CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/21 Paper 2 (Reading Passages – Extended), maximum raw mark 50

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Question 1

This question tests reading assessment objectives R1 to R3 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

and writing assessment objectives W1 to W4 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context

Imagine you are a journalist from the local newspaper at the meeting. Write a newspaper report about the meeting.

In your newspaper report you should:

- **describe the atmosphere and the reactions of the crowd at the meeting**
- **give your impressions of the two speakers and the arguments they made**
- **suggest what you think might happen in the future.**

Base your newspaper report on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.

Begin your newspaper report: 'Yesterday the local community met together to debate a proposal that has implications for all of us…'.

Write about 250 to 350 words.

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 written by a local journalist. 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.

Annotate A1 for references to the atmosphere and the reactions of the crowd
Annotate A2 for references to the impressions of the two speakers and the arguments they make
Annotate A3 for references to what might happen next

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Responses *might* use the following ideas:

A1: ATMOSPHERE and reactions of crowd
Reward an idea about:

- **EAGER to** attend det. swarmed in/some wanted to hear plans dev. excitement/anticipation
- **SERIOUS/CONCERNED** det. grim expressions, titanic fight dev. uneasy, worried about land
- **HEAT** / temperature rises det. outer clothes removed by some dev. stuffy/uncomfortable
- **REFRESHMENTS** were enjoyed det. drinks/snacks dev. relief/ ingratiating
- **PLANS** looked at det. glossy, pinned up round the hall, new roads shown dev. looked carefully, weighing up how it would affect them
- **POSITIVE** reactions to first speech by many det. excited comments dev. changes when Anuja speaks
- **ROWDY/NOISY** at end det. cheers, jeers and boos, meeting breaks up dev. feelings running high, people care

[Point = description of atmosphere/reaction from text, supported by detail, dev. = judgement]

A2: Arguments made and impressions of the two speakers

RUFUS CARMICHAEL

- **UNATTRACTIVE** common land det. area is an eyesore, heavy shade dev. assumes they will agree
- **UNPRODUCTIVE** land – uncultivated wasteland det. weeds, impenetrable thicket dev. believes no value as not being farmed or exploited / lacks understanding of area
- **VERMIN** det. noisy rooks, undesirables dev. unclean/polluted
- **PROSPERITY** det. employment, warehouses and harbour to bring goods and trade dev. trying to lure them with promises of better lives/can't trust him
- **SPEAKER stance/style** company views det. loud voice, still talking, here to tell us why we should let them. Could be jobs for you. dev. has done this before, trying to manipulate opinion
- **PHYSICAL CONTRAST** of Rufus Carmichael to locals det. well-fed panting dev. unfit
- **ANGER** when Anuja argues back det. grimace, perspiration dev. used to getting his own way/possibly sexist ('and ladies')

ANUJA

- **BRIBES** det. medical centre, jobs, harbour dev. not afraid to stand up/speak out
- **ANCIENT OAKS** det. tall trees, acorns, planted by ancestors dev. respectful/naïve
- **HUNTING** det. deer dev. important extra food as they are not well fed
- **VALUE of NEGLECTED LAND** det. increases in rare wildlife dev. acknowledging Rufus has a point /romanticising/cares for wildlife
- **CULTURAL** significance/superstition det. stories parents told dev. old-fashioned/foolish/ environmentalist/protecting values
- **SPEAKER stance/style** own views det. strode to front, expanded on virtues dev. confident, passionate, knowledgeable, persuasive, appeals as part of community

[Point = argument or fact about speaker which could then be interpreted by journalist in various ways, supported by detail, dev = impressions/judgement].

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A3: What might happen in the future
Might include ideas related to:

- **THREATS/PROMISES FULFILLED** e.g. bulldozers arrive det. we will get our way dev. little regard for / understanding of views of local people, company will probably go ahead anyway dev. expect it will be good/bad news
- **REGENERATION** plans suggested by Anuja e.g. wildlife/cultural reserve det. clear up the weeds, resurrect rituals
- **DISPUTE** continues/intensifies det. titanic fight, portent of storm dev. expect it to be long drawn out/difficult / further meeting scheduled
- **COMMUNITY** views – divided/persuaded/brought together by campaign/Anuja dev. arguments for protecting heritage for future generations/benefits cheap food / they have
- to put people before plants
- **INDUCEMENTS** upgraded e.g. offer of hospital not just medical centre det. need a proper hospital dev. benefits may outweigh disadvantages now

[Point = suggestion/prediction for each aspect (rooted in text), supported by detail, dev. = judgements of the implications of what might happen next /reactions to it]

Note 1: Candidates may choose to see the company's plans negatively or positively, or a balanced picture of the two. Points may be used differently depending on the journalist's assessment of the situation. For example, the journalist could take the view that the development would be good (e.g. would bring more jobs) or see the suggested employment as a ruse on the part of the company. Likewise, Anuja could be seen to be defending rights, culture/heritage and switched on, or naive/willing to sacrifice the chance to improve conditions for her own ideals.

Note 2: As the response is in the form of a newspaper report, points might well be touched on more than once in an answer e.g. following an initial introduction/outline of the situation, the details and implications are then explained in more detail later. Annotate just once each point used (to the best advantage of the candidate). Remember that points used will not necessarily appear in the order of the bullets.

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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. A consistent and convincing voice is used.
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. An appropriate voice is used.
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. The voice is plain.
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. The voice might be inappropriate.
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.

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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 for Writing.

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 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	Expression and structure lacks clarity. Language is weak and undeveloped. There is very little attempt to explain ideas. There may be frequent copying from the original.
Band 6	0	The response cannot be understood.

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Question 2

This question tests Reading Objective R4 (10 marks):

R4 demonstrate understanding of how writers achieve effects

Re-read the descriptions of:

(a) the common land in paragraph 6, beginning 'The meeting resumed...';
(b) Rufus Carmichael in paragraph 13, beginning 'Rufus' face tightened...'.

Select four powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer.

[10]

General notes

This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words (listed in the mark scheme on page 6) that carry connotations additional to general meaning.

Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not take marks off for inaccurate statements; simply ignore them.

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 common land

The general effect is of an unsightly, hostile and wild area – its dangers exaggerated as Rufus attempts to manipulate his audience

Eyesore: something very ugly. Literally – making offensive to the eye. Suggests painful to behold
Heavy shade (image): very dark. Oppressive
Noxious weeds: poisonous/toxic unwanted, invasive plants. Sense of pollution/danger
Choke the ground **(image)**: the weeds strangle the other vegetation, grow so rampantly that it cannot get the light it needs for survival
Impenetrable thicket: cannot be got through, therefore no one can be sure what is in its depths
Haven for vermin (image): shelter/harbour/safe place where pests thrive
Lair for undesirables: a secret den for wild animals or villainous humans, vague term suggests threat of creatures/humans unknown
Raucous, unending cries: rough, painful, jarring noise which seem endless, suggestion of human connotations / difficult to listen to and wish it would stop

(b) Rufus Carmichael

The general effect is of a furious man attempting to suppress the outward signs – potentially dangerous/comical

Tightened into a grimace: ugly, distorted face indicating disapproval caused by tense muscles, suggestive of screwdriver/vice turning as if forced into the position
Lips had compressed: his lips lost their fullness, flattened by pressure/squeezed together, suggestion of holding back what he wants to say/under pressure and might blow
Thin line of anger (image): a line is very narrow, often drawn by a ruler, a hard object. It is as though his strong feelings have drawn this line on his face as in a cartoon/caricature
Dots of perspiration sprang out (image): small drops of moisture appear suddenly with some force, suggests struggling to control/physical exertion
A dark cloud passed over his face (image): a scowl. As if a storm is approaching – clouds presage at least rain. This facial expression suggests an imminent outburst
Panting as though he had run a race (image): involuntary action, breathing hard and quickly after sustained exertion; Carmichael has found the meeting as great a strain as a runner in a race, possibly unhealthy/overweight – panting also reminiscent of an animal cooling down

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 for Reading.

Band 1	9–10	Wide ranging and closely focused discussion of language with some high quality comments that add associations to words in both parts of the question, and demonstrate the writer's reasons for using them. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2	7–8	Explanations are given of appropriately selected words and phrases, and effects are 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, vague 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 or literary devices but not explain why they are used. Explanations of meaning 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 insufficient 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 assessment objectives R1, R2 and R5 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary

(a) Notes

How is the osprey adapted to ensure its survival and what threatens its continued existence?

Write your answer using short notes. Write one point per line.

You do not need to use your own words.

Up to 15 marks are available for the content of your answer. **[15]**

(b) Summary

Now use your notes to write a summary about how the osprey is adapted to ensure its survival and what threatens its continued existence.

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should include all 15 of your points in Question 3(a) and must be 200 to 250 words.

Up to 5 marks are available for the quality of your writing. **[5]**

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Reading content for Question 3(a)

Give 1 mark per point in 3(a) up to a maximum of 15.

Reward a point about:

1. can live in a **variety of geographical locations**/widely distributed/found in every continent except Antarctica (do not accept found in every continent)
2. can live near coastal areas or freshwater / **salt water or sea water habitats** (need both salt and fresh waters for point)
3. migrates/able to **fly very long distances** – allow example if accurate 4 800 km / 12 500 km
4. **sharply-curved beak**
5. **nasal passage(s) close** when underwater / can plunge /submerge
6. **reversible toes**/ can grasp with two toes in front and two behind (singular denies)
7. long talons /barb-like talons (singular denies)
8. vision well-adapted/ vision **very** good / can detect underwater objects /can sight fish from 10–40 metres in air
9. carries fish with one foot in front of the other/**carries fish aerodynamically**
10. **industrialisation**
11. **gun**(s)/shooting
12. **collecting eggs and specimens** (need both and sense of plural)
13. chemical(s)/DDT/ other pollutants
14. destruction of wetlands/urban development /loss of habitat (land)
15. forest management /forestry work/removal of old pine trees/loss of nesting sites (trees)
16. **tourism**
17. (injured by) **overhead wires**
18. **fishing equipment** /fishing line and hooks (need both, do not allow nets)
19. other **animals** (plural) **prey on them** or hunt them (accept accurate examples from text – 2 or more)
20. **overfishing**/reduced fish stocks

Notes:

Only one point per numbered bullet in an answer can be credited.

Additional incorrect information negates.

Credit responses in 3(a) which convey the essence of the point.

Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by **clearly focusing** on the key details.

Over-lengthy lifting (e.g. of **whole** sections containing a number of points) should not be credited

Where errors of grammar/spelling seriously affect the accuracy of an idea, the point should not be awarded.

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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 for Writing.

Band 1	**5**	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's 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 a redundant introduction or conclusion.
Band 3	**3**	There are some areas of conciseness. 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.
Band 5	**1**	The summary is unfocused or wordy. 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. The response cannot be understood or consists entirely of the words of the passage.

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