CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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.

You are Tom Vincent advising recent newcomers to Calumet Camp. Write the words of your talk to the newcomers.

In your talk you should: tell the newcomers about your recent hazardous walk; explain the skills and knowledge needed to survive in this environment and share what you learned about yourself from this experience. Base your talk on what you have read in Passage A.

Be careful to use your own words.

Begin your talk: 'My name is Tom Vincent and I have something important to tell you!' 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:

Candidates should select **ideas** from the passage (see below) and **develop** them relevantly, supporting what they write with **details** from the passage and judging the appropriate register for the genre, which is a talk to fellow prospectors.

Annotate A1 for references to the **facts and events** of the walk
Annotate A2 for references to **survival skills and knowledge**
Annotate A3 for references to **what Tom has learned about himself**

Look for a clear and balanced response which covers the three areas of the question, is well sequenced and is the candidate's own words.

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Responses might use the following ideas:

A1 – facts and events about the walk

- travels **alone**
- **long** way
- **especially cold** day/deep frost
- removed mittens/exposed flesh/**frost bit** very quickly
- **fell** into freezing water/got wet feet
- had to light fire/snowfall put out fire **(first fire)**
- lit another fire with numb hands **(second fire)**
- managed to **get feeling back** into his hands and feet
- **changed** his shoes and socks for dry ones
- **stayed all night** next to fire
- **took all the next day** to get to camp

dev: references to his state of mind
details: place names; gold, numbers and times, how he did things, or what he did them with, or their consequences

A2 – Survival skills and knowledge

- to be fit physically/mentally strong
- not to travel alone
- to walk briskly/keep moving
- to know how to light and feed a fire
- to keep body covered at all times
- to recognise pools disguised by snow
- not to build a fire in an unsuitable place (under a tree with snow on branches)
- not to wear wet clothing in low temperatures
- to take spare footwear
- how to deal with frostbite

dev: take plenty of matches; plan ahead; not safe to travel at night
details: biscuit, precepts, descriptions e.g. types of mittens

A3 – what he has learned about himself (inference points)

- to **listen to advice**/not be so confident
- to have more **foresight** (didn't have enough matches; should have thought about frostbite before taking off mitten; likelihood of snow melting over a fire)
- to be more **observant**/aware of features around him (should have tested surface of pool first)
- that he is **quick-thinking**/able to stay calm/not panic
- that he is **determined**/resilient/able to endure
- that he is **courageous**/able to bear physical pain

details: precepts, references that support concepts

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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 is applied to convey full understanding. 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 fully 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 of content of the original. There may be some mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development are rarely taken. Some supporting detail is used. Ideas are simply formulated. There is uneven focus on the bullets.
Band 4: 4–6	Some brief, relevant references to the passage are made. Responses may be thin or lack focus on the passage or the question, but there is some evidence of **general understanding** of the main ideas.
Band 5: 1–3	Response is either very general, with little specific 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 no relevance to the question or to the passage, or the response consists entirely of lifted material.

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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 has character and sounds convincing. 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, and to give a sense of voice. The response is in a consistent and appropriate style, and is mainly well structured.
Band 3: 3	Language is clear and appropriate, but comparatively plain or factual, expressing little opinion. Ideas are rarely extended, but explanations are adequate. There may be flaws in sequencing.
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 in the presentation of material. There may be some copying.
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, or it is entirely copied.

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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 intense cold in paragraph 3, beginning 'He had set off...';
(b) the lighting of the fire in paragraph 5, beginning 'It is impossible...'.

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

Write between 1 and 1½ sides, allowing for the size of your handwriting. Up to 10 marks are available for the content of your answer. [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 connotations additional to general meaning.

Mark for the overall quality of the response, not for the number of words 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.

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. These must be additional to comments on vocabulary.

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(a) The intense cold in paragraph 3

Overview: The general effect is one of whiteness, and of the pain caused by the extreme cold. There is a battle for the man between his warm interior and the external temperature.

numbing fingers: losing warmth and control as the frost sets to work on exposed flesh
bitter swiftness (image): both extreme speed and sharp pain are conveyed by this transferred epithet (the swiftness is not bitter, but the pain is)
frost had bitten (image): personification of the cold as a vicious assailant or wild animal wounding human flesh
crusted his lips with ice crystals: white, salty substance replacing the natural warm pink of his lips, as if trying to turn him into a snowman; his own warm breath having been used against him
miniature glacier (image): the man is becoming a small replica of the surrounding landscape; a glacier is a strong word suggesting overwhelming and permanent ice
sensation abandoned his face (image): everything is forsaking him, even his own blood supply
burned with the returning blood (image): the assonance and alliteration make this a memorable image; the verb 'burned' with its connotation of the colour red is in striking contrast to the surroundings, suggesting the paradox that, at their extremes, heat and cold create the same fiery and painful sensation

(b) The lighting of the fire in paragraph 5

Overview: The overall impression is that the fire is a fragile, precious, living thing, needing slow and careful movements to encourage it, as if it were new born.

kindle: although a technical fire-lighting term, this word carries connotations of 'kin' and 'kind', i.e. of an adult being gentle with his child
his nest of fire (image): introduces the sustained image of something alive in a circle of twigs carefully woven together to provide warmth and protection
bark burst into bright flame: alliterative monosyllabic phrase conveys the suddenness of the flame and the delight with which the man saw it; 'burst' and 'bright' suggest light and heat in contrast to the deathly cold, white wasteland
carefully fed with the smallest twigs (image): image of a mother bird feeding its young in the nest, just as the man is feeding the nest itself with more twigs
cherishing it with the utmost care (image): 'cherish' is another verb in the semantic field of child-care; the man is desperate for the flame to grow
gently nurturing it (image): another image of parental love bestowed on a vulnerable child, suggesting the need for patience as well as delicate movements
a very young one (image): describing the fire as 'young' sustains the image of it being a baby, at the start of its existence
alive: this adjective confirms the fusion of the flame with the child; the animated fire defies the threat of death

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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 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 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. Response mostly gives meanings of words and any attempt to suggest and explain effects is basic or general. One half of the question may be better answered than the other.
Band 4: 3–4	Response provides a mixture of appropriate and inappropriate choices. Explanations may be few, general, slight or only partially effective. They may repeat the language of the original or do not refer to specific words. Response may correctly identify linguistic devices but not explain why they are used.
Band 5: 1–2	The choice of words and phrases is largely irrelevant or sparse. The response is very thin and any comments are inappropriate.
Band 6: 0	Response does not relate to the question. Inappropriate words and phrases are chosen or none are selected.

For valid choices of words, tick in the body of the response. For **meaning** (i.e. a dictionary definition) annotate **EXP** in the margin, and for **effect** (i.e. response evoked in the reader) annotate **+** in the margin. If there is an attempt at an explanation or effect but it is weak or incomplete, use a **^** with the annotation.

Credit **Overview** for the top band where it is additional to the exploration of individual choices, and do not confuse it with a vague or general comment about a single choice.

If the comment is vague, general or inappropriate, do **not** use an annotation.

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Question 3

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

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AND Writing Objectives W1–W5 (5 marks):

- articulate experience and express what is thought, felt and imagined
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- 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 hardships of the living conditions, as described in Passage B;
(b) the dangers of walking in Alaska, as described in Passage A/

Your summary must be in continuous writing (full sentences, not note form). Use your own words as far as possible. Aim to write no more than one 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 your writing. [20]

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A: Content

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

(a) Hardships of the living conditions (Passage B)

Reward a point about:

1. **shortage of firewood**/constant search for fuel
2. **cold**/mid-winter/high altitude
3. howling **winds**
4. penetrating damp **mist**
5. **frequent rain**/surfaces **slippery** when wet
6. **mud** on their clothing and bedding/jammed rifles (NOT mud on the slopes)
7. **insufficient clothing**/bedding
8. **steep terrain**/jagged limestone/no footholds
9. **boots** falling apart/damaged by rocks
10. **feeling dirty** all the time/**lack of water for washing**/shaving
11. unpleasant looking/tasting **drinking water**
12. **having to sleep in clothes**
13. **rats and mice** (NOT lice)

(b) The dangers of walking in Alaska (Passage A)

Reward a point about:

14. **long distances** between camps
15. **lonely landscape**/no help available (NOT being without a companion)
16. **deep frost**/extremely low temperatures/frostbite (NOT just cold)
17. being **stationary**
18. **getting wet**/**cold water**/not having spare clothes
19. **hands being unusable**/numbness/loss of circulation
20. hidden **pools**/falling through ice
21. **being unable to make fire**/keep it alight (NOT avalanches)
22. **spending night** in wilderness/losing way in darkness
23. **difficulty of walking** with frostbitten/numb feet

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

Annotate a **tick** in the body of the response to acknowledge each new point as it is made. You do not have the facility to number points, so you must check carefully that you have not awarded the same point twice. Annotate **REP** where repetition occurs**.**

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Marking Criteria for Question 3

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, listing of points 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. as narrative or 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/nine words per line, and small handwriting is eleven and more. Typed scripts consist of approximately 15 words per line. 1¼ pages of average handwriting would be considered long; 1½ pages of average handwriting overlong, and more than 1½ pages excessively long.

NB: If a response is a copy of most or all of the passage, or consists entirely of the words of the passage (even in note form), then follow the procedure below.

- Mark the points as usual, add them up and take away a **half** of the marks gained (round up any half marks).
- Give 0 marks for writing.

Thus, a candidate who, by copying a large body of the passage word for word, or almost so, gets all 15 points for content will score 8 + 0 out of 20.

Do **not**, however, follow the above procedure for responses which incorporate sections of the passage but also include their own words, even where the response is a close paraphrase. In this case, use the band descriptors for content and quality of Writing.

NB2: If a response is wholly or partly in note form but in the candidate's own words, mark the points as usual, add them up and take away a **third** of the marks gained (round up any half marks). Give 1 mark for Writing.

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