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

0500/23 Paper 23 (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

As a result of the dispute between neighbours, a public meeting has been called. At this meeting, in turn, the writer's mother and the father next door are given the chance to present their views. The chairperson of the meeting asks the mother the following question: "Can you explain why you and other people in the neighbourhood believe that things have 'gone too far'?" The chairperson of the meeting asks the father next door the following question: "Can you explain your position and views on this matter?" Write the words of the public meeting.
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:

A The mother's case – personal
- no problems with previous neighbours/made close friends
- early attempts to 'get on' with the father snubbed
- **the noise pollution** made her depressed/act out of character/taking to her bed – also could include the noise of the boy's drumming and music
- unable to look after her family/resorting to having to take pills to control stress/tiredness debilitating
- **children's lives affected**/health issues/missing meals/schoolwork neglected/again tiredness/ could develop idea that the eldest girl has had to take over and the stress that has put upon her
- being ostracised by the neighbours
- **no peace and quiet** for anyone in the avenue/perhaps there have been comments made?
- **'ruination' of the 'look' of the neighbourhood**/perhaps reflecting on the cheap nature of the new 'garden'
- **falling house prices**
- **inability to sell up and leave the neighbourhood**
- inconsideration of this new neighbour who has made all their lives 'hell'
- the state of their vehicle also causing pollution and noise
- implicit snobbish view of the family's way of dressing and taste in general
- concern that the teenagers next door are being neglected

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B The father's case

- immediate victimisation/kept themselves to themselves and didn't do anyone any harm
- also felt ostracised – dirty looks/no one would say hello
- a good father who provides for his children – could suggest that they have never been in trouble/they are into their music
- never his intention to upset his immediate neighbour/perhaps he has said hello but had no response
- spent months on 'improvements' to the garden and can't understand the fuss
- put in the 'creatures' and wind chimes to amuse the young children next door – they all laughed when they saw it and liked what he'd done
- spent a fortune on his new house so why do they think his improvements would reflect badly on this avenue/naïve sense of injustice
- may refer to previous neighbours, with whom he had no problem

Candidates should select **incidents/ideas** from the passage and **develop** their own content for the speeches at the public meeting, supporting what they write with **details** from the passage, appropriate inferences about what the family does, their personalities and the probable reactions of the family next door and the neighbours in general. Responses should concentrate not only on what the new family does, but also infer ideas about their personalities and probable reactions of the immediate family and the neighbourhood.

Do not expect responses to use all of the material. Good responses will contrast the differences in attitude between the newcomers and the rest of the neighbourhood. They will highlight aspects of the family breakdown as the noise increases but also reflect, perhaps, the 'innocence' of the neighbour who thinks he is making pleasant changes to his environment and perhaps make contrasts of the differences in attitudes and the 'snobby' nature of the neighbourhood.

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. A good range of ideas is modified and developed to fit the purpose of the question. These candidates deal well with the imaginative part of the task, developing it with ingenuity and understanding. Original ideas are consistently well related to the passage and ultimately take second place to material from it. Good use may be made of incidents, helping to make the speeches sound real. There is plenty of supporting detail.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. The candidate has done well to select and use some of the ideas and facts. Some of these will be developed, but the ability to sustain content may not be consistent. Expect some attempt to make the speeches realistic. There is some supporting detail throughout.
Band 3: 7–9	The passage has been read **reasonably well**, but the answer may not reflect the detailed picture given in the original. There is satisfactory reference, but opportunities to supply original and convincing speeches are not always taken. There may be little feeling that the characters speaking are three dimensional people. Some supporting detail is used, but not consistently.
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 speaker's material is consciously well ordered and the beginning and end are suitable for a formal meeting style. Instances are very clearly expressed and enhanced by a wide range of effective and/or interesting language.
Band 2: 4	Most of the writing shows that candidates have attempted some reordering of information from the original. The opening paragraph is satisfactory although the ending may be less effective. Details are mostly clearly expressed and there are some examples of public speaking.
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 formal style. Introductions are weak. Language is too limited to express shades of meaning. Look for structural weakness in the presentation of material. There may be some lifting.
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 arrival of the new family in paragraph 3 and (b) the new 'garden' in paragraph 8. Select words and phrases from these descriptions, and explain how the writer 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 arrival of the new family in paragraph 3

Credit responses which can see the humour as well as the horror of the new neighbours – for example, the idea of cartoon exaggeration.

Squeal of brakes: possible associations with the idea of pig/dirt could contrast this with the **'purr of the engine'** of the other family – also **the wreck of a van**/ominous use of the word 'wreck' as this is what happens to the garden later.
Thick with dark plumes of exhaust clouds blowing, cartoon style, out of the back: the dark plumes sound ominous (perhaps from a warrior's helmet) but also there is a sense of how thick they are that they look solid as painted in cartoons/also the matter isn't 'funny' to the mother.
Grey pallor of neglect suggesting ill health/consumption and **faded T-shirts and dirty, torn jeans** also suggests neglect of the father – perhaps **lanky** could be linked to **strangers to a decent meal,** malnourished.
An irate, hairy little man … danced around the back: again adds to the dark humour of the situation as he kicks and smacks the dying car.

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(b) The new 'garden' in paragraph 8

The general effect is one of an ugly fantasy with garish colours and immobility.

Murky pond, deep and dark is unexpected and menacing, totally contrasting with the artificial colours and objects around it.
Struggled to make the scummy surface move: sinister image like dark pea soup, thick and impenetrable/also reflecting the poor job done – on a simpler level.
Globules of cement fashioned into lumps: even the 'rocks' are fake to add to the picture overall.
Gaudy, plastic: cheap and nasty in contrast to the time and effort given to the 'project' reflects on the 'taste' of the new neighbours.
Large, green alligators with lolling tongues and distorted fangs: the alliteration and repetition of 'll' sounds are quite soporific as though the animal is basking but the 'distorted' fangs again suggest a cheap lilo.
Lopsided fuchsia flamingos up to their knobbly knees in concrete: is again both horrific and yet strangely comedic – also there is an ominous permanence about everything stuck in cement or the indestructibility of **plastic plants** means the family are here to stay!
'Garden' sang: a cacophony of high pitched whining from the manic spinning windmills and a jangling of steel from the wind chimes: a sense of madness, of everything trapped with only these items to give vent to their petrified state *or* the only 'life' that exists in this place *or* some may link it to being the final straw that attracts the neighbours and echoes their state.

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 benefits of having Marcia Gomez as your neighbour, as outlined in Passage B and (b) the annoying aspects of living next door to the new neighbours, as described 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]

This question tests Reading Objectives R1–R3 (15 marks):
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AND Writing Objectives W1–W5 (5 marks):
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- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

A CONTENT:

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

(a) Marcia Gomez (Passage B)

1 assists with **practical problems**, e.g. plumbing
2 **knowledge of the area** – can answer questions/knows her way about/has lived there for more than seven years
3 treats everyone in the complex as **family**
4 assists others who are **unwell** or need to **go to the hospital/doctor**
5 **cheerful/happy/laughing**
6 **distributes the early newspaper** with the help of others
7 still fit and healthy enough to **help others**
8 expects no payment for anything she does/**has never taken a cent from the enterprise**
9 organises excursions **to shopping malls/city zoo/restaurants/museums and art galleries**
10 organises **regular monthly movies/game and a bingo night**
11 **'Marcia is everywhere!'** – she has energy and zest/walks up and down seven floors
12 she is more than a neighbour, she's a **friend**
13 **does all this and still wants to do more**, e.g. talking about a grocery store run on Thursdays and food donation programme
14 she helps **residents when they have concerns to bring up with management/serves on committee/president**

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(b) The New Neighbours (Passage A)

15 the noise/pollution from their **vehicle**/**van**
16 the **angry** temperament of the father/**kicking the car**
17 lack of cleanliness of the father and his boys/**dirty torn jeans**
18 the anti-social behaviour of the boys/attitude **surly**/**punched and slapped each other**
19 signs of the father **neglecting** the boys/**faded t-shirts and torn jeans**
20 the **noise – loud musical instruments**/**banging – inside**
21 the **noise – DIY weaponry e.g. pneumatic drill**/**cement mixer – outside**
22 **upsetting others/neighbours leaving the area/**bringing down house prices implied by the **'for sale' signs**
23 the deterioration of the **state of the garden**/eyesore of plastic jungle/example of murky pond/gaudy plastic creatures/junk dumped in the garden
24 the **cacophony of high pitched whining/noise of windchimes** suggest that there is more than one
25 they are **not neighbourly**/**ignore others**/**won't communicate**

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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