

**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL**  
General Certificate of Education Ordinary Level

**MARKING SCHEME**

**NOVEMBER 2015**

**ENGLISH**

**1122/2**

**IMPORTANT NOTICE**

Marking schemes have been issued on the basis of ONE copy per examiner.

**ZIMBABWE O LEVEL; MARKING OF SCRIPTS IN ZIMBABWE****CO-ORDINATION**

Instructions will be issued to ALL examiners at the Co-ordination meeting concerning:-

1. Scripts to be used for co-ordination.
2. Instructions for completion of marking.
3. Grading and Assessment of ALL examiners based on deviations from agreed Marking Scheme.
4. D.P.M.Ss, and B.M.Ss will be given additional instructions at their Co-ordination Meeting concerning e-marking.

## SECTION A

**Question 1:** 3 + 1 + 2 + 1 + 2 = 9 marks

From Paragraph 1

**1 (a) (i)** ... provision of water for game

ACCEPT: Most of the water sources dried up soon after the rains/Nearly all the water courses dried up soon after the rains

Give 0 for: All the water sources dried up soon after the rains. [1]

**(ii)** ... material used to build dam.

ACCEPT: earth/mud/soil [1]

**(iii)** Not discouraged by bursting...

ACCEPT: 'nothing daunted'.  
Excess material or wrong spelling denies the mark. [1]

**(b)** ... surprised to see a crocodile...

ACCEPT: The writer could not explain/work out where the crocodile had come from as the nearest water source was over eight kilometres away./ The writer was unaware that crocodiles could wander so far from permanent water. [1]

**(c)** ... hole made by crocodile...

ACCEPT: 1. The sides of the hole were smooth from the crocodile's movement./ The crocodile's body had scraped along the hole. [1]

AND

2. The crocodile's spoor was clearly seen on the muddy bottom of the hole. [1]

**(d)** ... put another shot into the crocodile

ACCEPT: Shooting the crocodile would have made a hole in the boat and that would have made the boat sink. [1]

**NB: Both limbs needed for answer to score**

- 1 (e) Two reasons for not using the bank of the dam nearest them.

ACCEPT:

- The bank was steep.
- The water was deep right up to the shore line.
- It was heavily wooded.

Accept any two reasons.

[2]

[Total: 9]

**QUESTION 2:** 2 + 2 + 2 + 5 = 11 marks

- 2 (a) ... crocodiles did during dry season... Own word question

ACCEPT: The focus of the answer should be on:

- (i) aestivated
- (ii) in some concealed spot

aestivated – spent part of a season in a state of inactivity/hibernated/was inactive/was dormant/stopped being active [1]

concealed spot – in a hidden spot/place/buried/covered up spot/remained underground [1]

OR He thought that the crocodiles spent part of a season in a state of inactivity in a hidden spot. [2]

- (b) ... crocodile at Shumba

ACCEPT:

- Nobody could tell where it had come from. [1]

AND

- Nobody could tell where it had gone to. [1]

- (c) ... no crocodiles in drainage system...

ACCEPT:

- There was enough water
  - There was enough food in the form of fish
- Both elements necessary for crocodile existence. [2]

2 (d) From the whole passage

No.	Word/Phrase	Meaning	Mark	Zero
1	gave away (line 11)	burst, collapsed, fell (apart), breached	[1]	
2	evidently (line 29)	clearly, obviously, plainly, apparently, undoubtedly, manifestly	[1]	
3	precarious (line 68)	insecure, shaky, dangerous, likely to fall/sink, unstable, unsteady, perilous, risky, hazardous	[1]	
4	indulging (line 72)	taking pleasure in, enjoying	[1]	
5	foundered (line 75)	(filled with water) and sank, gone down, gone under	[1]	wrecked
6	consolidated (line 84)	made stronger/solid, strengthened, reinforced, hardened, made resistant	[1]	
7	excavated (line 89)	dug, made a hole, bored, hollowed, burrowed	[1]	
8	emphatic (line 100)	definite, firm, sure, certain, clear, explicit, categorical	[1]	

NOTES

1. Mark only the first FIVE words attempted.
2. If more than FIVE are offered, ignore the excess words/phrases.
3. For each word attempted, mark the first answer only when more than one answer is offered. A comma , a stroke or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'wildly and foolishly' for 'blindly'.
5. For a short phrase answer, mark the first seven words only and cross out the rest (RUBRIC). Credit a correct element within this limit despite the excess.
6. Ignore mis-spelling if the word is phonetically recognisable.
7. Ignore errors of tense and grammatical form but only if the meaning is correct.

QUESTION 3: 20 MARKS (15 + 5)

MARK TO A MAXIMUM OF 15 OUT OF 24 FOR POINTS. EACH POINT SCORES 1 MARK.

THE MECHANICAL ACCURACY MARK IS ALLOCATED TO A MAXIMUM OF 5 (10 X  $\frac{1}{2}$ )

See Note 5 below, 'Standard Deductions'.

**NOTES**

1. Points to be rewarded and their marks are indicated on the next page.

2. Introductory Words

No penalty for omission; no penalty for any errors made in them or for incompleteness, but penalise with standard deductions any punctuation or grammatical error immediately following them.

3. Length

Draw a double line where the introductory words end, or should end.

Count to 150, the number of words used by the candidate after the double line and write down this number at the bottom left of the candidate's answer.

DO NOT use the candidate's word-total without checking it.

STOP at 150 and cross out excess words.

(N.B. This maximum takes into account the ten introductory words to tally with rubric of question, i.e. 160 words.)

4. Marking Technique

(i) Indicate by numbered tick or  $\frac{1}{2}$  the point rewarded, e.g.  $\checkmark^3$  or  $\checkmark^{\frac{1}{2}^3}$  or  $\checkmark^3$

(ii) Assign the mark-scheme number to points rewarded on all scripts.

5. Standard Deductions

Deduct  $\frac{1}{2}$  mark for each error listed.

Stop after ten, but for answers shorter than the 150 words apply the following maxima for the Mechanical Accuracy mark:

0–25 (0); 26–50 (1); 51–75 (2); 76–100 (3); 101 – 125 (4); 126 – 150 (5).

6. If the candidate uses note-form throughout the answer, give 0 for the Mechanical Accuracy mark, but allow the points where they are clearly made.

7. Sequence errors: in general, only withhold the mark for a point if it is wildly out of sequence or totally unsupported. Do not penalise the point that then follows.

8. **N.B. Penalise once only under Standard Deductions any shift from 'he' to 'I', or any inconsistency in the use of the personal pronoun.**

**N.B.** It will be helpful if examiners ring only the errors which are being penalised, i.e. no further error after the first ten (or the appropriate maximum for short answer), and no error under Section B on the Standard Deductions list.

### SUMMARY POINTS

Candidates need to refer to the correct **Agent**. Use of wrong agent will lead to loss of marks.

- |    |  |     |
|----|--|-----|
| 1  | I shot the crocodile in the head.  | [1] |
| 2  | We hauled the crocodile into the boat.   | [1] |
| 3  | We rowed up the dam.   | [1] |
| 4  | The crocodile started showing signs of life.                                       | [1] |
| 5  | The crocodile became quite lively.   | [1] |
| 6  | We took up a position at one end of the boat – prow/stern.                         | [1] |
| 7  | We let our feet dangle over the sides of the boat.                                 | [1] |
| 8  | We paddled for the bank.   | [1] |
| 9  | Father and I paddled up to the gravelly beach.                                     | [1] |
| 10 | Lions growled.   | [1] |
| 11 | We shouted at the lions.   | [1] |
| 12 | The lions made off into a patch of grass.  | [1] |
| 13 | Father jabbed the crocodile on the head with a paddle.                             | [1] |
| 14 | The crocodile started thrashing about and snarling – (Both limbs needed to score). | [1] |
| 15 | Lions attracted by the sound made by the crocodile.                                | [1] |
| 16 | Lions came back to <u>within fifty metres</u> .                                    | [1] |
| 17 | I fired a shot over their heads.   | [1] |
| 18 | Lions startled but they merely lay down. (Both limbs needed to score).             | [1] |
| 19 | <u>Two</u> lions began to roar.  | [1] |
| 20 | We paddled for the opposite bank.  | [1] |
| 21 | Crocodile lay still.   | [1] |
| 22 | Crocodile began crawling about.  | [1] |
| 23 | The lions continued to roar <u>at intervals</u> .                                  | [1] |
| 24 | We <u>reached the bank</u> and had to <u>turn the boat stern</u> (first).          | [1] |
| 25 | I walked tight-rope-wise along the side of the boat to safety.                     | [1] |

## STANDARD DEDUCTIONS

### A. Penalise every time – $\frac{1}{2}$

- i all spelling errors – but only once for each mis-spelt word
- ii all apostrophe errors, except error in the same word.
- iii use of small letter for capital (every time): use of capital for small letter (once only).
- iv all omissions of a word or words, even slips = I saw big bull.
- v wrong or superfluous prepositions = wrong prep = I live at Bulawayo. superfluous prep = He could not cope up with the work.
- vi use of wrong word for context (e.g. who for which) = The boys (which) were making noise.
- vii comma for full stop or semi-colon (or vice-versa) – She ran into the room, she saw a snake on the table.
- viii single comma at the beginning or end of a phrase or clause where there should be a pair = These men Lester and Frank, deserve praise.
- ix wrongly completed parenthesis, e.g. a dash at the beginning and a comma at the end or when a second bracket is omitted = The men – Lester and Frank, deserve praise.
- x omission of a comma after an initial adverb or adverb clause (e.g. However) = However I believe the man is honest. Unfortunately for the boys they were seen by the teacher.
- xi omission of comma(s) before participial phrase = My little brother being afraid of dogs started howling (only where meaning is distorted).
- xii omission of comma between adjectives = The evening fog had settled in heavy penetrating enveloping.
- xiii use of comma between subject and verb or between verb and object = The angry young man, stood up to denounce society. He provoked, the bull.
- xiv faulty sequence of tenses in the same sentence. He arrived home early but does not see his wife. N.B. Do not penalise shift of tense between two separate sentences.
- xv false concord everytime. = Mary (go) to see her mother every week.
- xvi complete breakdown = The elephant was darted nimbly charged flee.
- xvii absence of colon before list – Bring the following items pen, ruler and rubber.
- xviii penalise word division e.g. inorder, alot, can not.
- xix omission or wrong use of quotation marks in direct speech.

### B DO NOT penalise:

- i misuse of shall, will, should, could = I will explain later for I shall explain later.
- ii use of ampersand
- iii omission of hyphen = He is a hardworking boy.
- iv omission of full stop (a) in abbreviations (b) at the end of a sentence if capital letter follows (c) at the end of a paragraph, an answer, or part answer.
- v omission of comma before 'so' = I had seen him so he was obliged to stop.
- vi omission of comma after participial phrases if meaning is clear = Walking down the road I saw a snake.
- vii omission of comma separating a list of adjectives = I saw an old red brick wall.  
If ambiguity arises, penalise as in xii above (A).
- viii omission of two parenthetical commas, including those for non-defining clauses = James the soccer star of the year got married yesterday. The Ozie satisfied that the harness was secure urged the elephant on.
- ix misrelated participles = Listening, closely, no sound was heard.
- x faulty sequence of tense where conditionals and subjunctives are concerned = I wish Jane were here. If it rains we will be cold.



**QUESTION 4: 10 marks (5 × 2)**

- 4 (a) (i) ACCEPT:** appreciation, admiration, having a high opinion of [1]
- (ii) ACCEPT:** disbelief, incredulous, sceptical, cynical, thinks historians are wrong [1]
- (b) (i) ACCEPT:** approves, agrees with plan, likes the plan, thinks it is a good idea. [1]
- (ii) ACCEPT:** disapproves, disagrees with plan, dislikes the plan, disagrees with the number. [1]
- (c) (i) ACCEPT:** disapproval, critical, disagrees. [1]
- (ii) ACCEPT:** approves, agrees, supportive. [1]
- (d) (i) ACCEPT:** humble, down to earth, modest, self effacing [1]
- (ii) ACCEPT:** boastful, vain, proud, pompous, arrogant, conceited [1]
- (e) (i) ACCEPT:** thinks increase was justified/fair [1]
- (ii) ACCEPT:** worried, anxious, disturbed [1]
- [Total: 10]