CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2016 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.

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 March 2016 series for most Cambridge IGCSE® and Cambridge International A and AS Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

CAMBRIDGE
International Examinations

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

QUESTION 1

In the final paragraph of Passage A, the narrator explains that he read a magazine article about Sun Ranch, which persuaded him to apply for the job as Assistant Grazing Technician/Livestock Manager.

Write the magazine article that the narrator might have read.

In your article you should:
- **describe the attractions of Sun Ranch and its surroundings**
- **explain the activities and appeal of daily life as a worker at Sun Ranch**
- **suggest the challenges of working in that environment and the opportunities for personal development a job there might offer.**

Base your magazine article on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.

Give your article a suitable headline and begin the article 'The Sun Ranch is located…'

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]**

© Cambridge International Examinations 2016

General notes:

Candidates should select **ideas** from the passage (see page 6) and **develop** them relevantly, supporting what they write with **details** from the passage. Look for an appropriate register for the genre and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Annotate A1 for references to the attractions of Sun Ranch and its surroundings
Annotate A2 for references to the activities and appeal of daily life as a worker at Sun Ranch
Annotate A3 for references **to** the challenges of working in that environment **and** the opportunities for personal development a job there might offer.

Responses *might* use the following ideas:

A1: a description of the attractions of Sun Ranch and its surroundings
- **sunsets** / light (det. colours) [dev. interpretation of effect e.g. part of bigger picture / artistry]
- **high up** (det. 3000m) [dev. amazing views]
- **remote** (det**.** nearest town 30km) [dev. escape big city life]
- **landscape** features include: mountain range, ridge, valley, rivers and lakes (det. The Gravellies, Beaverhead River) [dev. varied, impressive]
- small **town** (det. Twin Bridges, stores) [dev. quaint, traditional]
- **pasture** / grazing (det. bunch grass in wind) [dev. idyllic/romantic]
- **large ranch** / vast herds of cattle [dev. impressive]
- on edge of **wilderness** / natural habitat for wild animals

A2: an explanation of the activities and appeal of daily life as a worker at Sun Ranch
- **riding** (det. days on horseback) [dev. real cowboy, tough]
- **maintenance** (det. barbed wire fence work) [dev. learning new / practical skills]
- live in **log cabin** (det. wood fire, porch) [dev. iconic image of life in West; surviving with only basic accommodation]
- **eating outdoors** (det. barbecue) [dev. romance of ranching]
- herding / moving / tending to **cattle** [dev. chance to work with animals / work outdoors]
- **work with others** (det. bustle of busy summer season, assistant) [dev. part of a team]
- **work alone** (det. ploughing in winter months) [dev. peaceful / contrast of seasons]
- **conservation** [dev. land / cattle / lifestyle / keeps you busy]

A3: a suggestion of the challenges of working in that environment and the opportunities for personal development a job there might offer
- **attack by wild creatures** (det. wolves, bears)
- **scale involved** (det. vast distances / vast herd) [dev. big responsibility so have to mature]
- **seasons / weather** (det. storms, snow, wind in winter) [dev. need to be able to cope no matter what; cope here, you'll cope anywhere]
- **physically demanding** work (det. ploughing snow) [dev. tiring but builds muscles / resilience]
- **mental challenge** / unpredictability / variety of challenges / sense of adventure
- **injury** (det. scars) [dev. have to toughen up / be brave]
- potentially **dangerous / violent** (det. rifle) [dev. potential for cattle rustlers]
- **develops personal qualities** (det. gumption, adaptability, common sense) [dev. need to problem-solve, become independent]
- **self- discovery /** learn about yourself / find the real you / inner peace
- getting **supplies** (det. meat from town, seldom travelled gravel path, Badluck Way) [dev. need to be resourceful and plan in advance]

© Cambridge International Examinations 2016

Note: Reward overview of challenges and/or opportunities in the headline as an additional A3 point.

The discriminator is the development of the writer's suggestions as to what attracted him to Sun Ranch / ranching and presenting the material with this in mind. This requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

Marking Criteria for Question 1

Table 1, Reading:
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.

© Cambridge International Examinations 2016

Table B: Writing: Structure and order, style of language
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.

© Cambridge International Examinations 2016

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 sun setting and the light in paragraph 1, beginning, 'When the sun dropped…'

(b) the log cabin in paragraph 5, beginning 'My house on Badluck Way…'.

Select four powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase 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 9) 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.

© Cambridge International Examinations 2016

(a) The sun setting and the light in paragraph 1

The general effect is of the life and warmth escaping from the scene.

daylight **quit** the valley **(image):** left / got dark, gave up, abandoned, tired, fed up
sun winked out of sight (image): sun vanishing behind mountains; as if an eye closing – wink is a quick action; suggestive of a secret / sign of affection / cheeky
hard, pale light and meagre heat: the sun offers little light and warmth during the day, severe, unfeeling, miserly
poured (image): the light disappears from the sky, as if liquid**;** strong, fluid and quick movement
in a torrent: fast moving body of water**,** overwhelming outpouring
balling up in an **eddy** of red, orange and ochre **(image):** circular motion, colours seeming to combine to form a sphere / whirlpool
slipping from view: colours disappearing from sight; smooth, continuous movement; as if meaning to evade being noticed, sneaking off
hues flowing (image): variety of shades, tints and tones, moving as if liquid**;** fluid movement, reminiscent of a river, natural artistry
they fled westward (image): colours leaving at speed, escaping, running away
skipping like stones across mountains, valleys, mountains and on to the sea (image) bouncing from point to point**,** move along lightly**,** mimics the action of a skimming stone over water, playful / childlike

(b) the log cabin in paragraph 5

The general effect is of uncomfortable, badly designed accommodation

drawn **cramped** rooms: little space, uncomfortable, claustrophobic
sparse light fixtures: few lights*,* scant, thin light, insufficient
they **gobbled incandescent light like candy (image)**: glowing light is lost through the gaps between logs, as if the crevices are greedily feeding on the energy/sweets
soaked up most of the glow (**image):** absorbing light from the windows, sponge-like
a **masterpiece (image)**: piece of art; contrasts with the walls of cabin which have not been carefully crafted
my walls were **sieves (image)**: holes in them; let everything pass through, offer no protection / insulation
flecked: speckled, small patches / particles, attractive pattern
glowing slivers of sunlight: thin shafts of sunlight, as if slices of light are breaking through, tantalising
wind **hissed in (image)**: sound of wind moving between the logs; cat / snake-like

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

© Cambridge International Examinations 2016

Marking Criteria for Question 2

Table A, 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.

© Cambridge International Examinations 2016

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

According to Passage B, what attracted audiences to Wild West shows? Write your answer using short notes.

You do not need to use your own words. Write one point per line.

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

(b) Summary

Now use your notes from Question 3(a) to write a summary of what attracted audiences to Wild West shows, according to Passage B.

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 answer. **[20]**

© Cambridge International Examinations 2016

Reading content for Question 3(a)

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

What does Passage B suggest attracted audiences to Wild West shows?

Give 1 mark for a point about:

1 **romantic image of western life** / iconic image of cowboy / glamorised image of Wild West / myth of the Wild West frontier
2 travelled round / **toured** / could see the show locally (in UK) or in Europe
3 theatrical / **entertaining** / trick performances
4 curious to know more / **educational**
5 **Native** American Indians / Chief Sitting Bull
6 **gun fights**
7 **battle** (re-enactments)
8 **stage coach** (attacks)
9 **train** (hold ups)
10 famous characters / popular **celebrities** [accept fully correct example : Annie Oakley / Buffalo Bill]
11 action-packed
12 staged **hunts**
13 displays of **marksmanship** / trick shots / shooting exhibitions [allow full example of: hitting targets (behind her) shooting backwards using a mirror for aim]
14 **races**
15 **rodeos** / cowboys trying to rope and ride broncos / 'dangerous' activities performed by cowboys [dangerous without a sense of the inverted commas negates]
16 **based on real life** (adventure) / based on Bill's life / based on frontier life
17 four **hours long** / value for money / very long
18 **horseback parade**
19 (range of) **unusual animals /** wild animals [allow list containing **all four** of buffalo, elk, bears and moose (with/without reference to riding them)]
20 **size of entourage** / large numbers of people (as many as 1200) **and** animals

Notes:

- **Only one point per numbered bullet in an answer can be credited.**
- **Additional incorrect information negates.**
- **Credit responses in 3(a) which convey the essence of the point**.
  Where a point is awarded, indicate with a tick
  Where a point is insufficiently clear, indicate with a ^
  Where a point is incorrect, do not annotate
  Where a point is repeated, indicate with REP

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** sections containing a number of points) should not be credited.
Where errors of grammar / spelling seriously affect the accuracy of an idea, the point should not be awarded.

© Cambridge International Examinations 2016

Marking Criteria for Question 3(b)

Table A, Writing (concision, focus, 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 conciseness. 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.

© Cambridge International Examinations 2016