CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/23 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

You are Sunitra's father. Write a letter to your own parents – Sunitra's grandparents – asking them for financial help with the project to buy land and materials for your new home.

In your letter you should:

- **Describe the place you have found and why it is perfect for you**
- **Persuade your parents that there are benefits for Sunitra, despite her objections**
- **Suggest what the other attractions are of this plan to move and how you imagine life will be.**

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 the letter: 'Dear Mum and Dad, Finally we have found the perfect plot on which to build our dream home...'.

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 close member of the family. 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 place and why it is so perfect
Annotate A2 for references to the benefits for Sunitra
Annotate A3 for references to the attractions of the move and how life will be

Responses *might* use the following ideas – bracketed points are inferences:

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A1: The place and why so perfect
Reward an idea relating to:

- **OPEN SPACE** det. vast, few/no other dwellings dev. contrast with city
- **ISOLATED / REMOTE** det. no neighbours, hundreds of kilometres away from city, rarely meet anyone, rutted track only, in a valley dev. private
- **IMMEDIATE ENVIRONMENT** det. stream, peat, grassland, bushes, trees shaped by elements dev. natural beauty/unspoilt/use as resource, e.g. water supply, eco-friendly existence
- **AIR QUALITY** det. not noise and dust of city, see the stars dev. unpolluted
- **STUNNING VIEWS** (distant) det. distant mountains, vast forest dev. uplifting, inspiring
- **WEATHER** variation det. mists, hail, (opening arms to) wind dev. bracing/feeling at one with the elements
- **WILDLIFE** det. bird of prey

[aspect of place = point; why 'perfect' = dev]

A2: Sumitra's objections and the benefits to her as he sees them

Reward an idea relating to:

- **FRIENDS** det. Jo, how many her own age, dev. Jo bad influence, will meet new friends / have to get on and broaden horizons
- **LOCATION** det. middle of nowhere dev. away from distractions, appreciate natural world
- **SCHOOL** (new) det. college in same town as hospital, she and friends had such great times at school dev. can concentrate on homework/schoolwork now, better results and opportunities as a consequence
- **SOCIAL LIFE** det. group/'gang', coffee lounges, shopping trips dev. opportunity for more meaningful activities e.g. outdoors, stop spending money foolishly
- **LANGUAGE** det. might not be able to understand them (accent/different language) dev. challenge her stereotypes / learn a new language
- **PARENTS** det. crazy, responsibilities to her dev. might be less self-centred, understand others have needs too

[objection/area of complaint = point/idea; benefit = dev]

A3: How life will be and how that is attractive
Reward an idea relating to:

- **RELATIONSHIP** (rekindle) between mother and father det. honeymoon,16 years ago, sleeping under stars dev. chance to put some of the romance back / fulfil shared dream
- **FAMILY** more time together as a family, fun experiences det. running around in the rain, living in temporary accommodation in caravan dev opportunity to build strong family unit/bonding, Sumitra can help with chores/building house
- **WORK** new job at hospital in town / promotion for mother, working on house for father dev. challenge
- **HOUSE** luxury, grand dev. bigger / better, no neighbours
- **HEALTH** det. natural surroundings, bracing weather, lack of pollution dev. better for them
- **OWNERSHIP / PURCHASE** land (MONEY dev. higher wages, det. middle of nowhere/building own house dev. can afford more than previously)

Ideas and opinions must be derived from the passage, developing the implications of the move

Note 1: Allow alternative, relevant interpretations of the father's viewpoint.

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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.

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.

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 view from the caravan/trailer in paragraph 2, beginning 'She glanced out of the caravan/trailer window';
(b) the weather and the stream in paragraph 7, beginning 'Last night the wind…'

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]

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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.

(a) The view from the caravan/trailer

The general effect is of desolation and hostility – the area is alien to Sunitra

empty vastness: wide open spaces with nothing in it of significance to Sunitra, loneliness
indistinct, rutted track: the path/road/way is not clearly or sharply delineated, grooved by wheels of vehicles,unmarked path/road and difficult to follow,suggests undeveloped
tussocky grass**:** rough grassland, in clumps rather than an even sward.
...wove through... (image): not straight. The track disappears from view and re-appears as a thread would in cloth.
stunted trees**:** under-sized trees – the environment is so harsh / windy the trees cannot grow it prevents normal growth
swollen stream: the water is nearly over the banks, dangerous / infected / suggests pain
slab of forestry that dominated: a large plantation with no variation or break, dense and impenetrable, unnatural and unappealing
mist was creeping ... (image): gradually moving, as though wanting to approach undetected with a sinister motive
consuming ... (image): as though eating, the mist will take over everything, sinister image
weather-beaten plank bridge: old bridge whose timbers have been adversely affected by the weather, suggesting lack of maintenance
scraggly thorn bushes: ragged, thin or irregular in form, cannot grow well as environment too harsh
blanking out the trees: completely obliterating the trees from view. Indicates the extreme thickness of the mist

(b) The weather <u>and</u> the stream
The general effect is of violence and harshness, the unrelenting power of elements/man against nature

blown up the **funnel** of the valley **(image):** the wind had been forced through the channel of the valley sides strengthening it .
tugging (image): pulling vigorously or repeatedly, gives the wind a sense of power.
debris swirling: loose matter is being swept round in circles, moving with a twisting or whirling motion, out of control, dangerous
scooped up: a smooth, complete and easy movement, playful showing the strength of the wind
flung it down the track **(image):** a careless, angry movement, power

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pounded in her ears: the noise is continuous, battering her repeatedly, unbearable
smacked her eyes **(image):** hit sharply. The wind is a bully. She is at its mercy.
hail had **tumbled** out of the sky**:** icy rain had fallen rapidly as though there is no stopping it.
each hailstone a **tiny bullet (image):** sharp, hard, causing injury
water **rattled** over the stones**:** quick succession of short percussive sounds
frenzy (image): frantic physical disturbance / agitation
scoured out :suggests intense cleaning / bleaching, links to colour of pebbles.
like the remains of a skeleton (image): bleached bone-white, lifeless, macabre

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

Marking Criteria for Question 2

Table A, Reading
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

Summarise the advantages and disadvantages of building a home for yourself 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 advantages and disadvantages of building a home for yourself.

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:

Advantages

1 Opportunities for **co-operative building** / help in return (sense of two-way process)
2 Improves/creates (long-standing) **relationships** / promotes community spirit
3 able to live in a home they would not otherwise be able to afford on the open market (buy something better)
4 unique requirements of a family can be catered for / individual home (not style)
5 **environmentally friendly** / energy efficient / passive house
6 **saves money** / cost effective (spending less) (accept: can save 30% by home building)
7 **timber-frame houses**
8 **financial incentives / attractions of scheme(s) or project(s)** (allow example(s) in relation to specific scheme(s):
[generous discount(s) on land / minimalist planning rules – Almere / Holland]
[15 euros a month mortgage in Marinaleda / Spain]
[sweat equity / work instead of deposit]

Disadvantages

9 **finding a plot** of land
10 being **outbid by developers**
11 likely to need **professional** help / need hire contractor (allow two or more examples from text – need help from: architect / builder / specialist companies / plasterer / bricklayer/plumbing/stone masons)
12 **slow** process / need patience (not 26 weeks)
13 (difficult to) balance with a full time job / (difficult to) build in spare time
14 **limited skills** / don't have skills needed
15 **getting a loan** is complicated or difficult / getting a loan involves more paperwork
16 need **two loans at same time** / run additional loan alongside existing one
17 some lenders charge **higher interest rates**
18 **planning permission expected**
19 **restriction(s)** (Spanish) scheme(s) (allow either example(s) – cannot sell on or don't know which house will be yours)

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 of whole sections of text should not be credited.

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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 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 an 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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