CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/22 Paper 2 (Reading Passages – Extended), 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.

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Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.

Question 1

This question tests reading assessment objectives R1 to R3 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

***and* writing assessment objectives W1 to W4 (5 marks):**

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context

Imagine you are one of the original prospectors who came to this canyon from far away 150 years ago.

Write a letter home to your husband or wife.

In your letter you should:

- **describe the difficulties of the journey**
- **explain the living *and* working conditions at the settlement**
- **explore what the future may hold, depending on whether or not your husband or wife joins you.**

Base your letter on what you have read in Passage A. Be careful to use your own words. Address each of the three bullet points.

Begin your letter,
'My Dear, It is some time since I have been able to write to you…'

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

[20]

General notes:

Candidates should select **ideas** from the passage (page 3) and **develop** them relevantly, supporting what they write with **details** from the passage and judging the appropriate register for the genre, which is a letter to a close member of the family. Look for a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

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Responses *might* use the following ideas:

A1: The journey

- **WEATHER** conditions heat / rains (depending on time of year) det. road partially washed away
- **REMOTE** from civilisation det. 22km from nearest town to start of mountain dev. letter may take some time to arrive
- **LENGTH** of journey (duration / time spent on the road) dev. missing home / missed at home / impatient to get to gold
- **WAGON(s) and HORSES** (overladen, horses fatigued) dev. problems encountered
- **ROAD surface** still in construction rough-hewn and rocky
- **ROUTE** narrow, turns sharply det. clinging 9km
- **HEIGHT** gradient / steep / side of a mountain det. river far below precipice, unstable ground dev. danger of falling, observed accident
- **OTHER TRAVELLERS** det. numbers, dev. camaraderie / comradeship / enforced co-operation / competition

  Development may include judgements which may be positive / negative depending on the attitude of the writer – e.g. tiring / exhausting / arduous, dangerous / challenging, afraid / exhilarated, missing home (separate judgements should be credited but repetition of the same idea should not). Further development may include suggestion of events hinted at in the passage e.g. accidents. These need to be rooted firmly in the text to be credited.

A2: The living / working conditions

- **MAKESHIFT** accommodation dev. had to move / rebuild e.g. because of flood damage
- **SUPPLIES** limited / difficult to obtain (will have to be) brought in by pack wagon
- **MALE PREDOMINATED** handful of women dev. constant arrivals
- **WATER / CLIMATE** extremes det. susceptible to flooding in winter, parched river beds at other times dev. may be difficult to cultivate / grow food
- **LEGAL** disputes over claims to land, court actions dev. had to build courthouse, det. thousands in feverish pursuit of gold
- **VIOLENCE** frequent fights
- **PHYSICALLY** exhausting work, hard on body det. spasms in back, effects of heat
- **MENTALLY** tiring / repetitive / needed to be mentally strong det. old before time, disappointed to find nothing dev. prospectors driven to madness

A3: what the future may hold

- **GOLD** wealth / riches likely to be found or return empty handed
- **DREAMS** escape from the civilised world / previous life or shattered dreams
- **LAND** stake out plot as own / likely dispute
- **SETTLEMENT** prosperous / busy or abandoned / ruined
- **PROSPECTORS** yet more arriving dev. competition or people abandoning quest
- **PLANS** stay on / returning/ invite spouse to join them / instruct not to come dev. reasoning

Note 1: For A3, candidates may choose to see the future **negatively** or **positively**, or a mixture of the two. Points may be used differently depending on whether or not the letter is inviting or dissuading.

Note 2: Some A1/A2 points might appear in A3 if cast in the future, e.g. that there could be a land dispute, or there are likely to be lots more people arriving. Simple repetition of ideas already used in A1/A2 should not be credited.

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Marking Criteria for Question 1

A: CONTENT (EXTENDED TIER)

Use the following table to give a mark out of 15 for Reading.

Band 1: 13–15	The response reveals a **thorough** reading of the passage. Developed ideas are sustained and well related to the passage. A wide range of ideas is applied. There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. All three bullets are well covered. A consistent and convincing voice is used.
Band 2: 10–12	The response demonstrates a **competent** reading of the passage. A good range of ideas is evident. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent, helpful supporting detail, contributing to a clear sense of purpose. All three bullets are covered. An appropriate voice is used.
Band 3: 7–9	The passage has been read **reasonably well**. A range of straightforward ideas is offered. Opportunities for development are rarely taken. Supporting detail is present but there may be some mechanical use of the passage. There is uneven focus on the bullets. The voice is plain.
Band 4: 4–6	There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the passage or the question. Some brief, straightforward reference to the passage is made .There may be some reliance on lifting from the text. One of the bullets may not be addressed. The voice might be inappropriate.
Band 5: 1–3	The response is either **very general**, with little reference to the passage, or a **reproduction** of sections of the original. Content is either insubstantial or unselective. There is little realisation of the need to modify material from the passage.
Band 6: 0	There is little or no relevance to the question or to the passage.

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B: QUALITY OF WRITING: STRUCTURE AND ORDER, STYLE OF LANGUAGE (EXTENDED TIER)

Use the following table to give a mark out of 5 for Writing.

Band 1	5	The language of the response sounds convincing and consistently appropriate. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence are sound throughout.
Band 2	4	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express ideas with subtlety and precision. The response is mainly well structured and well sequenced.
Band 3	3	Language is clear but comparatively plain and/or factual, expressing little opinion. Ideas are rarely extended, but explanations are adequate. Some sections are quite well sequenced but there may be flaws in structure.
Band 4	2	There may be some awkwardness of expression and some inconsistency of style. Language is too limited to express shades of meaning. There is structural weakness and there may be some copying from the passage.
Band 5	1	Expression and structure lacks clarity. Language is weak and undeveloped. There is very little attempt to explain ideas. There may be frequent copying from the original.
Band 6	0	The response cannot be understood.

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Question 2

This question tests Reading Objective R4 (10 marks):

R4 demonstrate understanding of how writers achieve effects

Re-read the descriptions of

(a) the road *and* its surroundings in paragraph 3, beginning 'Almost immediately…'

(b) the effect on the writer of panning for gold in paragraph 6, beginning 'Reason told us…'

Select four powerful words and phrases from *each* paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer. **[10]**

General notes

This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words (listed in the mark scheme on page 6) that carry connotations additional to general meaning.

Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not take marks off for inaccurate statements; simply ignore them.

The following notes are a guide to what good responses *might* say about the selections. They can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices. They must be additional to comments on vocabulary.

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(a) the road *and* its surroundings in paragraph 3

The overall effect is one of enclosure, violence and danger.

thrown out into the void: launched into space
seemed to clang shut behind us (image): imprisonment; metal doors closing forcefully
turquoise: jewel-like, tempting, alluring, in contrast to barren landscape / river
writhed (image): twisting, snake motion, suggestive of pain / danger
frothed: foaming with bubbles because of the force of so much water falling steeply; like an aggressive animal
roars echoing (image): extremely loud and reverberating; sound suggests power and danger
sheer rock face: perpendicular; impossible to scale; imprisoning
loomed over us: towers above and dominates / threatens
as if lured into a trap (image): like an animal tricked into capture
broken-backed carcass (image): fallen vehicle reminiscent of animal corpse
clinging...to the sides of the precipice (image): the road is in danger of losing its grip on the steep cliff

(b) the effect on the writer of panning for gold in paragraph 6

The overall effect is of the power of fantasy, mentally and physically, expressed in heat and water imagery.

succumbed: gave in; has no power to resist
to gold fever (image): the desire for gold is like an illness which is caught and leads to hectic, abnormal activity
swam before my eyes (image): the reality of the sieve is distorted by visions
pulse racing: adrenalin making the heart pump faster, sense of rushing headlong/competition
kaleidoscope of fragmented fantasies (image): shifting collection of shapes and colours; fleeting pictures of the possible outcomes of wealth
swirled: whirled; like the river water, she is made giddy by the fantasies
energy sapping away (image): losing vital life source as a cut plant loses liquid
(throat) rasping drily (image): the literal thirst has metaphorically made her throat raw, death rattle
(hopes) swept away by the current (image): just as a strong river current will completely remove items in the water, her illusions disappear

Only credit comments on stylistic effect where explicitly linked to choices.

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Marking Criteria for Question 2

READING: Language analysis:

Use the following table to give a mark out of 10 for Reading.

Band 1	**9–10**	Wide ranging and closely focused discussion of language with some high quality comments that add associations to words in both parts of the question, and demonstrate the writer's reasons for using them. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2	**7–8**	Explanations are given of appropriately selected words and phrases, and effects are identified in both parts of the question. Images are recognised as such and the response goes some way to explaining them. There is some evidence that the candidate understands how language works.
Band 3	**5–6**	A satisfactory attempt is made to identify appropriate words and phrases. The response mostly gives meanings of words and any attempt to suggest and explain effects is basic, vague or very general. One half of the question may be better answered than the other.
Band 4	**3–4**	The response provides a mixture of appropriate choices and words that communicate less well. The response may correctly identify linguistic or literary devices but not explain why they are used. Explanations of meaning may be few, general, slight or only partially effective. They may repeat the language of the original or do not refer to specific words.
Band 5	**1–2**	The choice of words is insufficient or rarely relevant. Any comments are inappropriate and the response is very thin.
Band 6	**0**	The response does not relate to the question. Inappropriate words and phrases are chosen or none are selected.

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Question 3

This question tests reading assessment objectives R1, R2 and R5 (15 marks)
R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary

(a) Notes

What did Carter have to do before being ready to embark on his excavation, according to *Passage B*?

Write your answer using short *notes. Write one point per line*.

You do not need to use your own words.

***Up to 15 marks are available for the content of your answer*.** **[15]**

(b) Summary

Now use your notes to write a summary of what *Passage B* tells you about what Carter had to do before being ready to embark on his excavation.

You must use *continuous writing* (not note form) and *use your own words* as far as possible.

Your summary should include all 15 of your points in Question 3(a) and must be 200 to 250 words.

***Up to 5 marks are available for the quality of your writing*.** **[5]**

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Reading content for Question 3(a)

Give 1 mark per point up to a maximum of 15.

What Carter had to do before being ready to embark on his excavation:

1. secure **financial** backing/support
2. apply for a permit / get official **permission**
3. leave **gifts** / bribes
4. **decide** to work in the cool season / work or plan to work October to April
5. hire **foreman** with whom Carter can communicate / visit valley with foreman
6. hire several dozen **workmen** to dig (allow 'assemble a team')
7. employ **guards** for the treasures found / security
8. **subsistence supplies** for the workmen (accept lay in stores of food and drink)
9. **tools** for the digging
10. **packing** / receptacles for finds /clay jars for carrying water
11. **transport** supplies down river / from river to site
12. **procure donkeys** for heavy loads
13. provide for his **own needs** / allow e.g. of protective clothing (allow 'provide his own (unspecified) equipment / materials here as a general point)
14. provide equipment **for recording** finds (allow two or more e.g. writing materials / camera / film)
15. prepare/provide **reference** materials (allow e.g. reference books / map)
16. provide equipment **to give light** (allow e.g. candles / torches)
17. immerse himself in lives of past Egyptian workmen / ascertain likeliest places for tombs
18. revisit valley to determine best **site** for the camp
19. **assemble tents** securely
20. **scholars / experts** to authenticate discoveries

Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by **clearly focusing** on the key details.

Over-lengthy lifting (e.g. of **whole** sentences containing a number of points) should not be credited (*e.g. For myself, I have also provided...may be struck off*)

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Marking criteria for Question 3(b)

WRITING: Concision, focus and use of own words

Use the following table to give a mark out of 5 for Writing.

Band 1	**5**	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's own words (where appropriate) throughout.
Band 2	**4**	The summary is mostly focused but may have a redundant introduction or conclusion. Most points are made clearly and concisely. Own words (where appropriate) are used consistently.
Band 3	**3**	There may be occasional loss of focus or clarity. There are some areas of concision. Own words (where appropriate) are used for most of the summary. Responses may be list-like or not well sequenced.
Band 4	**2**	The summary is sometimes focused. It may lack some clarity. It may include comment, repetition, unnecessarily long explanation or lifted phrases.
Band 5	**1**	The summary is unfocused or wordy. It may be answered in the wrong form (e.g. narrative, commentary or as notes) or lack clarity. There may be frequent lifting of phrases and sentences.
Band 6	**0**	Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.

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