

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
Cambridge Ordinary Level

**MARK SCHEME for the May/June 2015 series**

**1123 ENGLISH LANGUAGE**

**1123/21**

Paper 2 (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.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

|        |                                   |          |       |
|--------|-----------------------------------|----------|-------|
| Page 2 | Mark Scheme                       | Syllabus | Paper |
|        | Cambridge O Level – May/June 2015 | 1123     | 21    |

- 1 (a) **Identify and write down** the points in the passage which describe the ways in which gold was important down through the ages, and explain the uses and attractions of gold in modern times.

| Mark   | Expected Answer   | Allow   | Don't Allow   |
|--|---|---|---|
| 1 mark for each correct point up to a max. of 15 | <p><b>The importance of gold down through the ages</b></p> <p>1 Pieces of gold exchanged as a system of payment which replaced bartering [given]</p> <p>2 Gold <u>coins</u> were (innovative) way to conduct transactions because portable / easy to count</p> <p>3 (Considered to have) medicinal properties in Ancient China / traditional Indian medicine / in ancient times/ civilisations</p> <p>4 Use in early / Etruscan dentistry (for aesthetic purposes rather than repair work)</p> <p>5 In (14<sup>th</sup> century) Europe, molten gold with crushed emeralds / gold <u>mixed</u> with emeralds (considered) a cure for plague</p> <p>6 Egyptians believed it was skin of <u>sun</u> god / Ra (and it was restricted to pharaohs)</p> <p>7 Incas saw it as representing (the glory of) their sun god (and called it tears of the sun)</p> <p>8 (There are) 400 / many references to gold in Jewish Old Testament</p> <p>9 Used to make jewellery because of its beautiful colour // Used to make jewellery because it does not tarnish in air/ water</p> <p>10 (Greeks / people practised) alchemy / <u>trying</u> to turn cheap / base metals into gold (for almost 2000 years) // alchemy / <u>trying</u> to turn cheap metals into gold is the foundation of modern chemistry</p> | <p>3. Ancient Chinese treated diseases with medicine containing gold // lift of line 9 'traditional Indian...effects'</p> <p>4. Etruscans / early people used gold / it to fasten replacement teeth</p> <p>6–7. in former times gold / it was associated with religion <u>if neither point 6 nor point 7 is attempted</u></p> | <p>Lift of line 2 'used to symbolise...happiness'</p> <p>2. Example of Venetian ducats (alone)</p> <p>3. Had medicinal properties (alone)</p> <p>4. 'Fastened replacement teeth' (alone)</p> <p>5. In Europe gold <u>and</u> emeralds used...plague</p> <p>6. Egyptians believed it represented (the skin of) the sun god / Ra</p> <p>7. Incas saw it as their sun god's tears</p> <p>9. Making jewellery (alone)</p> <p>10. Gold / it was used in alchemy // people <u>turned</u> cheap / base metal into gold // gold is (seen as) the foundation of modern chemistry</p> |

|        |                                   |          |       |
|--------|-----------------------------------|----------|-------|
| Page 3 | Mark Scheme                       | Syllabus | Paper |
|        | Cambridge O Level – May/June 2015 | 1123     | 21    |

| Mark | Expected Answer  | Allow | Don't Allow  |
|------|--|-------|--|
|      | <p><b>The uses and attraction of gold in modern times.</b></p> <p>11 <i>Used in (modern) dentistry because it is malleable / has aesthetic properties [given]</i></p> <p>12 (Used in modern) medicine / (used as) a drug to alleviate swelling in arthritis // (implanted in human tissue in) radiation therapy to treat (certain) cancers</p> <p>13 (Many) surgical instruments made of gold because it does not corrode / can be sterilised (easily)</p> <p>14 (Used / Invaluable in) electronics because it conducts electricity / is easy to work with</p> <p>15 (Used in) manufacture of spacecrafts because it is (highly) dependable (material) / doesn't need maintenance / repair</p> <p>16 <u>Gold leaf / gold hammered into thin sheets</u> used for decorating / gilding objects / picture frames / furniture</p> <p>17 <u>Gold leaf / gold hammered into thin sheets</u> used in <u>luxury</u> cooking / <u>luxury</u> desserts / <u>luxury</u> confectionery / Mithai for <u>auspicious occasions</u></p> <p>18 (Used to) adorn / decorate <u>buildings</u></p> <p>19 (Gold used) in glass produces beautiful / ruby / red glass</p> <p>20 (Gold) <u>coating</u> on windows / glass produces climate controlled buildings / buildings which are cool (in summer)</p> |       | <p>13. <i>Reduces the risk of infection in / after surgery (alone)</i></p> <p>16. <i>Decorating or gilding (alone)</i></p> <p>18. <i>The examples alone e.g. the mosque and the temple</i></p> <p>19. <i>Used in manufacture of glass (alone)</i></p> <p>20. <i>Used to withstand the sun's rays</i></p> |

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 4</b> | <b>Mark Scheme</b>                       | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge O Level – May/June 2015</b> | <b>1123</b>     | <b>21</b>    |

### **Additional information**

Points 1 and 11 are already given.

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

If content point is made in the wrong box, do not award the mark.  
Accept own words or lifting.

Accept sentences or note form.

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.

|        |                                   |          |       |
|--------|-----------------------------------|----------|-------|
| Page 5 | Mark Scheme                       | Syllabus | Paper |
|        | Cambridge O Level – May/June 2015 | 1123     | 21    |

- (b) **Now use your notes to write a summary, in which you describe the ways in which gold was important down through the ages, and explain the uses and attractions of gold in modern times, 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 a later 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.

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 3 to be entered in scoris marks column.

#### 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) and for serious omissions. Please do not use carets for omissions, as scoris records the number of crosses and this helps to arrive at the correct mark. 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. Below follows a list of serious errors:

#### 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

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 6</b> | <b>Mark Scheme</b>                       | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge O Level – May/June 2015</b> | <b>1123</b>     | <b>21</b>    |

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.

Please indicate only serious errors. Putting crosses over minor errors can give a false impression of the script.

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. 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.

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.

Such scripts will be rare.

**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>   |

|        |                                   |          |       |
|--------|-----------------------------------|----------|-------|
| Page 8 | Mark Scheme                       | Syllabus | Paper |
|        | Cambridge O Level – May/June 2015 | 1123     | 21    |

- 2 'almost every established culture has used gold to symbolise power, beauty and happiness' (paragraph 1). From your own knowledge or experience, give two ways in which gold has been used to symbolise power, beauty or happiness. Do not use examples from the passage.

| Mark                  | Expected Answer  | Allow  | Don't Allow  |
|-----------------------|--|--|--|
| 1 mark<br>+<br>1 mark | Answers might be:<br>gold medal in sport /<br>crowns / fabrics / gold<br>Oscars for films / golden<br>age / golden wedding /<br>happy 'golden' endings in<br>stories | Reference to gold standard<br>/ reserves of a country<br>Exchange for cash<br>Coating phone / iPad (to<br>beautify)<br>Reference to home uses<br>not specified in passage<br>e.g. gold cutlery | <i>Gold has value (alone)</i><br><i>The results of having gold</i><br><i>e.g. you're rich /</i><br><i>respected / envied</i><br><i>Any ref to jewellery unless</i><br><i>in terms of exchange for</i><br><i>cash</i> |

**Additional information**

No need to specify the link to power, beauty or wealth.

- 3 From your reading of paragraph 2, 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 Etruscan dentists were less skilled than modern dentists | Any clear indication of choice even if it is not a tick, e.g. cross, star, asterisk | <i>More than one box ticked</i> |

**Additional information**



|        |                                   |          |       |
|--------|-----------------------------------|----------|-------|
| Page 9 | Mark Scheme                       | Syllabus | Paper |
|        | Cambridge O Level – May/June 2015 | 1123     | 21    |

4 From paragraph 4, select and write down two of the writer's opinions. You may use the words of the text or your own words.

| Mark   | Expected Answer   | Allow                                 | Don't Allow   |
|--------|---|---------------------------------------|---|
| 1 mark | Opinion 1: Gold is a beautiful (bright) yellow / colour | Allow lifts or own words explanations | <i>Excess, whether verbatim or otherwise, i.e. run on into 'and because it does not tarnish....' and 'so important was gold...'</i><br><i>Everyone loves gold (alone)</i> |
| 1 mark | Opinion 2: Everybody loves gold <u>jewellery</u>        | Everyone likes gold jewellery         |   |

|                               |
|-------------------------------|
| <b>Additional information</b> |
|                               |

5 (a) What was Griet's mother worried about?

| Mark   | Expected Answer  | Allow  | Don't Allow   |
|--------|--|--|---|
| 1 mark | That Griet would appear nervous / apprehensive / fearful / worried | That Griet would <u>be</u> nervous etc.<br><br>Griet's nervousness | <i>That <u>she</u> would appear nervous (Subject must be specified)</i><br><i>Griet would not impress the visitors = 0(N)</i><br><i>About how Griet would behave = 0(N)</i> |

|   |
|---|
| <b>Additional information</b>                         |
| O(N) answers do not negate otherwise correct answers. |

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 10 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

1123/21 June 2015

- (b) What contrast between Griet’s family and the couple is implied by the phrase ‘the kind of voices rarely heard in our house’?

| Mark                  | Expected Answer   | Allow   | Don’t Allow  |
|-----------------------|---|---|--|
| 1 mark<br>+<br>1 mark | Griet’s family were poor (but) / and the couple were rich | They were of different (social) classes / a different (social) class = 1<br>The couple was a higher (social) class = 1<br>Griet’s family was a lower (social) class = 1 | <i>Do not accept specific examples, e. g .the couple had carpets, books etc. =0(N) and Griet’s family had not</i><br><br><i>The couple were richer than Griet’s family. Griet’s family were poorer than the couple.</i><br><br><i>Answers about voices only e.g. ‘there was no-one in Griet’s family who spoke like the couple / that’</i><br><br><i>Lift of ‘I could hear luxurious....fine food’ =0 (N), even if change is made to third person. Answer must be distilled.</i> |

#### Additional information

0(N) answers do not negate correct answers.  
Do not insist on both agents but one must be specified to establish the contrast.  
e.g. Griet’s family were poor but / and they were rich = 2 marks.  
e.g. They were poor but they were rich = 0 marks.

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 11 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

- (c) Griet's mother's eyes were 'flashing a warning' as she brought the couple into the kitchen. What do you think this warning was?

| Mark   | Expected Answer   | Allow | Don't Allow  |
|--------|---|-------|--|
| 1 mark | to be polite/ respectful / well-behaved // to <u>behave</u> well / correctly / formally |       | <p><i>Her eyes = 0(N)</i></p> <p><i>That the couple had arrived / were on their way to the kitchen = 0(N)</i></p> <p><i>Not to be afraid = 0(N)</i></p> <p><i>To look / <u>be</u> presentable / correct / normal</i></p> <p><i>To be quiet</i></p> |

**Additional information.**

0(N) answer does not negate a correct answer.

- (d) The woman ‘had to duck her head’. What does this show about the design of Griet’s family home?

| Mark   | Expected Answer   | Allow  | Don’t Allow   |
|--------|---|--|---|
| 1 mark | (Griet’s house /it) had low ceilings // the doorway was low | The corridors had low ceilings<br><br>The doors were short / too short for tall people / not high enough for tall people | <i>It was low / small / not high enough (for tall people)</i><br><br><i>It was small in height / length</i><br><br><i>The woman was tall / Griet’s family were small</i><br><br><i>It was short (alone)</i> |

|                        |
|------------------------|
| Additional information |
|                        |

- 6 (a) The woman’s curls were ‘like a swarm of bees’. What impression of her curls is given by this comparison?

| Mark   | Expected Answer   | Allow                       | Don’t Allow  |
|--------|---|-----------------------------|--|
| 1 mark | they were moving / flying around // there were many / a lot of / plenty (of them) | Untamed / dense / (so) much | <i>They were tiny</i><br><br><i>were thick / voluminous / scattered / messy / all over the place / unruly / uncontrolled</i><br><br><i>She had a lot of hair</i> |

|  |
|--|
| <b>Additional information</b><br>Look for either movement or number and allow other answers which decode the image of a swarm of bees. |
|--|

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 13 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

- (b) The woman's curls were 'like a swarm of bees'. Pick out and write down the single word used later in the paragraph which continues this comparison.

| Mark   | Expected Answer | Allow  | Don't Allow               |
|--------|-----------------|--|---------------------------|
| 1 mark | swatting        | 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>Additional information</b> |
|                               |

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 14 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

(c) Explain fully why the woman was ‘corrected’ by Griet’s mother.

| Mark   | Expected Answer  | Allow   | Don’t Allow  |
|--------|--|---|--|
| 1 mark | The woman / she had treated /spoken about <u>Griet / her daughter</u> rudely / disrespectfully / dismissively / as if <u>Griet / her daughter</u> were unimportant / not worth being polite to / a nobody / a servant // the woman didn’t ask / refer to <u>Griet’s/ her daughter’s</u> name | The woman looked down on <u>Griet / her daughter</u> spoke about <u>Griet</u> with contempt / superiority<br><br>She didn’t care that <u>Griet</u> was her daughter<br><br>She was rude about / to <u>Griet/ her daughter</u>   | <i>She said Griet was the /a girl / referred to Griet as the girl (alone) = 0(N)</i><br><br><i>She spoke about Griet abruptly</i><br><br><i>Any suggestion that the woman spoke to Griet = 0(N)</i><br><br><i>She was being impolite / rude etc. (alone)</i><br><br><i>She ignored Griet</i> |
| 1 mark | (The mother / she felt / thought / knew that the woman that) <u>Griet / her daughter</u> was a person / had a name / wasn’t just a servant / wasn’t just an object / should be called by her name / was her daughter / the daughter of the house   | The mother / she was offended by the labelling of her daughter as ‘the girl’<br><br>The mother / she wanted the woman / her to treat her daughter with respect/ The mother / she wanted her daughter to be treated with respect | <i>She said Griet was her daughter (alone) = 0 (N)</i><br><i>She insisted Griet be called by name</i><br><i>She was offended by the woman / she spoke (about her daughter)</i>   |

**Additional information**

0(N) answers do not negate correct answers.  
Allow the first mark for rudeness etc. of the woman about Griet.  
Allow the second mark for the mother’s perception of Griet’s status.

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 15 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

- 7 (a) The man spoke his wife's name 'as though he held honey in his mouth'. What does the writer wish to convey about the man's feelings?

| Mark   | Expected Answer                              | Allow   | Don't Allow   |
|--------|--|---|---|
| 1 mark | He loves / dotes on her/ his wife/ Catharina | has affection for his wife / her<br>Fond / caring of his wife<br>Very close to his wife | <i>He said his wife's / her name sweetly</i><br><i>He spoke in a loving / romantic way</i><br><i>He was caring / was romantic (alone)</i> |

|                                   |
|-----------------------------------|
| <b>Additional information</b>     |
| There must be a link to his wife. |

(b) The husband and his wife each looked at Griet in different ways. Explain in your own words what these two ways were.

| Mark   | Expected Answer  | Allow   | Don't Allow  |
|--------|--|---|--|
| 1 mark | <p>STEADY:</p> <p>without blinking / without flinching / with a fixed look / fixedly / unchangingly / directly / he didn't take his eyes off her / held her gaze</p> | <p>Stable / with full attention / calm / still</p> <p>Looked Griet / her straight in the eye</p> <p>Without shifting his attention</p> <p>Studying / concentrating / searching</p> <p>unchanging (expression)</p> | <p>Careful / staring</p> <p>Unchanging facial expression = 0(N)</p> <p>Looked straight at Griet</p>                |
| 1mark  | <p>FLICKERED: darted / moved (about)</p>   | <p>Fluctuated / distracted / not concentrating</p>  | <p>Flashed</p> <p>Angry / irritable / unsettled</p> <p>She looked indirectly / away</p> <p>Her eyes alternated</p> |

**Additional information.**

To allow the contrast 'steady expression' refers to the man's eyes not face.

This is an OWN WORDS question. Key words are STEADY and FLICKERED.

Do not insist on correct grammatical form.

Do not insist on de-coding of images 'grey like the sea' or 'like a candle' but a sensible context must be established.



|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 17 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

(c) What were the two features of the pattern in which Griet always laid out the vegetables she chopped?

| Mark   | Expected Answer                                    | Allow  | Don't Allow   |
|--------|--|--|---|
| 1 mark | (i) each (type of vegetable) had its own section   | Vegetables that were the same were in the same place | <i>Lift of 'each type in its own section; as I always did, I had laid them out in a circle'</i><br><i>Some distilling is required</i>       |
|        | (ii) they were in a circle / in the shape of a pie |  | <i>They were in the same place</i><br><i>Each vegetable was together</i><br><i>She laid them in sections</i><br><i>They were like a pie</i> |

**Additional information**

Both elements are needed for 1 mark.

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 18 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

(d) Why did Griet's sister shake her head?

| Mark   | Expected Answer                    | Allow  | Don't Allow   |
|--------|------------------------------------|--|---|
| 1 mark | <u>Griet</u> had lied / told a lie | Griet had not told / was not telling the truth<br><br>She was ashamed / disappointed / disgusted that Griet had lied<br><br>Griet didn't usually lie | <i>She is contradicting Griet / she is saying that Griet did not lay out the vegetables in a pattern =0(W)</i><br><br><i>She was angry that Griet had lied / was warning Griet not to lie</i><br><br><i>She didn't want Griet to lie</i><br><br><i>She knew what was happening / going on / why Griet had lied</i><br><br><i>Because of what Griet had said</i> |

**Additional information**

0(W) answers negate correct answers.

(e) How do you think Griet was feeling when she 'looked down'?

| Mark   | Expected Answer                                     | Allow   | Don't Allow  |
|--------|---|---|--|
| 1 mark | Embarrassed / ashamed / shameful / awkward / guilty | Disappointed in / with / at herself<br><br>Sorry / regretful / sheepish / uncomfortable | <i>She had lied / did not often lie / she had been caught lying</i><br><i>Bad / sad / unhappy / shy</i><br><br><i>Disappointed (alone)</i> |

**Additional information**

Question asks for a feeling not a statement.

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 19 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

- 8 (a) Griet's mother was 'hunching her shoulders as if against a winter chill.' Explain fully why she was doing that.

| Mark   | Expected Answer  | Allow   | Don't Allow  |
|--------|--|---|--|
| 1 mark | she was upset / sorry / guilty / unhappy / sad /   | Beaten / despondent / depressed / powerless   | <p><i>she was cold = 0(W) in either limb in which it occurs</i></p> <p><i>Preparing/ steeling herself / taking courage (to give the news)</i></p> <p><i>She was afraid / stressed / uncomfortable</i></p>                |
| 1 mark | because <u>Griet</u> is going to / has to work as a servant / maid // because she has to tell <u>Griet</u> that she has to be / work as a servant / maid // because she has to / doesn't want to give / tell (Griet) bad news // what she has to say is not easy | <p>Because she knows Griet will be unhappy with the/ her news</p> <p>She doesn't want her daughter to be a servant / leave / to be lost (to her)</p> <p>Because her daughter / Griet is leaving</p> | <p><i>She had to tell Griet / her that her father has lost his trade = 0(W)</i></p> <p><i>Incidental reference to father losing his trade = 0(N) provided it is not given a the reason for hunching of shoulders</i></p> |

**Additional information**

0(W) answers negate correct answers. Look for a feeling / emotion for the first mark. Look for the reason for that feeling / emotion for the second mark.

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 20 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

(b) Which disability meant that Griet's father could no longer work?

| Mark   | Expected Answer  | Allow  | Don't Allow  |
|--------|--|--|--|
| 1 mark | blindness / he is blind / he has no eyes / he could not see / he has lost his sight / vision | The lift of line 33 'one day the kiln had exploded, taking his eyes' Excess denies | <i>He had an accident (at work) = 0 (N)</i><br><br><i>The loss of an eye</i><br><br><i>He lost an eye so he is blind</i><br><br><i>He has lost / has no trade = 0(W)</i> |

| Additional information  |
|---|
| 0(N) answers do not negate correct answers.<br>0(W) answers negate correct answers. |

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 21 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

9 Without using the words of the passage, explain the two reasons why the neighbours would not gloat?

| Mark   | Expected Answer   | Allow   | Don't Allow  |
|--------|---|---|--|
| 1 mark | COMPASSIONATE:<br>(full of) pity / concern // felt sorry (for Griet/ the family) / sympathetic // empathised (with Griet/ the family)   | They understood / knew the <u>sadness</u> etc. of what had happened | <i>Kind / loving / understanding / caring / friendly / nice / good</i><br><br><i>They knew / understood what had happened / that he had lost his job / that Griet was going to work as a servant</i> |
| 1 mark | SIMILAR POSITION:<br><br>The same thing / this could happen to them / the father /breadwinner could lose his job / trade // the father / breadwinner could have an accident // their daughter / child might become a servant // they might lose their income // they might have to do the same thing / this |   |  |

**Additional information.**

This is not a conventional OWN WORDS question. Key words are COMPASSIONATE and SIMILAR POSITION

Don't insist on the use of the conditional in testing 'similar position'. e.g. The same thing had happened to them = 1.

Do not insist on correct grammatical form.

Do not insist on synonym for 'gloat' but a sensible context must be established.

|         |                                   |          |       |
|---------|-----------------------------------|----------|-------|
| Page 22 | Mark Scheme                       | Syllabus | Paper |
|         | Cambridge O Level – May/June 2015 | 1123     | 21    |

10 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<br>For each correct meaning (max 5) | 1.rarely (L4)       | seldom/ once in a while / scarcely / hardly <u>ever</u> / <u>very</u> occasionally / almost never / (very) few times   | <i>Infrequently / not (very) often / uncommonly / unusually / <u>a</u> few times</i>             |
|  | 2. duck(L9)         | lower / move down / drop / dip / bend / bob / bow // lean / tilt down  | <i>Go / pull / crouch / get / put something down<br/>Make yourself smaller<br/>Stoop / hunch</i> |
|  | 3.elaborate (L12)   | exaggerated / affected / pretentious / great / grand / obvious / overdone / emphasised / pronounced / extravagant / extreme / excessive / ostentatious / disproportionate / over the top   | <i>Showy / complicated / decorated / ornate / fancy<br/>Explain = 0(W) / make clear = 0(W)</i>   |
|  | 4. abruptly (L13)   | curtly / shortly/ briskly / brusquely / snappily / sharply / rudely / bluntly  | <i>Harshly / instantly / suddenly / fast / quickly / disrespectfully / tactfully</i>             |
|  | 5. icily (L14)      | in an unfriendly way / coldly / coolly / chillily / bitingly / frigidly / frostily / cold heartedly / harshly / in a hostile way   | <i>distantly / emotionlessly / unfeelingly / arrogantly / unhappily</i>                          |
|  | 6.thrown (L24)      | in a state of confusion / confused / put off /surprised / caught off guard / taken aback / unnerved / disconcerted / flustered / uncertain / unsure / didn't know what to say / nonplussed | <i>Distracted / shocked / unprepared / bewildered</i>  |
|  | 7.reproachful (L35) | critical / admonishing / resentful / blaming / accusatory / bitter / rebuking / condemning   | <i>indignant / hurt / angry / sorrowful / disappointed</i>                                       |
|  | 8. shuffled (L36)   | moved a little <u>at a time</u> / moved in small steps / walked without lifting his feet / shambled/ slid / pushed along / inched / hobbled / edged // dragged his feet / legs             | <i>Moved / come with difficulty / cautiously / gingerly // struggled / tripped / limped</i>      |

|                |  |                 |              |
|----------------|--|-----------------|--------------|
| <b>Page 23</b> | <b>Mark Scheme</b>                       | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge O Level – May/June 2015</b> | <b>1123</b>     | <b>21</b>    |

### **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.

All 0 answers are neutral unless otherwise stated.

For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'coldly and distantly' for 'icily'.

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.*