

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
Cambridge Ordinary Level

**MARK SCHEME for the October/November 2014 series**

**1123 ENGLISH LANGUAGE**

**1123/21**

Paper 21 (Reading), 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.

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Passage 1

1 (a) The origins and spread of coffee before the twentieth century

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	1 Kaldi realised berries (of certain bush) were energising		
	2 Monk in Ethiopia / Africa sampled berries and experienced increased vitality		<i>He realised / noticed berries increased vitality (in birds)</i>
	3 Oman / Ethiopian / African holy man roasted and boiled berries (in water)		
	4 (Coffee / It) was exported from Africa to Yemen	Reference to coffee drinking / knowledge of coffee plants appears in monasteries in <u>Yemen</u>	
	5 Monks (in Yemen) used it to keep alert during long periods of prayer / during night prayer		<i>...during prayer alone = 0 (N)</i>
	6 Yemeni (traders) / Yemen began to cultivate it / coffee / coffee beans		
	7 Bans (against it) were lifted		<i>After the bans alone as preamble to p8 = 0</i>
	8 Became acceptable in / spread to (many) influential cities (such as Medina, Baghdad, Istanbul)	(accept any two of the given recreational examples)	
	9 Coffee-houses were (popular / lively) social / recreation centres / places		
	10 (Coffee) <u>traded</u> with / <u>came to</u> Venice / Europe / Europe's leading port (from Africa)	Vibrant <u>trade</u> between Africa and Venice	<i>Reference to trading 'variety of African goods' alone = 0</i>  <i>Lift of lines 20–21 'Venice...coffee'</i>

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	<p>11 Venetian merchants introduced coffee / coffee drinking to the wealthy</p> <p>12 (Coffee drinking / coffee / coffee houses) spread to other <u>European</u> cities / countries // large number of <u>European</u> coffee houses</p> <p>13 (the) Dutch (merchants) <u>obtained coffee bushes</u> (from Yemen) and began cultivation (in Sri Lanka)</p>	<p>Spread across Europe</p> <p>Lift of line 24–25 'by <u>1675</u> ...in England)</p>	<p><i>The Dutch spread coffee by cultivating it alone = 0</i></p>
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**Reasons for its economic success and popularity from the twentieth century until the present day**

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	14 Railways allowed coffee to be transported more easily		
	15 (opening of) Panama Canal allowed coffee / it to be exported <u>further afield</u>		
	16 <u>socially aware</u> consumers / people buy Fairtrade coffee // consumers / people are <u>attracted to</u> Fairtrade coffee		<i>An international system ensures farmers get a fair deal</i>
	17 (Production) provides employment for <u>millions</u> (of people)	Accept examples but must be at least three of five	
	18 Crucial / <u>very</u> important to economies of (some / several) <u>developing</u> countries	Accounts for half / 50% of foreign trade in (some / several) <u>developing</u> countries	<i>A lot / much foreign trade = 0</i>
	19 Caffeine (content) drives away fatigue / lethargy // brings energy / vigour		
	20 Decaffeinated (coffee) available to those who object to artificial stimulants / caffeine		
	21 Instant / freeze-dried (coffee) makes it / is convenient // Instant / freeze-dried (coffee) is easy / quick to make / use		<i>Comes in different varieties – 0</i>
22 (Seemingly) endless / great / a lot of varieties / ways of making it			

**Additional Information**

Indicate by a tick the point rewarded at the place where it is clearly made.

There is no need to put a cross at wrong answers, unless the point is contentious or in the wrong box.

If content point is made in the wrong box, do not award the mark.

Accept own words or lifting. Accept sentences or note form.

Points 1 and 14 are already given.

If script is entirely 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.

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- (b) **Now use your notes to write a summary** in which you describe the origins and spread of coffee before the twentieth century, and the reasons for its economic success and popularity from the twentieth century until the present day, 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.

Write marks for OWN WORDS and USE OF ENGLISH separately in a text box, found in the marking palette, beneath the question. Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number e.g. OW 3, UE 2, giving a mark of 3.

#### HOW TO ANNOTATE Q1(b)

Use margin (either left or right) to indicate OWN WORDS assessment, and the body of the script to indicate USE OF ENGLISH assessment. Under OWN WORDS, use either T (text), O (own words), MR (manipulated or re-worked text) and / or IR (irrelevant). Where the candidate has more or less written a wholesale copy, but has substituted an odd word here and there (single word substitution) indicate these single words with O above them. Otherwise use the margin only for assessment of OW.

Under USE OF ENGLISH, use the body of the script for annotations. For accuracy assessment, use a cross for errors (over the errors). Indicate only serious errors. If the same error is made more than once, e.g. omission of definite article, indicate it each time it is made.

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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, use ticks where appropriate, in the body of the script. Tick only instances where the sentence structure is both complex and original, i.e. belonging to the two top boxes in the Use of English column on the MS. Ticks, therefore, tend to be over relative pronouns, present participles and conjunctions. Mentally note compound structures but do not tick them. Do not tick vocabulary: this will be taken into consideration under assessment of OW.

**Irrelevance:** Put IR in the margin to indicate a stretch / section of 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). 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.

THE PRACTICE SCRIPTS WILL PROVIDE EXAMPLES OF HOW SCRIPTS SHOULD BE ANNOTATED.

### 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:

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.

**Additional Objects:** If there is an Additional Object on a script, indicate that you have seen each page of it with a cross..

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>

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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>

2 From your reading of paragraph 1, decide which one of the following statements is true and tick the box you have chosen.

Mark	Expected Answer	Allow	Don't Allow
1 mark	Box 3: The writer thinks that the information about the origins of coffee cannot be proved	Any clear indication of choice even if it not a tick, e.g. cross, star, asterisk	

3 Cafe Florian is a 'magnet for tourists'. (Paragraph 3)

From your own knowledge or experience give two examples of places which are a 'magnet for tourists'. Do not refer to specific examples from the passage in your answer.

Mark	Expected Answer	Allow	Don't Allow
1 mark + 1 mark	Accept any sensible examples. Answers might include <u>named</u> buildings / attractions / events // <u>named geographical</u> / archaeological / historic sites		<i>Unspecified, unnamed generalisations, e.g. restaurants / museums / game reserves // whole countries / states etc. e.g. India / Florida</i>

#### Additional information

Be generous with examples which are unknown to you but sound plausible.  
For duplicate ideas, award 1 mark max. e.g. London Zoo, Cape Town Zoo



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4 From paragraph 6, select and write down two opinions.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) (instant / freeze-dried) coffee is a must for the pace of life in the twenty-first century.	Lift of lines 44–45 ' the development twenty-first century'	<i>Lift of 'a must for' (alone) Agent (coffee) must be supplied.</i>  <i>It / coffee is a must(alone)</i>
1 mark	(ii) Choosing from the menu in a modern coffeehouse is a nightmare.		<i>Coffee (variety) is a nightmare</i>

#### Additional information

Accept own words equivalents in each opinion. 'choosing' is the focus for (ii)

#### Passage 2

5 (a) Richard was always 'gloomy, a pessimist'. Give one example of Richard's pessimistic behaviour.

Mark	Expected Answer	Allow	Don't Allow
1 mark	he thought the engine had broken down when it had (only) run out of petrol  OR If he saw a dark cloud (on the horizon) he thought it was locusts.	Accept lift of 'The car (only) had broken down.' Excess denies.  Accept lift of 'Whenever a dark cloud....to me'. Excess denies.	<i>He thought a / the dark cloud was locusts (wrong paragraph)</i>

(b) Richard says that he didn't 'shirk the truth'. What, according to Richard, is the truth?

Mark	Expected Answer	Allow	Don't Allow
1 mark	bad / terrible / awful things (will) happen (all the time / occasionally / always / unexpectedly)	Life is (always) full of negativity  Lift in whole or in part of lines 4–5 'occasionally...happen'. Excess denies	<i>Don't allow conditionals such as 'might, could' which introduce the idea of tentativeness</i>

#### Additional information

Accept addition of 'to him / others' in the above correct answers

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6 (a) At first, what did people think the small cloud meant?

Mark	Expected Answer	Allow	Don't Allow
1 mark	rain / it was going to rain		<i>Any reference to possibility it might mean locusts = 0(W)</i>

**Additional information**

0 (W) answer negates a correct answer

(b) Why did they laugh when Richard said: 'Looks like locusts to me'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	they thought he was being pessimistic / negative / gloomy <u>as usual</u> // he was behaving as he <u>always</u> did // he was behaving as they <u>knew he would</u> / <u>expected</u> him to // his behaviour / reaction was <u>predictable</u>	He said (things like) this <u>a lot</u>  He <u>always</u> thought that a dark cloud was locusts  Lift of lines 2–3 'whenever... to me'  Allow 'dramatic' for 'pessimistic'	<i>They didn't believe him / thought he was wrong</i>  <i>He'd said it before</i>  <i>They thought / knew it was rain / it wasn't locusts</i>  <i>They thought he was joking / funny</i>  <i>The cloud had wispy tails = 0 (W)</i>

**Additional information**

Needs the idea of Richard's repetitive behaviour / words

(c) Why did they stop laughing when the 'the wispy bits began to whirr'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(they realised that) Richard / he was right // it / the cloud (really) was locusts	Lift of lines 9–10 'These were the locusts.swarm.'  Lift of lines 9–11 'these were the locusts...feed' Excess denies.	

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7 (a) Explain exactly why the sky was dark.

Mark	Expected Answer	Allow	Don't Allow
1 mark	the sun / light was blotted out / covered by <u>locusts</u> // <u>locusts</u> were covering the sun / acted as a screen	Addition of 'birds'	<i>Lift of 'the sun was blotted locust wings' = 0. This is sound, not absence of light.</i>  <i>Locusts covered / filled / covered the sky / air = 0(N)</i>

**Additional information**

0(N) answer does not negate correct answer.

(b) Why do you think the birds were 'excited'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	they were going to feed on / eat the <u>locusts</u> // the <u>locusts</u> would provide food / they ate <u>locusts</u>	<u>Locusts</u> are the prey of birds	<i>They were predatory = 0(N)</i>  <i>Their prey had arrived</i>  <i>They had food</i>

**Additional information**

0(N) answer does not negate correct answer.

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- (c) Previously the farm had ‘managed somehow’ to survive. What does this tell us about how the family had been affected by locust swarms in the past?

Mark	Expected Answer	Allow	Don't Allow
1 mark	They came close to being destroyed / not surviving // they had to work hard to survive // they had survived with difficulty // they had barely survived // it had not been easy to survive	Inferences such as ‘the farm <u>nearly</u> had to close’ / ‘they were <u>almost</u> driven into poverty’ / ‘they had suffered <u>great</u> loss	<i>Anything positive, e.g. they didn't lose everything</i>  <i>Their crops had been destroyed (alone)= 0</i>  <i>They had been (badly) affected</i>

#### Additional information

Look for something very negative.

Negative event needs qualification, e.g. They had a time of hardship = 0 They had a time of great hardship = 1

- (d) The children were ‘sent out to make a racket’. Explain fully in your own words the purpose of this racket.

Mark	Expected Answer	Allow	Don't Allow
1 mark	UNSETTLE: disturb / disorganise / fluster / confuse / interrupt / upset / disrupt / frighten / scare / startle / make restless / distract		<i>Make uncomfortable = 0(N)</i>  <i>scare <u>away</u></i>
1 mark	DETER: stop / prevent / put off / discourage / disallow	Make them not land	<i>forbid / prohibit = 0 (N)</i>  <i>not settle (down)</i>  <i>scare / drive away / divert</i>

#### Additional information

This is an OWN WORDS question. Key words are UNSETTLE and DETER.

Indicate use of key words by cross, or ‘rep’ for repetition, or highlight.

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one, e.g. ‘disturb and make comfortable’ for ‘deter’.

DO not insist on synonyms for ‘creatures’ or ‘landing’

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- 8 (a) What does the word ‘muffled’ tells us about the effect of the locusts on the countryside?

Mark	Expected Answer	Allow	Don't Allow
1 mark	the countryside / it became / the locusts made the countryside / it quiet /silent // sound was deadened / hushed	The countryside / it was covered in locusts	<i>The countryside was covered in snow = 0(W)</i>

**Additional information**

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

- (b) The birds ‘had gorged themselves so much that they were unable to take off’. Without copying from the passage, explain exactly the problem the birds have here.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) (they) had eaten so much / too much / so many locusts	They had over eaten / been greedy	<i>Many / a lot (of locusts)</i>
1 mark	(ii) (they) couldn't fly		<i>They couldn't escape / run / move</i>

**Additional information**

This is not a typical own words question but key words are GORGED and TAKE OFF. If key words are used, mark as wrong or as repetition but otherwise ignore.

‘gorged’ needs the idea of excess.

Do not insist on correct grammatical form.

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(c) What two effects did the locusts have on the car?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) (they) smothered / covered / choked the radiator grille // (they) made the engine / car / radiator overheat	Accept lift of '(the locusts) smothered the radiator grille and made the engine overheat'. Excess denies, i.e. run on into 'We stopped'	<i>Damaged / broke the radiator (grille)</i>
1 mark	(ii) (they) choked the tyres (treads)	Lift of 'the tyre treads were(immediately) choked with (crushed) locusts'. Excess denies  Accept 'wheels' for 'tyres'  Made the tyres / wheels / car slip (on the road)	<i>Lift, in whole or in part, of 'we had to put chains.....crushed locusts' = 0. Answer must be distilled.</i>  <i>They / locusts were caught in the tyre treads / squashed under the wheels (alone)</i>

(d) Explain fully what caused the cracking noise.

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) the trees were breaking / broke	'Branches' for 'trees', although not entirely accurate	<i>The branches were cracking = 0(N). Sound must be explained.</i>  <i>Lift in whole or in part of lines 28–30 'then we saw...loud explosion' Answer must be distilled</i>  <i>The locusts ate through the trees / them</i>  <i>...caused by trees falling = 0(N)</i>
1 mark	(ii) they were <u>covered</u> in locusts / <u>many</u> / <u>a swarm of</u> locusts had settled (on them / the trees) // the combined weight of (so) many locusts		

#### Additional information

Answer for (ii) must give idea of number or weight of locusts.

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- 9 The family ‘waited for the swarm to wing its way to further destruction’. Pick out and write down a single word used later in the paragraph which continues the idea of ‘destruction’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	devastating	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>

- 10 In what two ways is the large number of hoppers an additional threat to farmers?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) Each one / they grow(s) at an <u>astonishing</u> / <u>surprising</u> rate	Accept lift of ‘grow(s) at an astonishing rate’. Run-on into ‘together with millions of others = 0	<i>Any reference to laying eggs / hatching eggs = 0(W) in either limb in which it occurs.</i>  <i>One grows at an astonishing rate (with others)</i>  <i>Grow (very) fast</i>  <i>Inclusion of ‘together with millions of others’ = 0(W)</i>
1 mark	(ii) They eat as they move / go	They form one unit / a monstrous carpet which eats as it moves / goes	<i>More crops are eaten as they move (focus is lost)</i>

#### Additional information

O(N) answer does not negate correct answer.  
Do not allow a clearly singular agent in either limb.

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- 11 Choose **five** of the following words or phrases. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage. [5]

Mark	Words	Expected Answer	Don't Allow
1 mark for each correct meaning (max 5)	1 plopped (L14)	landed // came down suddenly / heavily / noisily// plumped / plummeted / dropped	<i>Fell / toppled / fluttered / floundered / settled / dived</i>
	2 stone (L18)	completely / absolutely / totally / thoroughly / entirely	<i>Hard / extremely / seriously / very</i>
	3 bewildered (L21)	puzzled / confused / bemused / perplexed / taken aback / disconcerted / befuddled / flummoxed / baffled / nonplussed / stumped / floored / bamboozled	<i>Dumbfounded / shocked / surprised / sad / amazed</i>
	4 occasionally(L26)	from time to time / on and off / intermittently / sporadically / (every) now and then / sometimes / once in a while / at intervals / once in a blue moon	<i>Constantly / not often / seldom / infrequently</i>
	5 succulent (L34)	juicy / fleshy / luscious / lush / rich /	<i>Tasty / delicious/ fresh / appetising / delectable / scrumptious / mouth-watering</i>
	6 swathe (L35)	strip / sweep / portion / section / band / area	<i>Clothing / covering</i>
	7 opted for (L37)	chose / selected / adopted / favoured / settled on / plumped for / picked / fixed on / preferred	<i>Loved</i>
	8 miniature (L45)	tiny / (very) small / teeny / diminutive / petite / smaller / midget / undersized / little / minute / miniscule	



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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. 'suddenly and unexpectedly' for 'in the wink of an eye'.

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.*

Tick only correct answers. There is no need to cross wrong answers but if all answers are incorrect put one cross only in the bottom corner.