

**CAMBRIDGE**  
INTERNATIONAL EXAMINATIONS

# Checkpoint

May 2003

**MARKING SCHEME**

**MAXIMUM MARK :54**

**SYLLABUS/COMPONENT : 1111/2**

**ENGLISH**

**IMPORTANT NOTICE**

Marking schemes have been issued on the basis of **ONE** copy per Assistant Examiner and **TWO** copies per Team Leader.

Section A: Reading			
Understand implicit meaning			
Question	Mark		Answer
1(a)	8		<p>Impressions of the writer's journey along the river (first five paragraphs only)</p> <p>1 becomes more <b>difficult</b></p> <ul style="list-style-type: none"> <li>• because of the size, shape, speed of the river</li> <li>• or the invading vegetation (dark)</li> <li>• or they had to push/pull the boat "river twisted..."</li> </ul> <p>2 becomes more <b>dangerous</b></p> <ul style="list-style-type: none"> <li>• could be stuck/slip/break leg</li> </ul> <p>"wide reach of foaming water"</p> <p>3 probably be <b>worse to come</b></p> <ul style="list-style-type: none"> <li>• sound of currents</li> <li>• first signs of rapid abnormal</li> <li>• canoe hard to handle</li> </ul> <p>"piling up into waves"</p> <p>4</p> <ul style="list-style-type: none"> <li>• finally <b>almost impossible to go on</b> - by the waterfall and blocked channel</li> </ul> <p>Also allow exciting and speed etc.  <i>Give one mark per impression, one mark per explanation (however points are made). Ensure additionality of explanation.</i></p>
1 (b)	8		<p><b>comment on the writer's use of language</b>  Words and phrases for James's accident (lines 35 to 50)</p> <p>1 <b>legs thudded..tangled..swung free into the current, weightless.</b> Series of violent words denoting a body out of control, subject to the mercy of the fall.</p> <p>2 <b>knocked into outer space.</b> Use of image/we all know that someone in outer space is effectively lost.</p> <p>3 <b>hat...hurtled past his shoes.</b> Hurtled, effective word – again speed out of control, idea of things falling apart.</p> <p>4 <b>impossibly trying to grip a boulder.</b> The reader knows what is going to happen /can imagine as the fingers slowly give way / typical film shot.</p> <p>5 fingers...slowly edging out of mine OR fingertips squeezed out of mine OR slipped away OR his arm rigid. <i>Accept similar explanations to above.</i></p> <p>6 <b>spread-eagled.</b> <i>That is arms and legs akimbo, offering no protection to the body.</i>  from the limbs /image of falling from building onto hard surface is familiar.</p> <p>7 <b>he was sucked under.</b> Image suggests he has disappeared for ever and "sucked" suggests swallowing, i.e. for a distance under the water.  Disappeared beneath the cascading water – explain "cascading".</p>

		8	<b>ankle and shoe bizarrely visible.</b> So little (and upside-down) suggests little to grasp, to rescue.
		9	<b>he was gone.</b> Finality. “Lost his footing” – not strong; do not allow
		10	<b>Spin in an eddy</b> – whirled round in the water. <i>Make sure that the explanations are additional to the example in that they focus on the seriousness of the accident. Give one mark for the example and one for the explanation, however it is expressed. There will be several variations, some clever.</i>
(c)	8		<b>-comment on character in narrative</b> The writer gives us a clear picture of Leon. Give four examples. Show how each brings his character to life. <b>Pushes boat, walks up rapid</b> - Active, always busy, doing physical things, rolls rocks aside <b>“Hold the boat” yelled Leon</b> - Shown to be quick-thinking / impulsive, quick decisions <b>Leaps into the whirlpool</b> - Illustrates bravery/ allow strength. Also “disappeared, surfaced, shook his head...” <b>Yells/makes yodelling cry</b> - Sounds a noisy individual, demonstrative <b>Arm round James, etc</b> - Kindly, friendly, encouraging, ‘You will be all right my friend’
			<i>Give up to four marks for examples and up to four marks for explanations</i>

<b>Content</b>	<b>Style</b>	<b>Audience</b>	<b>Vocabulary</b>	<b>Punctuation</b>	<b>Spelling</b>
Deals with the contrast between ordinary and unexpected well. Entertaining and convincing.  6/7	Clear, both informative and descriptive, fluent.  4	Provides details of liveliness sufficient to attract the reader consistently.  4	Plenty of exact, interesting vocabulary that conveys detail, not generality.  6/7	Uses a range of punctuation with confidence.  4	Virtual correctness over range of vocabulary used including more complex and difficult words.  4
May be less convincing in choice of events and in showing the contrast, but still entertaining.  4/5	Explanatory some elements of description, occasional awkwardness.  3	Shows some understanding of the need to write for a reader.  3	Some evidence of an emerging vocabulary and efficiency in the choice of words to convey details.  4/5	Uses full stops correctly; commas mainly correct. General range a little limited.  3	A few spelling errors, mostly of more difficult words.  3
A competent and plain description of what happened.  2/3	Sometimes unfocused, or unclear. Occasionally fluent. Simple.  2	Occasionally aware of audience, though most writing neutral (e.g. unattractively factual). Short on some aspects of information.  2	Vocabulary generally used accurately; consists of straightforward words with occasional evidence of careful choice.  2/3	A number of errors including occasional full stops. Begins to use commas, apostrophes and question marks, but range limited.  2	A number of errors, OR spells a simple vocabulary incorrectly.  2
A relevant response, but little useful material.  1	Style often unclear; impeded by poor command of language.  1	Glimmer of understanding that the audience exists.  1	Uses simple vocabulary competently, but may make errors over more complex words.  1	Sentences sometimes correctly marked. Little use of other simple punctuation marks.  1	Many errors including a range of simple words.  1

Award 0 where performance fails to meet the lowest description.