CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0500 FIRST LANGUAGE ENGLISH

0500/22 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 test 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 that you are Andres, boasting to a friend later in the day.

Write an account on the practical joke you played. In your account, you should explain: the setting for the practical joke; how you were able to carry out the trick; why you enjoy playing jokes of this sort. Base your account on what you have read in Passage A.

Address all three bullet points. Be careful to use your own words. Begin your account 'Now you'll want to hear all about my greatest trick ever…'. 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, seeing the events from Andres' point of view and supporting what they write with **details** from the passage. It is important that you differentiate between responses that simply retell the story and those that attempt, with varying degrees of success, to interpret it. Candidates should adopt an appropriate register for the genre.

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Responses might use following ideas:

A1 – the setting for the practical joke

- large **lake,** deep in the middle/clear blue
- place where **weather changes** were sudden
- nearby **hut**
- trees/hills **surrounding** one side of the lake
- isolated/a **distance** from the village; DEV – lonely area; few people came there
- a **sunny** day; DEV – suitable for children to go for a walk

details: names of children and lake

A2 – How Andres was able to carry out the trick

- a **storm/wind** suddenly blew up at just the right time; DEV – provided distraction/reduced visibility
- was able to **see/hear girls approaching**; DEV – had time to put plan into action
- girls at **other side of lake**; DEV – sufficiently distant to not see what he does
- unaccompanied **children**; DEV – a perfect audience/gullible
- hut contained **prepared** monster feet; DEV – waiting for the right opportunity
- local **belief in stories**; DEV – half expecting to see a monster
- stared/**looked terrified**; DEV – girls became frightened/scary atmosphere
- **muttering**; DEV – added dramatic sound effects
- **collapse**; DEV – to give impression of having seen monster
- **muddy shores**; DEV – made it possible to make footprints
- **father's reaction** of noticing the feet; DEV – added to his intended effect
- **had sufficient time**; DEV – movements to and from the hut were possible

details: reaction of girls

A3 – Why Andres enjoys playing jokes

- has playful character/fun-loving; DEV – makes him feel younger
- enjoys plotting/projects; DEV – bored/little to do
- provides village entertainment; DEV – gives them something to remember
- likes being centre of attention/storyteller; DEV – thinks it makes him popular
- enjoys role as the village clown/playacting; DEV – behaviour matches appearance
- likes being able to fool people; DEV – enjoys their reactions
- locals are gullible; DEV – make a receptive audience
- gives him something to show off about; DEV – he can boast to friends

details: 'Just imagine'; references to his appearance

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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 monsters in paragraph 1, beginning 'My mother…' and

(b) Andres in paragraph 3, beginning 'It was quite…'.

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. They must be additional to comments on vocabulary.

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(a) The monsters in paragraph 1, beginning with 'My mother…'.

Overview: the language is exaggerated as befits mythology, and the monsters are presented as horrific and dangerous, but also stereotypically, like cartoon monsters.

Gigantic creatures: huge and supernatural/unknown/mysterious/frightening
Clamber clumsily ashore: awkward and ungainly movements suggesting gigantic size
Annihilating the undergrowth: total destruction conveys strength
Like military tanks (image): indicates unstoppable power and presents creatures as metallic-looking machines of war
Like medieval armour (image): no vulnerable places so would be hard to wound or kill; armour is like hard scales on a monster; as with tanks, can't see what's inside
Like crocodiles (image): fearsome, man-eating water creature associated with teeth; like prehistoric dinosaur or mythical dragon
Layers of vicious teeth: focus on the teeth ('vicious' is transferred epithet) stresses number and sharpness, and that they have a life of their own
Gnash and grind: cartoon-like actions; suggest a machine at work (NB not alliterative)
Hideous, curved claws: clichéd attribute of monsters; frightening because of damage they can inflict

(b) Andres in paragraph 3, beginning 'It was quite…'.

Overview: Andres as vivacious, energetic, childish and eccentric. Everything about his appearance and personality suggests excess.

Impish (image): small, mischievous supernatural creature found in children's stories.
Wiry (image): suggests resilience; cannot be broken
Irrepressibly lively: like an overactive child, he cannot be kept down and never tires
Chatter away exuberantly: talks non-stop like an excited child
Ready wit: clever remarks are always on the tip of his tongue; he is an entertainer
Infinite fund (image): never-ending flow of funny comments and anecdotes; an implication that he could be tiring to listen to
Unruly mop of stringy hair (image): profusion of thin, grey, unruly strands of hair; eccentric-looking and unkempt; effect of hair being uncontrollable
Fell loosely down his shoulders: untidy; doesn't have his hair cut or care about his appearance
Run like the wind (image): conveys surprising and youthful fitness for someone his age; suggests he is good at escaping/getting away with things

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MARKING CRITERIA FOR QUESTION 2

A: 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.

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Question 3

This question test 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 appearance and the behaviour of the Kongamato, as described in Passage B and (b) the appearance of the lake before and during the storm, 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 1 mark per point up to a maximum of 15

(a) The appearance and the habits of the Kongamato (Passage B)

1 **fierceness/**attacks people
2 **extreme size**
3 **huge/powerful wings/**can fly fast
4 **sharp teeth**
5 **long beak**
6 leathery **skin**/no feathers
7 **attacks/overturns boats**
8 **fatal to look at**
9 pterosaur/dragon-like/flying **reptile**
10 **dives** from the sky
11 like an **eagle** or **bat**
12 **drags tail** behind/makes tracks
13 **eats dead bodies/**carrion
14 **red/black** colour

(b) The appearance of the lake before and during the storm (Passage A)

15 **flat/still surface**
16 **beautiful/picturesque**
17 **reflections** of trees and hills
18 **blue/clear water**
19 **spray/**splashes
20 **huge ripples/waves**
21 **changed water colour/**becomes grey
22 steep **slopes**
23 soft **mud**

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.

Note: The basic points are those in bold. The rest of each answer is to contextualise and to help you judge whether the point has been understood.

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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. 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 follow; 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.**

Note: A few candidates will copy the passage word for word **or** write in note form. These candidates will be limited in the mark they can achieve.

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