UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/22 Paper 2 (Reading Passage – 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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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

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.

Imagine you work for the Ministry of Agriculture. You have been sent to conduct a second investigation as to whether there is large foreign cat activity on Bodmin Moor.

Write a formal report on your findings. In your report, you should comment on: what local people believe about the presence of a beast; the lack of conclusive proof and the alternative theories; your recommendations with reasons.

Base your answer on what you have read in Passage A and be careful to use your own words.

Begin the report as follows: Since the inconclusive investigation in 1995, reported sightings of 'big cats' have continued.

Write between 1½ and 2 sides, allowing for the size of your handwriting.

Up to fifteen marks are available for the content of your answer, and up to five marks for the quality of your writing. [20]

General notes on likely content:

There are **three** parts to a complete answer and good responses will answer all parts well.

Look for a clear response, not in any particular format, but well structured and in the candidate's own words.

Candidates should select ideas from the passage and develop their own content for the report, supporting what they write with details from the passage and appropriate judgements on what has been claimed as evidence. Bear in mind the difference between objective fact-finding and a simple copying of the claims made in the passage. The discriminator is C, which requires inference, evaluation and argument.

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Candidates may use the following:

A (**the beliefs of the locals** and their basis):

- livestock being destroyed by a non-native predator
- the farming community is in crisis because of the beast
- predator does not resemble pony, boar or dog
- tracks identified by local experts prove it's a puma
- video shows big cats roaming
- method of killing distinctively feline/scratch marks/no mess
- night sounds are those of a puma mating call (matches recording)
- unnatural behaviour of other animals prove existence of beast
- hair analysis wasn't returned in order to prevent panic
- locals want it controlled not killed

B (**lack of proof** and **alternative** explanations):

- previous government report found 'no verifiable evidence'
- it could be a hoax (as the skull in the river was)
- air search failed to find anything
- lack of photographic evidence
- it could be a kind of native animal
- the hairs were not analysed/provided as evidence

C (**recommendations** and **reasons**):

For taking action:

- most locals believe in its existence and they are normally sceptical
- the mystery needs to be solved before locals will stop believing in a beast
- sightings of a 'beast' have continued over many years and show no sign of diminishing
- analysis results were not returned previously/more openness from the authorities needed
- something is destroying the livestock of the area and needs to be caught
- there is a zoo nearby from which a large cat could have escaped
- farmers carry guns and will take action themselves if officials don't respond

For *not* taking action:

- isolated communities invent local myths and are over-imaginative
- even if this mystery is solved, another one will take its place
- stories encourage other sightings; self-perpetuating as with UFOs, Loch Ness for example
- in poor light it's possible to mistake identity of animals
- nothing new has occurred since previous investigation

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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 applied, modified and developed to fit the question. There is an appropriate amount of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. The report is consistent and authentic.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. Some of the ideas and facts are developed, but the ability to sustain content may not be consistent. Expect some attempt to make the report realistic, although this may be less convincing in places. There is some supporting detail throughout.
Band 3: 7–9	The passage has been read **reasonably well**, but the answer may not reflect the range and detail of the original. There may be evidence of a mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development are not always taken. Some supporting detail is used, but not consistently. Ideas and arguments are simply formulated.
Band 4: 4–6	Some **reference** to the passage is made without much inference or more than brief, factual development. Answers may be thin or in places lack focus on the passage, but there is some evidence of **general understanding** of the main points.
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 AND LANGUAGE (EXTENDED TIER)

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

Band 1: 5	The language of the report sounds convincing and consistently formal. There is a clear and effective introduction. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structural presentation is sound throughout.
Band 2: 4	Language is mostly fluent and there is clarity of expression. The introduction is satisfactory and there is an attempt to reorder the information in the original. There is a sufficient range of vocabulary to express ideas and give opinions with some subtlety. The report is mainly well structured and attempts to use evaluative language.
Band 3: 3	Language is clear and appropriate, but comparatively plain, expressing little opinion. The introduction is simple. Individual points are rarely extended, but explanations are adequate. There may be flaws in structural presentation.
Band 4: 2	There may be some awkwardness of expression and some inconsistency of formal style. The introduction is weak. Language is too limited to express shades of meaning. There may be 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 response is difficult to follow.

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Question 2

This question tests Reading Objective R4 (10 marks):

- understand how writers achieve effects.

Re-read the descriptions of:

(a) the appearance of the beast in paragraph 4;

(b) the appearance of the farmer and his farm in paragraph 5.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language. [10]

General notes on likely 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 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 candidates **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.

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

(a) the appearance of the beast in paragraph 4

The general effect is one of threat, as if there is something powerful and alien watching the area. There is recurring alliteration on 's' which may evoke the idea of snakes and therefore evil.

startingly large, black feline: gives the idea of size and danger; black cats associated with the devil
sinuous, fluid movement: these words suggest the elusiveness of snakes; that the creature is at home in its environment
thick, sinewy shoulders/massive strength: these phrases give the animal a force which belies its slinkiness and stress its potential violence
like that of engine pistons: this simile evokes the smooth mechanical nature of the movement and the sheer power of the predator
great, yellow, black-slitted orbs: this description suggests a monster from a fairy tale or horror story; yellow eyes with black slits are associated with the devil; **orbs** makes the eyes seem unnaturally large and round, alien and terrifying
pricked, tufted ears: pricked indicates an alert animal, listening for danger and **tufted** suggests a wild rather than a tame creature
coarse, raven-black coat: the texture and colour are unpleasant to touch and sight; the animal is far from being domestic and cuddly; ravens have connotations of evil and torture
curved snake of a tail: continues the serpent metaphor of **sinuous**; with **raising and waving** and **victory salute** another image of battle flags is introduced; the beast seems conscious of its supremacy
spectral vision/supernatural manifestation: these phrases give the unwelcome feeling of an unnatural and frightening creature which could not be captured

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(b) the appearance of the farmer and his farm in paragraph 5

The overall impression is that the farmer is part of his besieged surroundings, and that both are less powerful than the beast and nature in general.

rickety, rotting footbridge: emphasises decay and danger to humans caused by the elements
ominous: the sign is a reminder of the threat; warning futile since the beast can't read
battered sign: an indication of decay and neglect; could be caused by the elements or possibly due to an act of violence by a wild animal
shiny: suggests red-faced and sweating, signs of stress
weather-beaten: not only associates him with the landscape but suggests he is at the mercy of natural phenomena, which would include the beast
tremendous whiskers: impressive because of their size; could be an indication of old age or an allusion to a feline creature
crusty hat...over-cooked pie: is a rustic, domestic image in surprising contrast to the rifle, as if he has had to adopt a different and more vigilant persona because of needing to be always on guard
stained oak table: although **stained** can just mean coloured (as in varnished), here it has the added connotation of years of use in a farmhouse kitchen; the place and its owner are linked by the ideas of age, dirtiness and brownness (continuation of **crusty** and **pie** image)

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 images with some precision and imagination. There is clear 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 response 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. Responses 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. Responses may identify linguistic devices but not explain why they are used. Explanations are basic or in very general terms.
Band 4: 3–4	Responses provide 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 passage. While the question has been understood, the response does little more than give very few words and make very slight, generalised comments. The answer is very thin.
Band 6: 0	The answer does not fit the question. Inappropriate words and phrases are chosen.

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Question 3

This question tests Reading Objectives R1–R3 (15 marks):

- understand and collate explicit meanings
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- 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.

Summarise:

(a) the reasons for not believing in the existence of unicorns and yetis, according to Passage B;

(b) the actual evidence for the existence of the beast of Bodmin Moor, according to 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 are available for the content of your answer, and up to five marks for the quality of your writing. [20]

A CONTENT

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

(a) reasons to believe in non-existence of unicorns and yetis (Passage B)

1 similar to/confused with **known animals**
2 only in **folk stories**/no scientific evidence
3 **long tradition**/goes back 2,400 years/Genghis Khan
4 **Varvra's book** does not prove anything
5 **photographs of footprints** are not proof
6 **red hair**/scalp belonged to a goat
7 **primate hand** disappeared/of uncertain origin
8 **mummified bodies** fake/cannot be found
9 could be an **ape**/orangutan
10 **Nepalese Sherpas** from Tibet, which has different animals
11 **legends exaggerate**/distort/transform
12 **Messner** saw something like a **bear**

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(b) reasons to believe in existence of the beast

13 **sighted many times** over several years
14 **many sheep** have been killed
15 **appearance different** from native animals
16 government **report did not rule out** big cat
17 zoo identified **puma tracks**/pawprints
18 **video footage** recorded
19 **other animals' behaviour changes**/disappear/stop singing
20 **scratch marks** on bodies
21 **hair sample not returned**
22 recorded **scream like a puma** mating call
23 **cats make no noise or mess**/dogs kill differently

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	Both parts of the summary are well focused on the passage and the question, and are expressed concisely throughout.
Band 2: 4	Most points are made clearly and fluently. Own words are used consistently (where appropriate). The summary is mostly focused on the passages and question but may have an inappropriate introduction or conclusion.
Band 3: 3	There are some areas of concision. 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 occasionally focused, but there may be examples of comment, repetition, unnecessarily long explanation and/or some quotations in lieu of explanation. The response may exceed the permitted length.
Band 5: 1	The summary lacks 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	Excessive lifting; no focus; excessively long.

It is important that candidates follow the instruction about writing a side in total for the summary, allowing for the size of the handwriting. The guidelines are as follows: large handwriting is approximately five words per line, average handwriting is eight words per line, and small handwriting is eleven and more. Typed scripts consist of approximately 15 words.

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

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