CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/22 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 Zelda's husband, Bob. Write a letter to your brother who lives abroad, telling him about your vacation.

In your letter you should comment on:

- **your expectations of the trip**
- **your feelings about Zelda's behaviour on the first two days of the holiday**
- **what happened during the rest of the trip.**

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

Begin letter: 'Dear Brian, We've just come back from a trip I arranged for Zelda as a surprise…'.

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 letter to a relative. 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 Bob's expectations of the trip
Annotate A2 for references to Bob's feelings about Zelda's behaviour
Annotate A3 for references to what happened in the rest of the trip.

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Responses *might* use the following ideas:

A1: Trip and Bob's expectations
Reward an idea related to:

- **TREAT** to go on a canal boat det. popular pastime, famous acting couple own a boat dev. expected it to appeal to Zelda if celebrities did it
- **PEACE and QUIET** det. no glitzy shops / hotels dev. need to relax / calm down a bit / enjoy contrast with city / enjoy nature and/or wildlife
- **HANDS ON** det. tilling up, thrusting the tiller dev. keen to learn technicalities
- **COSY / LUXURIOUS / WELL-EQUIPPED** boat det. microwave, shower dev. fun, like luxury camping
- **HISTORY** canals, old buildings / area det.name of town dev. nostalgia, get back to old days
- **MEET PEOPLE** det. fishermen / boatyard owner dev. sense of camaraderie with other river users
- **FOOD** good en-route det. restaurant with fine reputation

A2: Zelda's behaviour and Bob's feelings about
Reward an idea related to:

- **IDEA / PLAN** for trip in first place det. taken aback, prefers hotels, didn't want to steer dev. disappointed / thought she'd have liked a change / might have known she wouldn't like it
- **PACKING** det. lots to transfer from car to boat / moaned about time taken dev. defence of it (need to be well equipped) or criticism of amount if possessions are mostly Zelda's
- **FACILITIES** det. nonsense, wanted more / more luxurious / trying to get a phone signal dev. meant to be relaxing holiday not on phone
- **BOATYARD** insisted on leaving / wouldn't spend night in boatyard det. moaned re smell / bored (yawn) by details of town and lock gates / disinterested in local architecture dev. disappointed at her reaction
- **CHURCH** det. famous 19th Century architect
- **WEATHER** det. nasty breeze, storm keeping her awake
- **COUNTRY LIFE** det. inn food not up to her standards, lack of street lighting dev. never satisfied (det. he loved the fish and chips) dev. more of a townie than a country person
- **CLOTHES** det. wearing white trousers, paw prints from dogs dev. unsuitable attire/ over concerned with appearances / no need to dress up
- **SCENERY** det. heron, oak trees, complained re cockerel dev. hope she is beginning to soften possibly / disappointed she's not appreciating it fully
- **PEOPLE** det. unruly teenagers, anglers, canoeist dev. judgemental / not sociable

(Point = what Zelda did / how she reacted in relation to each idea; det. in support dev. = Bob's feelings / reactions to that)

A3: What happened during the rest of the trip
Reward ideas related to:

- **ENGAGING with OTHER PEOPLE** e.g. met the famous theatrical couple dev. Zelda impressed by that / arguments with other river users e.g. canoeists or fishermen due to inexperience
- **AREA** visited nearby buildings of architectural interest, e.g. church, attended the annual music festival
- **SHOPPING** e.g. purchases in / visited artists' studios
- **MEALS** e.g. found the restaurant with a fine reputation
- **WILDLIFE** / **SCENERY**, e.g. saw lesser-ring-necked flycatcher

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- **RIVER**-related activities e.g. tried fishing, canoeing, or persuaded Zelda to steer
- **WEATHER** continued to improve (or if negative and cutting it all off another storm)
- **ACCIDENT** det. Bob not an expert – had one narrow miss with canoeist dev. connected to a lock / engine / ran into another river user
- **ABANDON the boat trip** e.g. go home or to hotel

Ideas and opinions must be derived from the passage, developing the implications e.g. trip cut short / Zelda did relax a little and enjoy it (grudgingly).

Note 1: Overall, feelings (inferred) from Bob will depend on a candidate's interpretation of Bob e.g. he might be a deluded optimist, a self-righteous man, or a realist who has come to terms with his mistake in booking the holiday.

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.

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 storm and its effects in paragraph 6, beginning 'No sooner were we inside…';
(b) what Zelda enjoyed about the morning in paragraph 7, beginning 'Having only managed…'.

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 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 storm and its effects

The general effect is of a ferocious storm, feeling of being under attack

hammering (image): the rain has the force of a metal implement which can alter the surface of what it hits, potential for damage
like machine gun fire (image): destructive, continuous, loud, rapid sound of a weapon, dangerous / would hurt a person who went outside
shrieking (image): personification – shrill, piercing noise as though the wind is in pain or angry, sense of fear
bent double: extreme angle into which the branches have been forced, like a very old person, suggests power of storm
snatched (image): the leaves have been taken by force, personifying the wind as a callous thief
tossed into the air: thrown up, careless action as if wilfully discarded
as if by a **manic juggler (image):** the leaves are whirling around crazily in all directions, extremely fast, up into the air and then down again
an angry agitation (image): violent disturbance, the surface of the water is stirred up by the force of the rain

(b) What Zelda enjoys about the morning

The general effect is of an awe-inspiring scene

sun seemed to be **smiling (image):** the sun is warm and benevolent
wearing their spring foliage like new coats (image): the oaks covered with fresh green leaves, like clothing worn ostentatiously/proudly
feathery clouds: light, wispy, delicate
dabbed (image): here and there, as though an artist has lightly marked the sky with the clouds
air of grey, **religious solemnity (image):** austere, sober, serious, an aura of formality, the grey plumage is like the clothing worn by someone clerical/devout/spiritual
like tiny translucent pearls (image): the water droplets are small, round, shiny with light passing through them, beautiful and precious
speared (image) sudden attack suggesting precision/violence

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

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Marking Criteria for Question 2

Use the following table to give a mark out of 10 for Reading.

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. 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 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. 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

What were the challenges faced during the entire construction of the Panama Canal, according to Passage B?
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 of what Passage B tells you about the challenges faced during the entire construction of the Panama Canal.

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 answer. **[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 **engineering** / difficult to build
2 **sanitation** / needed decent living quarters
3 **organisation** / lack of experience / had to use army to organise
4 **health risk(s) / disease(s)** (allow example malaria or yellow fever)
5 **take action against** mosquitoes (allow example fumigation, draining, netting)
6 rain-induced **landslides** were a problem / mudslides / steep angle
7 **costly** to build / bankrupted one company / Americans spent 387 million dollars
8 **needed locks** (to raise boats) / water lifts / difference in sea level/lock-based canal
9 **slow process** / took a long time began in 1800s still building in 1970s
10 needed to be able to access different parts of routes / had to **build railways** for access
11 **huge numbers of people** involved / (up to) **50 000 workers** (at a time)
12 vast **quantities of earth** to be excavated / dredged / 82 km of earth
13 extreme **tidal variation** of Pacific / need for 25 m high gates
14 had to construct a (huge) **dam**/make a (huge) lake
15 Needed electricity / needed a **power supply**
16 **extreme length of canal** (allow, e.g. 80 km long)
17 tropical **weather /** high temperature(s) / heavy rain
18 before industrialisation only basic **tools** / needed more advanced machinery
19 had to **increase width** to take modern ships
20 **unstable mountains** / cutting through mountains / cutting through granite / 13 km long excavated gorge

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)

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**	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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