

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
Cambridge Ordinary Level

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

**1123 ENGLISH LANGUAGE**

**1123/22**

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	22

- 1 (a) **Identify and write down** the advantages and disadvantages of social networking sites, as outlined in the passage.

Mark	Expected Answer	Allow	Don't Allow
1 mark for each correct point up to a max. of 15	<b>Advantages</b>		
	1 People can get in touch with friends easily [given]		
	2 (People can keep in) <u>regular</u> / <u>daily</u> contact (with details of their friends' lives)		
	3 Messages able to be posted at any time leads to (almost) instantaneous updates (about people's lives)		3. Messages can be posted at any time (alone) / Instantaneous updates (alone)
	4 Maintaining relationships with friends/ family / people in faraway places becomes easy /easier // cheaper than long (distance) travel		4. They are cheap / cheaper (alone)
	5 Useful way / used to utilise down time / time which (otherwise) might be wasted		5. Extra time / leisure time / a way to pass the time
	6 (Provides opportunities to) make <u>new</u> friends		
	7 (Provides opportunities to) make / have <u>many</u> / <u>hundreds of</u> friends	7. Possibility of <u>greatly</u> increasing their / your circle of friends	7. Lift of 'why have...can have hundreds?',
	8 Business / professional people / employees rely on them to keep up to date with (latest) developments	8...up to date in their field for 'latest developments'	8. People (alone)
	9 People wanting (new / better) jobs / unemployed people can advertise themselves (on social networking sites)		
	10 Employers can recruit <u>best</u> employees by examining / using information about them / their background / their experience/ their qualifications		10. Employers can recruit best employees (alone)
	<b>Disadvantages</b>		
11 Relationships formed are too impersonal to be described as real friendships [given]			
12 Having many / a large number of / a hundred (cyber) friends devalues true friendship	12. Addition of they / people argue that	12. (Such) a number of	

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

Mark	Expected Answer	Allow	Don't Allow
	13 Real / physical / face-to-face meetings with <u>friends</u> are trivialised // you have nothing to talk about when you meet <u>friends</u>		13. 'If your friend...talk about?'
	14 Information overload (is a drawback) // readers are given too much / inappropriate/ boring information // intimate facts	14. Most information posted is boring	
	15 Checking for updates can become / is obsessive / addictive // users / people become (almost) addicted to checking for updates	15. What contacts / friends are doing as a synonym for updates	
	16 (It is insulting that) people are more interested in contacts / people they're not with / are online with than you / people they are with		16. 'What could be more insulting...you are?'
	17 People can't relax /enjoy themselves (in the company of others) because they're wondering what their (social networking site) contacts / online friends <u>are doing</u>		17. Others / other people / friends (alone) for 'contacts'
	18 People can't enjoy a (social) occasion because they're wondering whether it might /should be posted / thinking about posting (it)		18. Wondering <u>what</u> should be posted, e.g. what I'm wearing
	19 In business / professional world / world of work / for employees, there is pressure for <u>instant</u> response		
	20 Trivial / inappropriate information (about you / people) might not impress your / their boss // Trivial / inappropriate information (about you / people) might have repercussions / effects in the world of / at work	20. 'Seeing you having fun...charming as you do'	20. Specific examples of <u>inappropriate</u> / trivial information / behaviour (alone) for example, fun at a party

<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>22</b>

### **Additional information**

Points 1 and 11 are already given.

If any 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	22

- (b) **Use your notes to write a summary of the advantages and disadvantages of social networking sites, 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 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>22</b>

Mis-spellings of simple, basic words, e.g. were / where // to / too /two // 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	22

- 2 Paragraph 2 gives two examples of ‘down time’. From your own knowledge or experience give **two** examples of ‘down time.’ Do not use the examples given in the passage.

Mark	Expected Answer	Allow	Don't Allow
1 mark + 1 mark	Be generous with candidate's responses, which might include:  Being on the train / in the car // waiting for siblings / friends to show up / standing in a queue		<i>What you might do in down time e.g. read a book</i>  <i>e.g. when people are bored (alone) / weekends (alone) / leisure time (alone) / free time (alone), for example lunch breaks</i>  <i>e.g. when there's nothing on TV / when you're home alone</i>  <i>waiting (alone)</i>

**Additional information**

Needs to be time which otherwise would be wasted (see text).



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

3 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	(i)(Certainly) to describe a hundred people as your ‘best’ friends is (absolute) nonsense. <i>Excess denies</i>	The views of critics of social networking sites are more important than the views of supporters (of social networking sites)	<i>Lift of lines 27–29 ‘More importantly...friendships’</i>
1 mark	(ii)(In fact) most information (posted) is (utterly) boring. <i>Excess denies</i>		

<b>Additional information</b>

4 From your reading of the whole passage, decide which one of the following statements is true and tick the box you have chosen. [1 mark]

Box two: The writer thinks that the disadvantages of social networking sites outweigh the advantages.	<b>Allow</b> Any clear indication of choice even if it is not a tick, e.g. cross, star, asterisk	<b>Don’t Allow</b> <i>More than one box ticked</i>
---	---	---

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

5 (a) What was the ‘obvious’ explanation for Monica’s ‘odd behaviour’?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	old age / being (quite) old	senility	<i>Lift of ‘I could not decide.....old age or not’ =0(N)</i> <i>She was old enough / had mental illness.</i> <i>Her plan to get her own way = 0(N)</i> <i>She was becoming old</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer.

(b) What did the writer suspect was the real reason for Monica’s ‘odd behaviour’?

Mark	Expected Answer	Allow	Don’t Allow
1 mark	(It might be caused by a plan) to get her own way (an old lady’s prerogative)	She liked to get her own way // she liked to get things done / do things her own way She was stubborn / wilful / obstinate	<i>Lift of ‘might it be caused.....own way?’ =0(N)</i> <i>Answer must be distilled.</i> <i>an old lady’s prerogative = 0(N)</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer.

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

(c) Explain in your own words why ‘it was often hard to cope with’ the strands of Monica’s conversation.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	<p>MEMORY AND FORGETFULNESS:</p> <p>remembering / retaining / recalling / calling to mind / holding on to (facts)</p> <p>AND</p> <p>not remembering/ losing (your memory) / (facts) slipping the mind</p>		<p><i>Intelligence or knowledge</i></p> <p><i>Silliness / stupidity</i></p> <p><i>Her memory failed / worked slowly / was defective / disintegrated</i></p>
1 mark	<p>CROSSED AND RECROSSED:</p> <p>flashed / moved round / came and went / alternated / fluctuated / changed places / (got) mixed (up) / (got) confused / tangled / entangled / intertwined / overlapped / intersected (with) / passed <u>each other</u> / interchanged // jumped / skipped <u>about</u> / <u>around</u></p>		<p><i>Coincided / clashed / converged / linked / came together</i></p> <p><i><u>She</u> was confused</i></p>

**Additional information.**

This is an OWN WORDS question. Key words are MEMORY AND FORGETFULNESS and CROSSED AND RECROSSED

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one.

Do not insist on synonym for ‘strands of conversation’ but a sensible context must be established.

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

6 (a) In what two ways was Monica's way of crossing the road 'eccentric'?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(i) she didn't look / check where she was going / to left or right // she didn't (even) glance to left or right	Lift of 'she would cross roads without so much as glancing to left or right' Excess denies, verbatim or otherwise	<i>Entire lift of lines 7–10 ('She would cross...roads in town', i.e. inclusion of reference to 'drivers would slam on their brakes...shuddering halt' = 0 for the entire question</i>  <i>She didn't glance much</i>
1 mark	(ii) she meandered / zigzagged / wandered from side to side // didn't cross in a straight line/ by the most direct route	Lift of '(she) meandered across the busiest roads (in town)'. Excess denies.	<i>She crossed / walked across / went across the busiest roads (in town)</i>  <i>She walked slowly</i>  <i>A general response e.g. 'she was careless'</i>

<b>Additional information</b>

(b) Pick out and write down the single word used later in the paragraph which continues the idea of 'eccentric'.

Mark	Expected Answer	Allow	Don't Allow
1 mark	idiosyncrasies	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>
Ignore mis-spelling if attempted word is clearly recognisable.

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

(c) What did the writer think she would ‘never again’ do?

Mark	Expected Answer	Allow	Don't Allow
1 mark	Take Monica to a concert // go to a concert with Monica	Think it would be nice to take Monica to a concert	<i>Go to a concert / take her to a concert / take Monica out / take Monica to a social event =0 (N)</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer

7 (a) Explain fully what Cynthia and the writer learned with ‘the wisdom of hindsight’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	they should have told / warned / remonstrated with <u>Monica</u> not to take her knitting // they should have told /warned / remonstrated with <u>Monica</u> that you don't take knitting to a concert	They should have remonstrated with <u>Monica</u> when she said she'd take her knitting (to a concert)  They should have stopped <u>Monica</u> from taking her knitting	<i>Lift of 'neither Cynthia nor I remonstrated with her / Monica' = 0(N) Lift of 'she insisted on taking her knitting' = 0(N) They didn't stop Monica taking her knitting to a concert They shouldn't have taken Monica to a concert</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer.

Page 14	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

(b) Explain in your own words how the writer felt sitting in the front row beside Monica.

Mark	Expected Answer	Allow	Don't Allow
1 mark	CONSPICUOUS: noticeable / prominent / eye-catching / obvious / highlighted / marked out / exposed / standing out // seen <u>easily / clearly //</u> <u>everyone</u> was looking at her / them // in <u>full</u> view / for <u>all</u> to see		<i>Visible / seen / nervous / frightened</i>  <i>People were looking at her</i>  <i>She didn't want anyone to see her</i>
1 mark	MORTIFIED: embarrassed / ashamed / humiliated / disgraced / self-conscious		<i>Horrified / conscious / awkward / uncomfortable / sickened / pained / vexed / unhappy / frightened / terrible</i>

#### Additional information

This is an OWN WORDS question. Key words are CONSPICUOUS and MORTIFIED

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one.

Do not insist on synonym for 'from the outset' but a sensible context must be established.

Page 15	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

8 Explain fully why the pianist was ‘offended and embarrassed’ by Monica’s comment.

Mark	Expected Answer	Allow	Don’t Allow
1 mark	(i) she said she made her dress out of (old) curtains // Monica had made a <u>rude / unkind / derogatory / nasty / bad / negative</u> comment / remark about her dress / clothes	She compared her dress with (old) curtains // said her dress looked like (old) curtains Monica’s comment / it meant her dress was ugly / hideous etc.	<i>Lift of ‘I think ...curtains’ = 0(N) <b>but</b> addition of ‘said Monica’ = 1</i>  <i>She made a rude remark about the pianist (alone) = 0 (N)</i>  <i>She made an offensive remark about her dress = 0</i>  <i>Her dress was ugly / hideous = 0(N)</i>
1 mark	(ii) (she spoke loudly so that) <u>everyone / all / the audience</u> could hear	Lift of ‘her <u>stage</u> whisper....corner of the hall’ Excess denies. Lift of ‘her <u>stage</u> whisper had reached every corner of the hall’ Her comment ‘it echoed / resounded / reverberated throughout / in the hall’	<i>The comment was made in front of everyone / in public</i>  <i>Including ‘fidgeted / trying to get comfortable’ = 0(W) in either limb in which it occurs</i>

**Additional information**

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

Page 16	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

- 9 (a) Which one feature of ‘the atmosphere in the room’ made the occasion different from other occasions when Monica did her knitting?

Mark	Expected Answer	Allow	Don't Allow
1 mark	Silence / silent / no noise /quietness	Quite for quiet	<i>She dropped her needles = 0(N)</i> <i>There was a wooden floor =0(N)</i> <i>Lift of ‘each time ....floor’ = 0(N)</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer
Question asks for one feature. If more than one feature is clearly given, award 0 even if one of them is correct.

- (b) What effect does the word ‘hissed’ have which would not be achieved by, for example, the word ‘said’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(Monica was) angry / impatient / annoyed/ perturbed / exasperated / irritated / fed up	Disapproval / it was spoken harshly / sharply	<i>(Trying to be) quiet / silent / discreet / low voice / quickly / whispering / contempt = 0(N)</i>  <i>Any suggestion that the pianist hissed = 0 (W)</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer.
0(W) answers negate an otherwise correct answer



Page 17	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

(c) Why do you think the pianist hit ‘a wrong note’?

Mark	Expected Answer	Allow	Don't Allow
1 mark	she was distracted / put off / disturbed / deterred by <u>Monica</u> (talking / hissing) She lost concentration because <u>of Monica</u> (talking)	She had a shock / surprise when <u>Monica</u> spoke / hissed <u>Monica</u> distracted her / diverted her attention <u>Monica</u> confused her	<i>Monica was talking (alone) = 0(N)</i>  <i>Monica hissed / she heard Monica = 0(N)</i>  <i>She opened her eyes = 0(N) // her eyes were closed = 0(N)</i>  <i>She was distracted by the commotion / mayhem etc. = 0(W)</i>  <i>She was distracted by Monica's actions / the noise of the knitting needles = 0(W)</i>  <i>The part she was playing was difficult = 0(W)</i>

**Additional information**

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

Page 18	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

10 (a) Why do you think the writer tells us that Monica wasn't deaf?

Mark	Expected Answer	Allow	Don't Allow
1 mark	(To tell us / to suggest / imply) she was pretending (to be deaf) // wanted to cause disruption // her behaviour was a performance // she was showing off // she was attention-seeking	She was acting / it was an act  She spoke intentionally loudly  She used an unnecessarily loud voice	<i>(to tell us) she could hear (alone) =0(N)</i>  <i>She seemed to be deaf / she heard the attendant</i>  <i>She wanted to get her own way</i>  <i>If she were deaf, she wouldn't be at a concert</i>  <i>She behaved as if she was deaf</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer. Do not reward acting if it simply means 'behaving' e.g. 'the way she was acting' = 0, but 'she was acting' = 1.

(b) Why did the audience applaud so loudly?

Mark	Expected Answer	Allow	Don't Allow
1 mark	<u>Monica</u> had entertained / amused them // they were applauding <u>Monica's</u> nerve / confidence / cheek		<i>The musicians had amused them = 0(W)</i>  <i>They were applauding Monica = 0(N)</i>  <i>Monica was leaving = 0(N)</i>  <i>To give Monica an ovation</i>

<b>Additional information</b>
0(N) answers do not negate an otherwise correct answer. 0(W) answers negate an otherwise correct answer.  Need idea of admiration of Monica

Page 19	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

(c) Explain in your own words what the writer decided about Monica’s ‘apparent senility’.

Mark	Expected Answer	Allow	Don't Allow
1 mark	RUSE: trick / pretence / strategy / plan / pretext / deceit / deception / act / ploy / plot / tactic / con / device	<u>Deliberate</u> / <u>planned</u> action / behaviour	<i>Attitude / drama / excuse / disguise / show / display / technique / front / cover / doing what suited her / action / behaviour / camouflage / tool / method</i>
1 mark	DELIGHT:  enjoyment / fun / happiness / merriment / pleasure / happiness / satisfaction / joy / entertainment / amusement		<i>comfort / to get her own way</i>

#### Additional information

This is an OWN WORDS question. Key words are RUSE and DELIGHT.

Do not insist on correct grammatical form.

Mark what you see, i.e. ignore wrong answers unless it contradicts a correct one.

**Answers linked specifically to leaving the concert e.g. ‘a plan to get pleasure from leaving concert’ = 2**

Do not reward acting if it simply means behaving. e.g. ‘the way she was acting’ = 0

Page 20	Mark Scheme	Syllabus	Paper
	Cambridge O Level – May/June 2015	1123	22

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

Mark	Words	Expected Answer	Don't Allow
1 mark  For each correct meaning  (max 5)	1. prerogative(L3)	privilege / entitlement / right / due	Ability / responsibility / power
	2. accentuated (L11)	pronounced / exaggerated / marked / prominent / emphasised / noticeable / highlighted / defined / obvious / pointed / distinctive / standing out / heightened / stressed / underlined	<i>Increased / developed / sharpened / acute / enhanced / frequent / visible / strong / intensified / magnified / frequent</i>
	3. sailed (L17)	glided // moved / walked easily / gracefully / smoothly / stately / with a superior air / majestically like a queen // swept / floated / wafted	<i>Went / walked fast / swiftly / slowly etc./ glamorously</i>
	4. paraphernalia (L22)	equipment / stuff / trappings / apparatus / bits and pieces/ furnishings / things / contents / accessories / items / clutter / accoutrements	<i>Furniture / belongings / surroundings</i>
	5. glared (L24)	Looked / stared <u>unhappily / hard / icily / intensely / intently / hostilely / angrily / coldly / harshly / negatively</u> // glowered / looked daggers // looked like thunder // scowled // gave a black look	<i>Looked (alone) / shone / glanced / stared (alone) / frowned / looked spitefully / saw (with anger etc.) / gazed</i>
	6. mayhem (L32)	chaos / bedlam / disorder / anarchy / discord / unruliness / confusion / shambles/ pandemonium / havoc / commotion / ruckus / noisy disturbance / uproar	<i>Untidiness / mess / disturbance (alone) / a lot of noise / disaster / trouble</i>
	7.inadvertently (L40)	unintentionally /without meaning to / accidentally / involuntarily / unthinkingly / without planning (to) / mistakenly / by mistake / not on purpose	<i>Unknowingly / unconsciously / without realising / unwillingly / indirectly / negligently</i>
	8 tumultuous (L45)	noisy / enthusiastic / uproarious / riotous / rapturous / thunderous / wild / boisterous / raucous / frenzied / <u>very</u> loud / deafening / a storm of / tempestuous	<i>Loud (alone) / great / extravagant / over the top / rampant / sudden</i>

<b>Page 21</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge O Level – May/June 2015</b>	<b>1123</b>	<b>22</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.

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

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.*