**Cambridge International Examinations**
Cambridge International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH** **0500/21**

Paper 2 Reading Passages – Extended **May/June 2016**

MARK SCHEME

Maximum Mark: 50

**Published**

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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 Maria from Passage A. The day after the rafting trip you write a letter to a friend back home.**

**Write the letter.**

**In your letter you should comment on:**

- **your impressions of the hotel and its staff**
- **your thoughts and feelings about your husband's attitude and behaviour on the holiday**
- **your plans for the remaining days of your holiday.**

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

**Begin your letter, 'Dear friend ,**
**This place is everything I imagined…'.**

**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 pages 6 and 7) and **develop** them relevantly, supporting what they write with **details** from the passage. Look for an appropriate register for the genre, and 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 Maria's impressions of the hotel and its staff
**Annotate A2** for references to Maria's thoughts and feelings about her husband's attitude and behaviour on the holiday
**Annotate A3** for references to Maria's plans for the rest of her holiday.

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**Responses *might* use the following ideas:**

**A1: impressions of the hotel and its staff**

- **eagerness to please / desire to impress** (det**.** Al waited at the airport, carefully planned itinerary, guided tour of Old Town) [dev. Her thoughts / feelings / response to Al's thoughtfulness]
- **(remote) location / setting** (det. two hour drive, legendary landscape, classical architecture) [dev. opportunity to escape, magical, comparison to website images]
- **not busy** (det. sighing over the half-full booking list, wants to attract new business) [dev. regular guests a good sign, enterprising to advertise, Al worried / disappointed about profit]
- **good standard of accommodation** (det. newly extended dining room, best suite) [dev. suspect they have been getting special treatment]
- **food fantastic / fresh** (det. bought daily from market, colourful) [dev. eating more than they should ]
- **relaxing / attractive terrace area** (det. palms, cat) [dev. comparison to spirit of the place created/imagined in competition entry, enjoying the peace it offers]
- **thoughtful / kind** (det. Al offers to change pillows because of 'pain in the neck', offers to share mint tea) [dev. didn't realise neck pain was an excuse]
- **knowledgeable / interesting people** (det. talking with gardener about bees) [dev. her response to what she learns]

**A2: thoughts and feelings about your husband's attitude and behaviour on the holiday**

- **insensitive to/dismissive of local culture** (det. reaction to tour of Old Town – complains of trinkets, tatty bits of material) [dev. spoiling it for her]
- complaining of **boredom** (det. scoffed at plans) [dev. self-centred]
- **lack of interest** in visiting places (det. refuses to go to the animal sanctuary/ruins) [dev. didn't consider her]
- **rude**/insensitive **to other guests** (det. goading them for wanting to stay on flat water)
- [dev. her embarrassment]
- macho behaviour / **showing off / arrogance** (det. claiming he knew what he was doing, wouldn't listen to advice from other guests on the trip) [dev. deserved his fate]
- ungrateful / **rude to Al** (det. bullies him into including him in the rafting trip) [dev. despite getting holiday free, fails to acknowledge efforts of staff]
- **foolish / irresponsible behaviour** (det. other guests sniggering at him, ending up injured ) [dev. implications if others had not known what they were doing]

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**A3: plans for remaining days of holiday**

- **visits reluctantly / does not visit** husband (det. arranges pick up for Friday) [dev. enjoy her time left / time to reflect / teach him a lesson]
- enjoy **hotel grounds / ambiance** (det. terrace) [dev. looking forward to solitude / befriending the cat]
- revisit the **Old Town / market** (det. embroidered gowns, fabrics) [dev. buy souvenirs / gifts from the market perhaps]
- visit **animal sanctuary**, [dev. likes animals (det. fusses cat) wanted to go before]
- visit the **ancient ruins** on the hill (det. forgotten civilisations) [dev. interested to find out more about history / culture of place]
- talk more with the **gardener** / find out more about **bees** and **honey** [dev. try some honey]
- do some **writing** (det. she wrote the winning entry) [dev. good review of the hotel as it is in need of more guests, wife seemed to like her writing]
- **enjoy Al's planned itinerary / menu** (det. husband regarded as 'boring') [dev. wanting to enjoy (choosing) food]
- **get to know other guests / Al's wife** better [dev .without husband putting them off]
- perhaps even try trip on the **water** / rafting herself [dev. now husband not there to embarrass her]

The discriminator is the development of the main character's thoughts and opinions, including her predictions for the future, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

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**Marking Criteria for Question 1**

Table A, Reading:
Use the following table to give a mark out of 15 for Reading.

| | |
|---|---|
| **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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Table B, Writing: Structure and order, style of language
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 lack 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 winning entry in paragraph 4, beginning 'He agreed …'**

**(b) Al and Mr Head's visits to the market in paragraph 6, beginning 'On the second morning…'.**

**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 8) 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 winning entry**

*The general effect is of a bewitching, romanticised version of the place*

**entranced:** captivated, mesmerised, bewitched, as if by a spell, suggests power of her words
**staged scenes of ancient civilisations (image):** as if creating a piece of classical theatre, going back in time, steeped in history, untouched by modern world
**romantic journeys along half- forgotten sandy roads**: quiet route, unpopulated, rustic, idealised, escapism, peaceful
**conjuring (image):** producing something from nothing, magical writing, artistry
**charming mirage**: attractive illusion of the place, quaint, spellbinding, as convincing as a hallucination in the desert
**white-washed walls:** bright and pure white, dazzling, unpretentious, simple, pristine, purity
**embroidered gowns**: suggestive of richness and detail of the fabrics, authentic, traditional, crafted
**laced with sunlight (image)**: the sun is shining through the spaces between the branches creating patterns, streaked / dappled light, extends the embroidery idea – crafted, subtle beauty, intricate, delicate

**(b) Al and Mr Head's visits to the market**

*The general effect is of the abundance and richness of produce along with Al's care and effort as compared with insensitive, dismissive attitude of Mr Head*

**sourced:** obtained from others – sense of deliberately searching for – not just bought **laden:** loaded down, carrying piles / heaps of ingredients, heavy, hard work, like a beast of burden
**procured:** to obtain by special effort – suggests care on Al's part, assuring quality
**rainbow of produce (image):** natural foods in a range of beautiful colours – image of promise, overflowing, abundance, vibrancy, exotic, healthy
**worked his way back through the beehive (image)**: not easy to walk back – an effort to get through lots of narrow bustling streets / as if Al is a worker bee gathering pollen to turn into nectar – connotations of busy / organised nature of the community / town / colony
**straggling market stalls:** spread out in an irregular, untidy way, disparaging term – stalls seen as unattractive / falling behind economically
**tatty trinkets:** small items or ornaments / jewellery of little value, shabby, of poor quality, mocking tone
**bits of cloth:** pieces of ragged fabric, sneering, dismissive, disparaging of embroidered gowns

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**Marking Criteria for Question 2**

Table A, Reading: Language analysis:
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**

**According to Passage B, what is the importance of honeybees to humans and what does the writer of the letter believe to be threatening bees' well-being?**

**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 from Question 3(a) to write a summary of the importance of honeybees to humans and what is threatening bees' well-being, according to Passage B.**

**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 listed below, up to a maximum of 15.

**The importance of honeybees to humans and the threats to their wellbeing**

Give 1 mark for a point about:

1. **pollinate** (plants, crops or orchards) / pollinate **over 30%** of our crops [incorrect example negates]
2. we **could not produce enough food** without them / extinction of bees could lead to widespread global starvation / global starvation without them
3. they **provide us with healthy food** options (allow examples of fruits / nuts linked to the bees)
4. they are **more efficient or cheaper way to pollinate** than other techniques / unpaid labour for (global) food industry / without bees need huge armies of human workers / more expensive to pollinate without bees
5. they are an **indicator of environmental health**, warning sign, bee health tells us lots about environmental health
6. **historically significant** / connection to past culture(s) / one of oldest forms of life still around (allow e.g. 8000 year old rock painting of man interacting with bees)
7. **medicinal value of honey** (allow honey is / was used in medicines; allow correct example – **over** 500 Egyptian medicines used honey)
8. **Colony Collapse Disorder** / CCD / bees abandoning hives
9. **virus** / viral attack / deformed-wing virus
10. **fungal infections**
11. **immune systems being suppressed** / stress reduces (or depresses) immune system
12. **limited genetic diversity** / have too little genetic diversity
13. **Varroa** destructor / blood-sucking mite(s)
14. **pesticides** – allow chemicals (used in farming) / neonicotinoids / nerve agents
15. practice of **transporting** hives to multiple orchards damages bees / transporting causes stress / transporting exposes them to additional pathogens / transporting affects their navigational abilities
16. adverse, unseasonal or **bizarre weather** / changing climate
17. **insufficient nutrition**, not enough bee friendly flowers

**Notes:**

- **Only one point per numbered bullet in an answer can be credited.**
- **Additional incorrect information negates.**
- **Credit responses in 3a 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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**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** | The summary is mostly focused but may have a redundant introduction or conclusion.<br>Most points are made clearly and concisely. Own words (where appropriate) are used consistently. |
| **Band 3** | **3** | There may be occasional loss of focus or clarity. There are some areas of concision. 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. It may lack some clarity. 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) or lack clarity. 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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