CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 that you are a reporter. You hear that a man has been lost in mysterious circumstances while walking in the countryside. You arrive early the next morning to investigate the disappearance and to interview people who may be able to add information and comments to your news report.

Write your news report for your newspaper.
In your news report you should explain:
- **what is known about the situation and events leading up to Hilyer being reported missing;**
- **suggest why it might have been dangerous for a visitor to walk alone in that area;**
- **explore some theories people you interviewed might have about what happened to Hilyer.**

Base your news report on what you have read in Passage A. Address all three bullet points. Be careful to use your own words. Begin your news report with this headline: Famous historian goes missing. 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 newspaper report.

Annotate A1 for references to the **situation and events** leading up to Hilyer being reported missing
Annotate A2 for references to the **possible dangers for a visitor walking alone in the area**
Annotate A3 for references to **theories people have about what may have happened to Hilyer**.

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

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Responses might use the following ideas:

A1: situation and events leading up to Hilyer being reported missing

- The friends were **staying in area** (det. Mrs Grace's farmhouse)
- Planned to **walk on the moors**
- They **set out together**
- Anita Myborg **stopped** behind to look at birds (det. eagles, naturalist)
- Hilyer and Frensham **argued** about which way to go
- Hilyer **took the path to the village** of Malbrun
- Anita Myborg and Frensham **returned separately** to the farmhouse
- **Hilyer did not return** and has not been found subsequently

A2: why it might have been dangerous for a visitor to walk alone in the area (general risks)

- **Lack knowledge of the area** (det.marvel at the view) [dev. see it as picturesque rather than understanding dangers]
- **Remote** area (det. only one other rambler that day) [dev. would be unlikely to get help from passer by]
- Might be some **truth in stories / rumours** (det. bad village,full of dangerous animals)
- **Natural hazards** – allow examples height of path / steep cliff one side / area of forest
- **Difficult to navigate** / **might lose way** easily (det. grey hills all look same, paths that lead nowhere)

Note: some candidates may suppose that the reporter visits the area and makes inferences about the village, using the evidence in the passage.

A3: the other theories people you interviewed might have about <u>what happened to Hilyer</u> (specific theories)

theories might include :

- **abduction** (by UFO) / captured / imprisoned (det. strangers on path, lights at night, young man locked up)
- **attacked by animals**
- **accident** e.g. drowned det. sudden deep water (det. warned him not to go)
- **lost his way** forest (det. paths that lead nowhere, reference to map)
- **found something he shouldn't** allow reference to military installation (det. high wire fence plus visiting journalist might discover further details in the village) [dev 'keeping people out for a reason' / implication of cover up / inferences as to why the police officer appears unhelpful]
- **shot** (det. sounds of gunshots / military installation)
- **someone else involved**

e.g. 'rambler' might not have been innocent / might have attacked Hilyer

e.g. inferences over Frensham's lengthy interview by police [dev. Anita may be suspicious that Frensham is involved or knows more than he has said] [dev. Anita may have seen argument through the powerful binoculars]

Note: candidates may choose to attribute theories to specific 'interviewed' characters.

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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. Developed ideas are sustained and well related to the passage. A wide range of ideas is applied. There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. All three bullets are well covered.
Band 2: 10–12	The response demonstrates a **competent** reading of the passage. A good range of ideas is evident. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent, helpful supporting detail, contributing to a clear sense of purpose. All three bullets are covered.
Band 3: 7–9	The passage has been read **reasonably well**. A range of straightforward ideas is offered. Opportunities for development are rarely taken. Supporting detail is present but there may be some mechanical use of the passage. There is uneven focus on the bullets.
Band 4: 4–6	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. Some brief, straightforward reference to the passage is made. There may be some reliance on lifting from the text. One of the bullets may not be addressed.
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 either insubstantial or unselective. 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 language of the response 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, expressing little opinion. 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.

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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 view as the walkers set off in paragraph 2, beginning 'After breakfast…'

(b) the village and what happened in the workshop in paragraph 8, beginning 'His initial, shocked reaction…'.

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. [10]

General notes

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.

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(a) The view as the walkers set off in paragraph 2

The general effect is one of beauty and magnificence expressed through shape, colour and contrasts (foreshadowing)

The work of a famous painter (image): beautiful, picturesque, a painter enhances reality

Wound up: having bends; not a straight line

Shiny yellow ribbon (image): stone contrasting with grassland; inviting and lengthy; may offer associations e.g. gifts

Tapering: perspective effect; apparently getting narrower

Swallowed it up **(image):** wild forest engulfing the path like a monster

Fell away suddenly, like a cliff face (image): dramatic feature in the landscape; sudden, steep, danger of fatal fall

Resembling **white patches (image):** inexact shape, as if stuck to ground, patchwork quilt

Lines of grey hills like **uniformed guards (image):** orderly arrangement like soldiers on duty or parade; guarding; forbidding

(b) The village and what happened in the workshop in paragraph 8

The general effect is of creating images of extreme sound and movement that represent the shock that Hilyer felt.

Catastrophic earthquake: utter destruction

Shells (image): nothing left inside (like an empty seashell / case from a spent bullet)

Pockmarked (image): bullet holes, like skin affected by smallpox

Creaked in the wind as if in a ghost town (image): a weird, unnatural moaning noise

Grotesque figures: contorted, unnatural, inhuman features and shapes

Lunged: sudden forward movement, as if attacking

Rattled and roared: exceptional noise, reinforced by onomatopoeia and alliteration

Swivelled, swinging: rotating at the same time as moving to and fro, like a fairground ride, disorientating

Vast jangling: jarring cacophony of percussive sound

Unrestrained metal (image): as of a creature let loose to do its worst, and hence causing danger, damage and chaos

Only credit comments on stylistic effect where explicitly linked to choices.

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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. The response mostly gives meanings of words and any attempt to suggest and explain 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 correctly identify linguistic devices but not explain why they are used. 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.
Band 5: 1–2	The choice of words is sparse or rarely relevant and any comments are inappropriate or 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) what causes the narrator's feelings of pleasure and admiration, as described in Passage B;

(b) Hilyer's emotions and reactions, 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) causes of narrator's feelings of pleasure and admiration in Passage B

Reward a point about the:

1 appearance of the **amphitheatre**
2 the archaeological **dig**
3 tempting **menus**
4 Roman **market** place **/** forum
5 Roman **temple /** art gallery
6 **quiet atmosphere / few people** / magical
7 **warmth** of the morning /sunshine
8 delicious **coffee**
9 carvings in the Roman **arch**
10 **sense of history /** treading in Roman footsteps
11 **James Joyce statue** / lifelike replica
12 Lively, noisy, colourful **quayside** / **boats**
13 **castle** with its views
14 archaeological **museum** / Roman statues / lion / funeral monuments

(b) Hilyer's emotions and reactions in Passage A

Reward a point about:

15 joking / **good temper** / high spirits
16 **impressed** by landscape
17 **hesitation** / **unsure**
18 **argumentative** / loses temper (allow fiery / got angry)
19 **felt something wrong / cautious**
20 **curious** about village
21 **impatient** to go on
22 **shock / alarm**
23 **puzzled** / **confused**
24 **fear / fright / panic**

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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 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.
Band 4: 2	The summary is sometimes focused, but it may include comment, repetition, 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 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. Allowing for the size of the handwriting, a response is considered long if it goes up to 1¼ pages; overlong if it reaches 1½ pages; excessively long if more than 1½ pages.

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.

NB 2:

If a response is 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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