UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/21 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 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 2012 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. Nonetheless, the content must be clearly related to and derived from the passage.

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 are a newspaper reporter working in the nearby town. Write a report using this headline: Lone fisherman survives storm of the century. In your report you should include the following: what happened to the fisherman and his surroundings, why he refused to leave his home, and how this will affect his way of life in the future.

Base your report on what you have read in Passage A. Be careful to use your own words.

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

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing. [20]

General notes on likely content

Candidates should select **ideas** from the passage and **develop** them in answer to the three bullets, supporting what they write with details from the passage. It is important that candidates use their own words and there is plenty to be inferred about what happened to the **character** and his state of mind. Candidates who write an adventure story that has little relation to the details of the passage will be given low marks for reading.

Look for a clear response that is well structured, in the candidate's own words and in an appropriate style for a report. Reward relevant content of any interview with the fisherman or invented characters (such as members of his family/local people) and its contribution to conveying an understanding of his character.

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Responses might include the following ideas:

A what happened to the fisherman and his surroundings

Past:

- previous **storms**/context and history
- few **inhabitants** left
- physical destruction of **houses** (ruined/swept into the sea)
- physical destruction of **boats**
- loss of **livelihood**/end of fishing industry/no longer thriving community

Present:

- **fisherman's house**/**boat** and what happened to them
- **fisherman's response** (e.g. shouting, getting on table)
- torrential **rain**
- gathering/black **clouds**/wind
- **waves**/flooding/drowning
- effect on **track**

B why he refused to leave his home

- **stubborn**: refusing to give up the life he knew (even losing family)
- **romantic**: close to nature/life on the edge
- **ownership**: 'king of the castle'
- **excited** by the violence/drama/magnificence of the **sea**
- **enjoys his isolation**/solitude
- **enjoys views**/**pleasant sounds**/**peaceful atmosphere**
- **last survivor**/has always lived there
- **tradition**/routine/historical ties: his father before him
- **challenge**/need to be a hero/conqueror

C how this will affect his way of life in the future

Staying:

- wants close contact with the sea
- he is a fighter/winner, so why give up now?
- he will rebuild home/replace boat and carry on
- he will strengthen defences
- he wants to die there anyway/death by drowning
- he would not want to adapt to community life/wants to stay isolated in remote place

Leaving:

- new life will be safer
- he can be with his family
- he is ready for a change/he has had enough
- he has no choice: house/boat irreparable/irreplaceable

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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 response reveals a **thorough** reading of the passage. A wide range of ideas are 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. The response creates a consistent and convincing representation of the force of the storm and the character.
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. Appropriate representation of the force of the storm and the character.
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. The response is plain or lacks immediacy.
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. The response is not sustained and/or appropriate.
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 insubstantial, or 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.

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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 response is suitable for a report and 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 and appropriate, but comparatively plain and/or factual. 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	There are problems of expression and structure. Language is weak and undeveloped. 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.

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 cloud and the atmosphere before the storm, in paragraph 4, beginning 'This afternoon…';

(b) the rain and the wind in paragraph 7, beginning 'I predicted…'.

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 ability to select evocative or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words that carry specific meaning, including implications, additional to general and to ordinary vocabulary.

Mark for the overall quality of the response, not for the number of words or phrases chosen bearing in mind that a range of choices is required to demonstrate an understanding of how language works, and that these should include images. Do not take marks off for inaccurate statements; simply ignore them. It is the quality of the analysis that attracts marks.

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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.

(a) The appearance of the <u>cloud</u> and the <u>atmosphere</u> before the storm in paragraph 4
Credit responses which identify and sustain an overview of danger to come or awaiting the inevitable.

heavy bank of cloud hangs: described as a 'bank', which suggests a length of blackness. This 'hangs' as if it only needed someone to release it for it to do its damage. The word 'heavy' suggests the weight of the rain and wind suddenly to be released.
no anger yet (image): personification suggests angry beast which will attack soon.
menace (image): creates the atmosphere of threat.
as if waiting (image): the inevitability/relentlessness of the storm is shown.
roll steadily: inevitability/relentlessness of the sustained action.
tense stillness: create the atmosphere of anticipation.
No breeze, no sound.: must refer to negative/ominous atmosphere; suggests unnaturalness; may comment on the rhythm of the words/the repetition/lack of verb.
a terrible bowl of blackness (image): the 'bank' has become something more evil/frightening, something which envelopes and traps, which is apparently bottomless into which one might fall, suggesting the end of life and matter.
light…fail: as if the world is coming to an inescapable end.
the great canvas of nature (image): suggests the sky is a huge painting in which humans are tiny/helpless, a feeling evoked by the storm.

(b) The <u>rain</u> and the <u>wind</u> in paragraph 7
Credit responses which identify and sustain an overview of the extreme force of the onslaught and the suggestion that the storm is an indication of elemental madness or the release of threatening monsters.

(most) magnificent: ironic as storm typically regarded as destructive.
unleashed a swirling mass (image): let off its lead like a pack of wild animals/dogs, the huge volume of rain circles like a whirlpool.
tempest: a violent seastorm, capable of extreme damage to property/people.
beats me (into a crouching apology of a man) (image): weather is physically attacking and reducing/humiliating its human opponent.
smashes itself (image): the personification suggests a demented creature throwing itself against something it wishes to destroy with no regard for itself.
demented hail of shrapnel (image): the idea is extended by the shrapnel, which suggests that the storm has become a battle, with no sane purpose.
drown me out (image): the overwhelming of his voice prefigures the threat of literal death by drowning.
sheets (image): the rain coming down seems like a continuous/solid pouring of water.
frenzied waves (image): waves behaving as though in a fit of madness.
rearing their heads (image): having been 'unleashed' the monsters are lined up to attack.
monstrous (image): suggests the idea of strange/enormous creatures from the deep dragged up by the storm.

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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 give an overview of the paragraph's combined effect, or comment on language features additional to vocabulary. Tackles imagery 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 explanations are given and effects 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. Literary and linguistic devices may be correctly identified in the context of the meanings of the words. The response mostly gives only meanings of words and any attempt to suggest effects is basic 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 attempt to identify devices but not explain meanings. Explanations may be few, general, slight and/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 sparse 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 3

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.

Summarise

(a) the facts about the sea, and its amazing features, according to Passage B;

(b) what the fisherman enjoys about living in such a desolate place, according to Passage A.

Use your own words as far as possible.

Write about 1 side in total, allowing for the size of your handwriting.

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of writing.

[20]

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A CONTENT

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

(a) Facts about the sea, and its amazing features (Passage B)

1 Covers most of the earth's surface (allow statistic)
2 Its extreme depth (allow statistic)
3 Discoveries of animal species/ecosystems
4 Contains the largest animal
5 Large amount of (natural) gold (not treasure)
6 Has own mythology/monsters
7 Vessels can disappear without warning
8 Monster waves
9 Sudden changes
10 Could explain origins of human existence
11 Coral reefs
12 Roman/ancient cities

(b) What the fisherman enjoys about living in such a desolated place (Passage A)

13 The view of the sea
14 Perfect peace
15 Being alone
16 Being ruler of his own land
17 The power of the elements/nature/storms (air not sea)
18 His tiny place in nature
19 Being a survivor
20 Monstrous/violent/angry seas (waves not sky)
21 Romantic idea of the stranded sailor/being swept away
22 Being a hero/conqueror
23 The singing of the sea/gulls (not just any sound, but sense of music)

Examiners should decide whether candidates have understood a point and have expressed it sufficiently clearly for it to be rewarded. Be aware that there will be a variety of expression, and be prepared to give the benefit of the doubt in borderline cases.

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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	Both parts of the summary are well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in 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 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 sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases. It may exceed the permitted length.
Band 5: 1	The summary is unfocused, wordy or overlong. 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; 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/nine words per line, and small handwriting is eleven and more. Typed scripts consist of approximately 15 words per line.

Note: A few candidates will copy the passage word for word *or* write in note form. These candidates will be penalised.

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