Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/22**

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

MARK SCHEME

Maximum Mark: 50

Published

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 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

© UCLES 2016

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 Miss Salmon. On the evening of the false alarm you write a letter to a friend.

Write the letter.

In your letter you should:

- **comment on the events of the day, what exactly happened and how you feel now**
- **explain why you behaved as you did**
- **suggest your possible courses of action now and what their consequences might 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 your letter, 'Dear friend,
Something happened today that I need to tell someone about…'

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 page 6) 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 the events of the day and her feelings now
Annotate A2 for references to the reasons for her behaviour
Annotate A3 for references to possible courses of action now and what their consequences might be.

© Cambridge International Examinations 2016

Responses *might* use the following ideas:

A1: Comment on the events of the day, what exactly happened and how you feel now

- **timetable disrupted** / lesson(s) missed (det. afternoon) [dev. relieved, feeling calmer]
- **governor visit / important meeting** (det. Mrs. Basu, inspecting standards, disrupted) [dev. affect report]
- **passing Headmaster's office** (det. sneaking) [dev. had to be very quiet , fortunate not to have been caught]
- **personal secretary fetching registers** (det. Mrs Edmondson returning to building) [dev. not really risking life]
- **fire alarm was set off** / broke the glass (det. hoax, expensive, toffee hammer) [dev. irresponsible, feeling guilty]
- **assembled whole school** (det. playing fields, continuous ring) [dev. waste of time]
- **lectured by the Headmaster** (det. despicable deed, sniggers, threatens consequences [dev. ineffective, melodramatic, harsh]

A2: Why you behaved as you did

- **terrified** (det. not to impress) [dev. did not want her failure being witnessed]
- **under attack** (det. pack, tall boy) [dev. unable to control class, bullying]
- **lack of respect** from class (det. no one listens) [dev. (not a) good Geography teacher]
- **high academic standards** (det. Olympian, awkward questions) [dev. pressure, feels inadequate / unfairly judged]
- **does not fit in** / unsure what is expected of her (det. rules of the game, carrier bag / rented room) [dev. compared to the grandeur of school]
- **no one to turn to** for help or advice (det. friends, confidante) [dev. lonely, isolated]
- **workload** (det. unfinished marking) [dev. not coping with pressure]
- **could not face the lesson** (det. Geography) [dev. snapped / desperate]

A3: Suggest your possible courses of action now and what their consequences might be

- **confess** / tell Headmaster
- **keep quiet** / hope it passes dev nobody would suspect teacher
- **blame a student** / student gets the blame [dev. unethical]
- **resign** / leave voluntarily / choose to stay [dev. have to leave teaching all together+]
- **reputation affected** [dev. couldn't get another job]
- **change approach /** get help (det. mentor) [dev. try to improve lessons/control]
- **challenge the head's behaviour** [dev. tell him just what she thinks of him]
- **apologise** (det. each and every one in turn) [dev. humiliation]
- **forced to leave** / might be sacked / suspended [dev. financial consequences]

The discriminator is the development of the main character's feelings and experiences, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

© Cambridge International Examinations 2016

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.

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.

© Cambridge International Examinations 2016

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 atmosphere and the headmaster's speech in paragraph 4 beginning 'A lull in the storm …'

(b) the school and the students in paragraph 5, beginning 'Miss Salmon thought it unlikely …'.

Select four powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase 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 9) 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.

© Cambridge International Examinations 2016

(a) The atmosphere and the headmaster's speech in paragraph 4

The general effect is of exaggerated, melodramatic reaction on the part of the Headmaster

a lull in the storm (image): temporary pause in speech, a quiet period just before he is about to begin again, suggests something of the ferocity and power of his rant
the rain cloud burst (image): as if a sudden heavy downpour, the headmaster's furious words descend on the audience, sudden violence as if exploding with rage or anger
bellowed: shouted loudly**,** deep roar associated with a bull – dangerous creature , one you'd stay out of the way of
turning with lightning speed: fast, linking to weather and storms, overdone, dangerous, threatening
magnificent monologue: dramatic delivery by one character, splendid performance, posturing, not intended to be answered
like a discarded sweet wrapper rustled between acts, the giggling fell away (image): cessation of noise, laughter stops**,** inappropriate behaviour, extends dramatic situation
perpetrator of this felony: guilty person responsible for crime**,** as if a grave and serious crime, exaggerated legal jargon / court terms not used in everyday speech, pompous
wanton criminal act: deliberate action**,** immoral, illegal and irresponsible, over-reaction

(b) The school and the students in paragraph 5

The general effect is of a false and unattainable sense of perfection – bright, white and spotless

(major criminals) **lurked:** hiding in wait, concealed, menacing, sinister
rows of bright young students standing to attention: shining and new, intelligent, standing to attention, obedient, military drilling/precision to achieve this
the pristine white goals: spotless, clean and fresh, in their original condition as if unused, unnatural for goals on a school playing field, keeping up appearances
immaculately groomed: perfect, brushed, manicured and combed, precise and unrealistic standards
shining faces dimmed with assumed innocence (image) brilliance or light being dimmed/darkened, turning it down as if using a switch, assumed innocence suggests they are not innocent at all and have taken on that mantle.
practised picture of compliance (image): pretending to obey, but practised, well-trained or rehearsed rather than authentic
pack (image): close-knit group with a leader, hunting animals, ambush, danger
source of the sniggers: source suggests that is where it all starts, origins and sniggers suggests half-suppressed scornful mocking

© Cambridge International Examinations 2016

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.

For valid choices of words, tick in the body of the response. For imprecise or incomplete choices or explanation, use ^. For meaning annotate EXP in the margin and for effect (i.e. responses evoked in the reader) annotate + in the margin. Indicate overview with O.

© Cambridge International Examinations 2016

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

In Passage B, what advice is given to help with the first year of teaching?

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.

(b) Summary

Now use your notes from Question 3(a) to write a summary of the advice given in Passage B to help with the first year of teaching.

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. **[20]**

© Cambridge International Examinations 2016

Reading content for Question 3(a)

Advice offered to help with the first year of teaching

Give 1 mark for a point up to a maximum of 15 about the need to :

1. be positive / it will get better
2. accept it will be hard at times / **accept** it will be **challenging**
3. **control your surroundings /** set up room properly/ remove distractions
4. arrive early **and** stay late / **work long hours**
5. have **more material than you need** / two hours' material for every hour of actual teaching / have twice as much material than you need
6. form **positive working relationships / healthy relationships with staff** (and administrators)
7. get parents on side / form **positive relationships with parents** / parents are allies
8. do not be **too lenient or too strict** / find the middle ground
9. be **fair and** keep a **sense of humour**
10. have a back-up plan / be prepared to move on if necessary / **be adaptable**
11. learn your curriculum inside out / **know your subject** (syllabus) **well**
12. **look for ways to improve teaching methods** / interest students / take account of students when planning
13. **ask a colleague**
14. keep a journal / **reflect**
15. **be realistic** about what is possible / do not expect too much of yourself / do not be too hard on yourself
16. **take care of yourself physically**

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**.
  Where a point is awarded, indicate with a tick
  Where a point is insufficiently clear, indicate with a ^ Where a point is incorrect, do not annotate
  Where a point is repeated, indicate with REP

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.

© Cambridge International Examinations 2016

Q3(b) 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. 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.

© Cambridge International Examinations 2016