UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/22 Paper 22 (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 must be read in conjunction with the question papers and the report on the examination.

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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.

Question 1

Imagine you are the writer's friend, Lary. Write a letter to a member of your family after your visit to the gorilla sanctuary. In your letter you should: make the chimps and gorillas sound interesting and lovable; give your impressions of Mark and of Madame Yvette; and persuade your family to support the work of the sanctuary.
Base your answer on what you have read in Passage A. Write between 1½ and 2 sides, allowing for the size of your handwriting. Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing. [20]

This question tests Reading Objectives R1–R3 (15 marks):
- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (5 marks):
- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

General notes on possible content:

Note: there are **three** parts to a complete answer and good candidates will answer all three well.

A: Interesting and lovable
The pygmy chimp is like a baby, wears a nappy, has attractive features, is more intelligent and sociable than other types of chimp. Note the additional paragraph that gives information about pygmy chimps – e.g. that they are not bald.
Magne has a strong character, is more loud than really harmful and shares human characteristics such as need for affection, jealousy and pride – and he is 'lively', (good candidates may give a gloss on this).

B: Impressions of Mark and Yvette
Candidates will comment on Mark's quiet courteousness and contrast it with Yvette's energy and sense of the dramatic ('swept' into the room, and the way she talks). Credit any legitimate ideas.

C: Work of the sanctuary
Good candidates will persuade by making the work sound worthwhile, i.e. saving the animals, identify hunters' cruelty. Support would be commitment. Giving money might sponsor an animal and go some way to providing personnel for one-to-one care and providing veterinary assistance. Candidates may mention promoting schemes to return the animals to the wild, or even the cost of nappies!

The final mark is based on the **quality** of the answer.

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Marking Criteria for Question 1

A CONTENT (EXTENDED TIER)

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

Band 1: 13–15	The answer reveals a **thorough** reading of the passage. There is an appropriate amount of supporting detail, which is well integrated into the letter, contributing to a strong, consistent, sense of purpose and approach. Candidates contrast Mark with Yvette and relate support for the sanctuary to the passage without too much generality. Original ideas are consistently well related to the passage.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. Candidates attempt to make the animals sound attractive and interesting and to integrate some of the material with occasional effectiveness, without repeating the passage. They infer some characteristics of Mark and Yvette. There is some development, but the ability to sustain may not be consistent. There is some supporting detail throughout.
Band 3: 7–9	The passage has been read **reasonably well**, but there may be some weakness in assimilating material. There may be evidence of a mechanical use of the passage, for example presenting Mark and Yvette in terms of what they say and do. There is focus on the task and satisfactory reference, but opportunities for development and interpretation are not always taken.
Band 4: 4–6	Some reference to the passage is made without much inference or more than brief, factual development. Answers may be thin, lack original thought, or, in places, lack focus on the text, but there is some evidence of general understanding of the main points of the passage.
Band 5: 1–3	Answers are either very general with little specific reference to the passage or a reproduction of sections of the original. Content is insubstantial and 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.

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

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

Band 1: 5	The language of the letter has an appropriately persuasive tone and is consistent. Arguments and information are very clearly expressed and enhanced by a wide range of effective and/or interesting language. Structural presentation is sound throughout.
Band 2: 4	Language is mainly fluent and there is clarity of explanation. There is a sufficient range of vocabulary to express ideas and information with some precision. There are examples of persuasive writing, especially at the beginning and the end. The letter is mainly well structured.
Band 3: 3	Language is clear and appropriate, but comparatively plain, expressing little character. Individual points are rarely extended, but explanations are adequate. There may be flaws in structural presentation, such as very plain beginnings and ends.
Band 4: 2	There may be some awkwardness of expression and some inconsistency of style. Introductions are weak. Language is too limited to express shades of meaning. Look for structural weakness in the presentation of material.
Band 5: 1	There are problems of expression and structure**.** Language is weak and undeveloped. There may be no introduction. There is little attempt to explain ideas. There may be frequent copying from the original.
Band 6: 0	Sentence structures and language are unclear and the work is difficult to follow.

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Question 2

Re-read the descriptions of (a) the sounds as Magne approaches the room and his behaviour when he enters, in lines 39 to 43 and (b) the writer's impressions of Magne in lines 48 to 54. Select words and phrases from these descriptions, and explain how the winter has created effects by using this language. [10]

This question tests Reading Objective R4 (10 marks):

- understand how writers achieve effects.

General notes on possible content:

This question is marked for the candidate's ability to select effective or unusual words and for an understanding of ways in which the language is effective. Expect candidates to select words that carry specific meaning, including implications, additional to general and to ordinary vocabulary. Alternative acceptable choices and explanations should be credited. Mark for the overall quality of the answer, not for the number of words chosen.

The following notes are a guide to what good responses **might** say about the words they have chosen. They are free to make any **sensible** comment, but only credit comments that are relevant to the correct meanings of the words and that have some validity.

Responses **could** score full marks for excellent comments on comparatively few words from each part of the question. Do not reduce marks for inaccurate statements. It is the quality of the analysis that attracts marks.

(a) The sounds of Magne's approach and his behaviour

Responses may give an **overview** that the **sounds** of Magne's approach were something like an express train or a riot, a mixture of drumming on the concrete, bangs and weird screaming noises – hence scary or perhaps funny. They may find his **behaviour** like that of a young person trying desperately hard to show he is boss.

The **bolt** suggests strength, something metallic, a raw sound and **clang** (like 'bang') is violent and still associated with metal, suggesting perhaps the release of a prisoner. Magne's **scream** (worth marks if helpfully reworded) is prolonged, high-pitched, and extremely unpleasant to the ears. It also suggests anger. **Sharp** would be ear-splitting and **barking** all the more frightening because it would be perhaps weirdly different from a dog's bark. The other noise is the **rumbling**, which suggests speed, power and purpose. Candidates need to say that the effect of this on the visitors is frightening, partly because at this point they cannot see Magne. All Magne's movements are violent except **detached** (because he does not want to hurt the babies); he just **roughed them up a bit**, as an older brother might do. Although he **slapped** Yvette, the word suggests a stinging blow rather than a damaging one. When he **banged his chest** it is almost funny because it is stereotypical, but it is also asserting his command. His only truly violent act is when he **tore at the grass**, which suggests rage, but that does not hurt anyone.

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(b) The writer's impressions of Magne

The description is divided into the effect of Magne's great weight and strength and the face to face close (hence exaggerated) encounter. Good candidates should attempt the imagery.

Stupid describes the writer in a state of shock, unable to move because of the **weight** and **solidity**, which gives some idea of Magne's thick build. He feels the transmission of this strength through the **surge of muscle**; surge is sudden, like a surge of electricity, unstoppable. The effect of the writer's contact with Magne's chest hair is described in two sense impressions: **bristly** would scrape and scratch while **rank musk** is specifically an animal smell, which the reader might imagine as strong, stale and unpleasant. More important are the three images. The **marlin spike** image presumably exaggerates the size, but close up that was probably the effect; the image definitely transmits an idea of sharpness – **spike** is quite strong for a tooth; **grinders** suggests how they might operate on a victim. The mouth is a **pink cavern**, again an exaggeration, perhaps going far back, just like a cave with a passage; again justified by the proximity to the writer's face. **Sweet** is either unexpectedly true or candidates may interpret the expression to be anything but sweet and ironic. Allow either. To cap the general effect, Magne is **growling maniacally** – again an image since he is not mad, but in the hands of a madman, what might those teeth and muscles do? **Aggrieved** suggests discontent at being cooped up (and therefore more of a problem to the writer).

Marking Criteria for Question 2

READING

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

Band 1: 9–10	Wide ranging discussion of language with some high quality comments that add meaning and associations to words in both parts of the question, and demonstrate the writer's reasons for using them. May group examples to demonstrate overview of meaning/inference/attitude. Tackles imagery with some precision and imagination. There is evidence that the candidate understands how language works.
Band 2: 7–8	Reference is made to a number of words and phrases, and some explanations are given and effects identified in both parts of the question. Images are recognised as such and the candidate goes some way to justify 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. Candidates mostly give meanings of words and any attempt to suggest and explain effects is weak. One half of the question may be better answered than the other. Candidates may identify linguistic devices but not explain why they are used. Explanations are basic or in very general terms (or may be virtually ignored).
Band 4: 3–4	Candidates select a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original, or comments are very general and do not refer to specific words.
Band 5: 1–2	The choice of words is partly relevant, sparse or sometimes unrelated to the text. While the question has been understood, the candidate does little more than offer a few words and make very slight, generalised comments. The answer is very thin.
Band 6: 0	Answer does not fit the question. Inappropriate words and phrases are chosen.

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Question 3

Summarise: (a) the dangers that exist for orang-utans, according to Passage B and (b) the care and understanding demonstrated by Yvette Leroy and her staff for the pygmy chimp and the gorillas in Passage A.
Use your own words as far as possible. You should write about 1 side in total, allowing for the size of your handwriting. Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing. [20]

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A CONTENT:

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

(a) Dangers for orang-utans (Passage B)

1 **deforestation** by loggers/felling of exotic hardwood trees
2 deliberate **fires** for palm-oil plantations
3 destruction of their **homes**/**habitats**
4 and their **food supplies**
5 their slow **reproductive cycle** cannot keep pace with deaths
6 half the **population** lost (in 10 years)
7 **extinction** likely in (30 years)
8 taken for **pets** (3 per day)
9 **killed to eat** (1000 per year)
10 **road building** makes easy access for poachers
11 for every captured baby an **adult is killed**/**baby is orphaned**

(b) Care and understanding for the pygmy chimp and gorillas (Passage A)

12 mark is **knowledgeable**
13 mark behaves like a **mother**/puts **nappy** on chimp
15 chimps are **stroked**/**hugged**/**treated gently**
16 medical treatment for **parasites**/**wounds**/**diseases**
17 (Magne) **allowed out of cage(s)**
18 **releases** animals somewhere safe
18a planning to set up an **orphanage**/**breeding colony**
19 given **individual attention**, e.g. girl looks after traumatised gorilla
20 Yvette **carries baby gorillas** round with her
21 refers to gorillas as her **babies**/gives them **names**
22 **understands gorillas' actions/feelings**
23 **knows how humans should behave** towards gorillas/chimps
24 **tolerates** slapping/his other apparent aggression

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Marking Criteria for Question 3

B QUALITY OF WRITING (CONCISION, FOCUS AND WRITING IN OWN WORDS)

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

Band 1: 5	All points are made clearly, concisely, and fluently, in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.
Band 2: 4	Both parts of the answer are concise and well focused even if there is an inappropriate introduction or ending. Own words are used consistently (where appropriate).
Band 3: 3	There are some areas of concision. There may be occasional loss of focus. Own words (where appropriate) are used for most of the answer. The candidate may use some quotations in lieu of explanation. Answers may be list-like, not well sequenced.
Band 4: 2	The answer is mostly focused, but there may be examples of comment, repetition or unnecessarily long explanation, or the answer may obviously exceed the permitted length. There may be occasional lifting of phrases and sentences.
Band 5: 1	The answer frequently loses focus and is wordy, or is over long. It may be answered in the wrong form (e.g. a narrative or a commentary). There may be frequent lifting of phrases and sentences.
Band 6: 0	Over-reliance on lifting; insufficient focus for Band 5. Grossly long.

Note: A **few** candidates will copy the text word for word or almost so. These candidates will be penalised.

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