Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/22**

Paper 2 Reading Passages (Extended) **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.

Question	Answer	Marks
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 Mama. Later that same day you write your journal entry reflecting back on the day's events. **Write Mama's journal entry.** **In your journal entry you should explain your feelings and concerns about:** • **what you had to do that day** • **how each of your children behaved and their reactions that day** • **the future for yourself and your family and what will happen now.** **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 journal entry,** **'Today has not been an easy day ...'** **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**

Question	Answer	Marks
	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 **what you had to do that day** Annotate A2 for references to how each of your children behaved and their reactions that day Annotate A3 for references to the future for yourself and your family and what will happen now **Responses *might* use the following ideas:**	
	A1: what you had to do that day • **leave work** / not go to work (det. helping Papa with court case) [dev. worried] • pick up **youngest son** first (det. from pre-school) [dev. no time to change him out of his uniform] • get **eldest son** out of class (det. whispering with teacher) [dev. gave excuse and sorry to • interrupt class / teacher supportive of real reason] • **escape / find safety** (det. to the friend's house / get past a road block / check of some sort) [dev. concerned would be in trouble, vulnerable] • **meet** husband / partner later (det. at house of friend / associate)[dev. why he is not with them / what he was doing (court case – lawyer/judge/defendant)] • **lie** to boys / keep news from them (det. a trip / turn off the radio) [dev. not a real holiday at all] • **terrified / frightened / on edge** (det. sucking mint(s), tapping on wheel) [dev. their life has changed forever]	
	A2: how each of your children behaved and their reactions that day • **youngest son went to sleep in car initially** (det. usual behaviour) [dev. he wasn't worried to start with / very young still so doesn't understand] • **eldest son wanted to go to friend's house** (det. B, goes every Thursday) [dev. good friends/ distract each other in class] • **youngest son's concern re his things** (det. Goofy) [dev. didn't want to upset him / knew there would be a scene] • **deliberate provocation by eldest son** (det. asked question on purpose to make brother react) [dev. very angry/upset, only young himself, can't / shouldn't expect as much of him / he'll need to grow up fast] • **it's not fair** (det. always saying it) [dev. this time may well be right / explanation of comparison to father e.g. he is fighting for justice / suffering an injustice / feels guilty (for putting children through it)] • constant **nagging / argument** from children (det. Goofy/B's) [dev. stressed]	

Question	Answer	Marks
	A3: the future for yourself and your family and what will happen now Reward an idea about: • **children's social routine disrupted** (det. watching favourite t.v. programmes, old life disappeared) [dev. concerns about whether they will be able to adapt / may not see them again] • **educational impact** (det. mid-term) [dev. may find it hard to catch up] • **parental relationship with children** (det. hate her) [dev. guilt , resentment] • **husband's safety / reliability / relationship** (det. arriving after them) [dev. may not yet have • arrived / be late] • **practical concerns:** loss of lifestyle / possessions / where they might go next (det. work, only has school shoes and uniform) [dev. will not be able to work herself now, how will they manage] • **consequence(s) of threat:** new identity, uncertain future • **nature of the threat:** being pursued, someone looking for them • **court case has gone wrong** (det. black limousines, roadblock, court case, Papa's sense of justice) [dev. relevant suggestions re possible nature of threat in relation to Papa / the family]	

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	Answer	Marks
2	This question tests Reading Objective R4 (10 marks): **R4** demonstrate understanding of how writers achieve effects	
	Re-read the descriptions of: **(a) the car in paragraph 5, beginning 'If Mama's lime-green car ...'** **(b) the atmosphere inside the car and feelings of its occupants in paragraph 20, beginning ' At some point in the silence that followed ...'** **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 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.	

Question	Answer	Marks
2(a)	**the car** *The general effect is romantised/comic, possibly nostalgic, memory of decrepit vehicle. Childish imagery e.g. of cartoons reflects the now adult narrator as he was at the time.* **lime-green:** vivid, cartoon car colour, unsophisticated colour choice **crumpled like an accordion:** (image) fold up, concertina, suggestive of cartoon crashes, sound effect implied, offers no resistance **flimsiness:** fragile, easily damaged, offering little protection suggests vulnerability of occupants **listed to port or starboard:** (image) rocked from side to side, as if on a boat, suggests unstable / sea sickness **like sitting in a bowl of custard:** wobbly, humorous image, reminiscent of clown-like behaviour **squealing:** shrill noise suggesting outside comfort zone / scared, old worn engine, struggling, reminiscent of terrified animal, pain **looked as if it belonged in the control panel of a flying saucer:** looks out of place/alien as if not fit for real purpose, suggestion of their adventure into the unknown **bit savagely:** painful, exaggerated to suggest action of a wild beast, emphasises lack of comfort , basic upholstery/padding, possibly danger in the experience of being in this car **like lying on a bed of nails:** painful and dangerous, uncomfortable, circus act, connection to magicians **noble beast:** like a knight's charger/ lion, romanticised term, comes to their rescue in hour of need **marshmallow:** squidgy and soft, no strength in car, childish	

Question	Answer	Marks
2(b)	**The atmosphere inside the car and feelings of its occupants** *The general effect is of the tension provided by the contrast between the genuine and underplayed anxiety of mother as compared to the insensitive/immature reactions of the boys.* **black limousines:** large imposing cars, sinister, authority, power **creating a funnel**: their way forward is being narrowed down, increasing pressure and stress, menace **tapping the wheel:** continuous small action, emphasises nervousness **on the brink:** (image) as if on the edge of a precipice, about to lose control **temporarily deprived:** deprived is emotive and refers to essentials, temporarily suggest may well get them back so emphasises that fuss is disproportionate **my precious possessions:** suggest they may well be of little value in reality **squirt's voice providing counterpoint:** (image) two voices continuous and at the same time, at different pitches, as if playing melodies in harmony with each other, unlikely though to sound pleasurable as both complaining **endured:** suffered as if painful/difficult **litany of complaints:** (image) a tedious recital / repetition of complaints over and over, builds annoyance, irritation, connection to a court of law **suspicious silence:** not usually silent, realising something must be wrong **like a grain of sand flowing towards the neck of an hourglass:** (image) slow but inevitable progress, time is running out, serious consequences ahead for them	

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	Answer	Marks
3	**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 are the facts about Houdini and his life? 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 to write a summary of the facts about Houdini and his life 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 writing.**	**20**

Question	Answer	Marks
3(a)	**Question 3(a) READING** **Give 1 mark per point in 3(a) up to a maximum of 15.** **Reward a point about:** **1.** Extra-ordinary life / there were plans for **musical / stage version of his life** **2.** H spent time **trying to prove mediums were fake** **3.** born in Hungary / Hungarian **4.** father a rabbi / father was Jewish **5.** **changed name** / real name Ehrich Weiss (spelling) **6.** biography about him / biographies about him / books about him **7.** **abandoned traditional magic** (for tricks) **8.** still **don't know how** he did all of his tricks / audiences were amazed (by his tricks escapes, illusions) **9.** physically strong / athletic build **10.** able to **regurgitate objects** / bring back up **11.** could **hold breath** (under water) for **over** a minute **12.** he **was ill** / underwent surgery / had appendicitis [do not allow ruptured appendix] **13.** he **received death threats** **14.** owned a **parrot** (called Pat) / his parrot could pick locks **15.** (started by) **picking locks as a child** **16.** wrong side of the **law** on occasion / police tried to curb his activities **17.** impersonated a medium / snooping around cemeteries for information / told audience about dead relatives / drawing out the gossips for information **18.** was involved with **movies** **19.** he had a wife / he was married	
	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**. 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.	

Marking criteria for Question 3(b)

Quality of Writing: concision, focus, use of 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**	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.

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