Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/22**

Paper 2 Reading Passages (Extended) **March 2018**

MARK SCHEME

Maximum Mark: 50

Published

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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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	Answer	Marks
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 that you are a journalist preparing a magazine article about through-hiking. You interview Bo and Alex about their experiences. **<u>Write the magazine article.</u>** **In your magazine article you should explain:** **• what through-hiking involves and how someone should prepare for it** **• Bo's and Alex's memories of their first day** **• the challenges and benefits of through-hiking.** **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.** **Begin your article: 'Through-hiking is rapidly rising in popularity … '** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.</u>**	**20**
	General notes Candidates should select **ideas** from the passage 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. **Responses *might* use the following ideas:**	

Question	Answer	Marks
1	**A1: What 'through-hiking' involves and how someone should prepare for it** • **long hike:** (det. continuous, 6 months, 3500 km, Appalachian trail, white trail markers) [dev. need to train for it / should do (a) shorter hike(s) first] • **range of equipment:** (det. backpack, tent, water purification tablets, dry food, flask, cooking equipment, torch, sleeping bag) [dev. light enough to carry / check weight] • **clothing**: (det. thick socks, fluorescent jacket) [dev. take spare socks as cannot rely on them drying each night] • **plan support along the trail**: (det. money, food parcels) [dev. not easy to obtain food on the trail / dangerous to carry too much money] • **rest days**: (det. schedule the occasional night in a hotel) [dev. need to recuperate / more enjoyable if able to freshen up occasionally / less likely to be ill]	
	A2: Bo and Alex's memories of their first day • **nervous / scared at start**: (stomach churning, never hiked alone before, began to believe myths) [dev. regretting lack of preparation / out of comfort zone] • **hard-going:** (det. heavy back-pack, sore feet) [dev. should have tested out carrying it before setting off] • **setting up camp:** (det. had to wait until dusk to pitch tent, had to have done 20km before camping each night) [dev. not much room in the tiny tent / uncomfortable / offered little protection] • **disturbed by loud noise:** (sharp crack, peering out of the tent flap) [dev. afraid of attack / fear of unknown / humour of situation] • **Alex losing way**: (det. had made smooth progress up the slope initially, hungry, bedraggled) [dev. had not brought correct equipment / had accident or mishap / needed help] • **another hiker**: (det. seen earlier, carrying a branch) [dev. (un)lucky encounter / comment on expertise / new friend / unwelcome intruder]	
	A3: the challenges and benefits of through hiking • **endurance** test: (det. physical strength, mental resilience) [dev. improve fitness / control (irrational) fears] • **remote**: (det. lack of civilisation, no mobile signal, no outside help) [dev. learn to be independent / have to be organised / appreciate friends and family / appreciate home comforts on return] • **natural hazards**: (det. poisonous plants, drinking water, (dangerous) wild animals, rocky slopes) [dev. (do) research / learn about them / learn to take care / consequences of injury] • **sense of achievement** (det. thousands of people attempt it) [dev. not everyone completes it / builds confidence in own ability / adapt to new circumstances / develops survival skills] • **appreciation of nature** (det. ancient woodlands, blue-green mountain ranges, bird-song) [dev. beauty / sense of awe / zen / his place in the wider scheme]	

Marking Criteria for Question 1

Table A: 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. A wide range of ideas is applied. There is sustained use of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. Developed ideas are well related to the passage. All three bullets are well covered.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well.
Band 3: 7–9	The passage has been read **reasonably well**, but the response may not reflect the range or complexity of ideas in the original. There may be some mechanical use of the passage. Supporting detail is used occasionally. Opportunities for development are rarely taken and ideas are simply expressed. There is uneven focus on the bullets.
Band 4: 4–6	Some brief, straightforward reference to the passage is made. 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. One of the bullets may not be addressed.
Band 5: 1–3	The response is either very general, with little reference to the passage or the question, or a **reproduction** of sections of the original. Content is insubstantial, or there is little realisation of the need to modify material from the passage.
Band 6: 0	There is very little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.

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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.

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Question	Answer	Marks
2	This question tests Reading Objective R4 (10 marks): **R4** demonstrate understanding of how writers achieve effects	
	Re-read the descriptions of: **(a) the forest in paragraph 4, beginning 'Soon he was surrounded by ancient forest … '** **(b) Bo's reaction to the sudden noise in paragraph 8, beginning 'Was it minutes or hours later?'** **Select <u>four</u> 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.** **<u>Up to 10 marks are available for the content of your answer.</u>**	**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 7) 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.	

Question	Answer	Marks
2(a)	**the forest** *The general effect is travelling back in time, into a mysterious and magical realm.* **ancient forest:** has been in existence longer than can be quantified, bygone age (footsteps) **muffled:** silenced, as if deliberately concealing his presence, losing any sense of self in forest **centuries of discarded leaves (image):** piles of leaves accumulated over time, age of the place is stressed **myths of terrifying forest guardians:** primitive superstitions and stories, creatures of legend and fable, mystical quest **endless acres** (of trees)**:** vast numbers, infinite expanse of forest, insignificance of hiker (trees) **stood watch (image):** on surveillance, immobile, looking out for unwelcome visitors **stern sentinels (image):** uncompromising guards**,** soldiers on lookout, displeased by trespasser(s) **silence was spellbinding:** entranced by stillness, beguiled by the quiet of the forest **subterranean tunnel (image):** canopy above, branches around, below ground/under sea, gloomy, claustrophobic, reminiscent of trolls and fables of caves, darkness and danger **primeval greenery:** forest existed before humanity, sense of going back in time **intruder in a magical garden (image):** should not be there, trespassing, forest has been cultivated by a supernatural or mystical force	
2(b)	**Bo's reaction to the sudden noise** *The general effect is of Bo's imagination running wild and the humorous exaggeration of his fears.* **loud as a gunshot (image):** startling sound, danger, hunted prey **snapped him to attention:** reacts instantaneously, reflex response, suddenly hyper-aware **ears straining (image):** trying to catch any slight noise, tension and fear **quivered:** shook with fear, like a frightened animal or taut bowstring (listening for) **ravenous forest monsters:** hungry beasts**,** imaginary creatures of fairy tales **devour him in one gulp (image):** eat greedily, consume voraciously, wolf down in one mouthful **rogue bear or wild boar:** unpredictable, savage creatures, particularly dangerous **hungry for hiker meat:** worries he is a desired menu item, a delicacy **peered** (into)**:** look warily, trying to see, timid **gaping throat of darkness (image):** expansive darkness, engulfing him, drawing him into an abyss **ready to be swallowed:** accepting his fate that he is going to be eaten, humour as clearly not going to be consumed	

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.

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Question	Answer	Marks
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	
3(a)	**(a) Notes** **What are the challenges of living 'off-grid', 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**

Question	Answer	Marks
3(a)	**Give 1 mark per point in 3a up to a maximum of 15.** Give 1 mark for a point about: 1 no mains services / no mains electric / no electric service 2 keeping it simple 3 everyday tasks are difficult / common tasks could be difficult / everyday tasks take longer / daily tasks take a long time 4 (artificial) lighting / alternatives for lighting **inadequate** / candles and lamps **unsuitable** 5 solar power variable / limited solar energy [do not allow 'least' alone] 6 limited natural light in winter / can't read during winter evenings / adapting to seasonal **daylight** patterns / arrange furniture to make best use of light from the window 7 no ice **in summer** 8 (no) refrigeration (of food) / preserving food / (no easy way of) dealing with food leftovers 9 washing in (old) bathtub **outside** / no indoor bath 10 hand washing clothes / no washing machine / launderette not close 11 limited hot water / heating water / (using) a **temperamental** wood-burning stove / using wood-burning stove to heat water / water does not boil as fast **in winter** 12 learning patience / need patience / being patient [need verb] 13 **learning** to use hand tools / cannot use power tools / no generator for power tools 14 maintaining chainsaw 15 cutting firewood 16 no TV, movies or videogames / absence of electronic entertainment / no electronic(s) (games) 17 money [do not accept 'no money' or 'need a lot of money'] 18 raising a family / creating family culture / getting along **as a family** / learning to compromise (within family) / few other people (outside family)	
	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.** 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 more than two points) should not be credited. Where errors of grammar / spelling seriously affect the accuracy of an idea, the point should not be awarded.	

Question	Answer	Marks
3(b)	**(b) Summary** **Now use your notes to write a summary of what <u>Passage B</u> tells you about the challenges of living 'off-grid'.** **You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should include all 15 of your points in <u>Question 3(a)</u> and must be 200 to 250 words.** **<u>Up to 5 marks are available for the quality of your writing.</u>**	**5**

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**	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused but may have a redundant introduction or conclusion.
Band 3	**3**	There are some areas of conciseness. There may be occasional loss of focus or clarity. 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, but 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). 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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