddled	*disorientated / indolent / lazy / sluggish / tired / confused / lethargic / without energy*
	7. confirm (L33)	verify / prove /testify (to) / affirm / witness (to) / endorse /bear out/ corroborate / substantiate / / back up / ratify / validate / authenticate / reinforce / support / uphold / (provide) evidence / remove doubt / attest / back up	*make sure / ensure / insure / make certain / approve / agree (with) / correct / check / justify / highlight / accentuate / underline / stress / guarantee / certify / assure / reassure / consolidate*
	8 heap (L40)	pile / stack / mound / mass / accumulation	*mountain / mount / hill / bundle / remains*