UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/21 Paper 2 (Reading passages – Extended), maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

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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.

Question 1

Imagine that shortly after the marriage service, Mrs Ferris-Grebe and Mrs Kougar have their first conversation together. Write the conversation that would take place.

In the conversation you should explore: their views on the wedding ceremony, their feelings about the suitability of the marriage and the differences between the two women and their families.

Base the conversation on what you have read in Passage A and be careful to use your own words.

Write between 1½ and 2 sides, allowing for the size of your handwriting.

Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing. [20]

This question tests Reading Objectives R1–R3 (15 marks):

- Understand and collate explicit meanings
- Understand, explain and collate implicit meanings and attitudes
- Select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (5 marks):

- Articulate experience and express what is thought, felt and imagined
- Order and present facts, ideas and opinions
- Understand and use a range of appropriate vocabulary
- Use language and register appropriate to audience and context
- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

General notes on likely content

A basic answer will give information, perhaps in the form of an undeveloped list, about the wedding ceremony and the suitability of the marriage. The more the material is adapted to the question, the higher the reading mark. The best answers will bring out the characters of the two women.

For writing, remember to reward varied and appropriate language for the two characters.

The final mark is based on the **quality** of the answer.

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Candidates may use the following ideas:

A Views on the wedding ceremony

Mrs Kougar is not used to such ceremonies in church but knows a good celebration when she sees one. She may ask questions about aspects of the ceremony and may hint that it was not much fun. Mrs Ferris-Grebe will need to justify herself on the choice of church, the wedding dress and the organist. Comments about the different dress styles of the two families are relevant. Good answers may widen this section to discuss such things as standards and traditions. There will be matters such as the rude comment heard during the service, the behaviour of the children and the fumbling over the ring. Mrs Kougar might have comments about the sermon and she may have noticed Mrs Ferris-Grebe's breakdown at the end. Mrs Kougar will have enjoyed the service more. Reward barbed comments and point scoring.

B Suitability of the marriage

There is a good opportunity for original thought here. Basically Mrs Ferris-Grebe will think that Cecilia is marrying beneath her. Mrs Kougar might think Cecilia to be posh, but University was a leg-up for the family and could be seen as the great leveller. The important point is that they love each other. There is a lot to be cleared up as to what they do with their degrees. Both mothers are blinkered. Mrs Kougar will be quite happy to welcome Cecilia to her big family and if she becomes a grandparent there will be little gap in ages (see the twins).

C Differences between the two women and their families

Responses should develop Mrs Ferris-Grebe's stiffness and formality and her wish to be in control (plenty of details in the passage). Mrs Kougar lets 'everything hang out', except when she gets annoyed or has an opinion. She can make herself very plain, at great length and she is voluble. Any response which can manage this is likely to be rewarded high marks. The size of the Kougar family is a point in itself and the amount of discipline administered in each family is clearly different. Note that Mrs Ferris-Grebe's attempts to control Cecilia meet with limited success.

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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 answer reveals a **thorough** reading of the passage. A good range of well-developed and equally weighted ideas is applied to all parts of the question. There is an appropriate amount of supporting detail, which is well integrated with the conversation, contributing to a consistently strong sense of purpose and approach. Characters are clearly indicated.
Band 2: 10–12	There is evidence of a **competent** reading of the passage and evidence of adaption of some of the text to the question. Some ideas are developed, but the ability to sustain content may not be consistent. All parts of the question may not be equally weighted. There is some supporting detail throughout. There is some attempt to convey differing characters.
Band 3: 7–9	The passage has been read **reasonably well**, but the answer may not reflect the range and detail of the original. There may be some evidence of a mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development are not always taken. Some supporting detail is used, but not consistently. Hints at characterisation are few and may not be clearly presented.
Band 4: 4–6	Some reference to the passage is made without much inference or more than brief, factual development. Answers may be **thin**, lack original thought, or in places lack focus on the text, but there is some evidence of general understanding of the most important details of the passage.
Band 5: 1–3	Answers are either very general with little specific reference to the passage or a reproduction of sections of the original. Content is insubstantial and 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 conversation has character and is consistently appropriate to the two speakers. Ideas are very clearly expressed and developed in a wide range of effective and/or interesting language. The conversation has an effective overall structure and may have an interesting ending.
Band 2: 4	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express some ideas strongly and develop them with some subtlety. The candidate attempts to write appropriately for the two speakers. The conversation is mainly well structured.
Band 3: 3	Language is clear and appropriate, but comparatively plain, and rarely strong or subtle. Individual points are rarely extended, but explanations are adequate, although they do not give evidence of a wide range of language. There may be little shape to the conversation as a whole.
Band 4: 2	There may be some awkwardness of expression and some inconsistency of appropriate style. Language is too limited to express shades of meaning or differences of outlook. There is structural weakness in the presentation of material. There may be some lifting.
Band 5: 1	There are difficulties with expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas. Language communicates general meaning, but is only adequate. There may be frequent copying from the original.
Band 6: 0	Sentence structures and language are unclear and the work is difficult to follow.

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Question 2

Re-read the descriptions of:

(a) the church in paragraph 4;

(b) Mr Kougar in paragraph 6.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language. [10]

This question tests Reading Objective R4 (10 marks):

- Understand how writers achieve effects.

General notes on likely content

This question is marked for the candidate's ability to select effective or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words that carry specific meaning, including implications, additional to general and to ordinary vocabulary. Alternative acceptable explanations should be credited. Mark for the overall quality of the answer, not for the number of words chosen.

The following notes are a guide to what good responses **might** say about the words they have chosen. They can make any **sensible** comment, but only credit comments that are relevant to the correct meanings of the words and that have some validity.

Responses **could** score full marks for excellent comments on comparatively few words from each part of the question. Do not take marks off for inaccurate statements. It is the quality of the analysis that attracts marks.

(a) The church in paragraph 4

Responses may give a simple but appropriate overview that the church was old and ill-kept, perhaps with an air of mystery about it, certainly not an appropriate place for a wedding. There are two images, which should be explained properly by responses achieving the top mark band.

Barn is the first image. Responses should relate it to a farmyard and then draw the comparison of size and emptiness, possibly of lack of comfort. It certainly has **gloomy, eerie corners** that suggest a lack of light leading to a sense of the mysterious, even of fear of the **livestock**. This is a conveniently wide term to cover anything from flies to bats or worse; it suggests that the church was poorly looked after and that parts of the building were a sort of 'no go' area. Reward responses which demonstrate knowledge of what **intermittent dripping** means. The **ill-fitting jigsaw** needs explaining as an image. With time the pieces of a jigsaw become worn and holes at the corners appear; similarly the church has many small holes although the pieces may still be there. **Clamminess** suggests a kind of atmosphere and links well with **gloomy**.

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(b) Mr Kougar in paragraph 6

Responses may explain that overall, Mr Kougar has no dress sense, but brings a welcome colour to the proceedings. He is also inappropriately dressed for a church wedding, but he makes a welcome contrast to the sober grey of the Ferris-Grebe party. Reward attempts to explain this overview. This selection of language describes something so unusual that responses might think it is exaggerated.

Good responses will start with the image **a rainbow of a man** and relate it to the selection of colours that Mr Kougar was apparently wearing. It is effective since the writer is not obliged to list colours. In fact only **bright purple** is mentioned (for the trousers), and answers may say that this is a hideous (or even bright and beautiful) colour for that garment. They may mention the contrast with the grey of the Ferris-Grebe party. They should explore **garishly striped** in terms of colour and design. Reward candidates who know what garish means. **Sagged a little at the waist** is a rather unkindly humorous effect, but candidates should suggest that **strutted like a peacock**, which is an image that shows how he stood, as well as another mixture of colours, indicates that he was totally unaware of the effect that he was creating. **Beaming** and **seemed to shine** are additional relevant choices.

Marking Criteria for Question 2

READING

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

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. May group examples to demonstrate overview of meaning/inference/attitude. Tackles images with some precision and imagination. There is clear understanding of how language works.
Band 2: 7–8	Reference is made to a number of words and phrases, and some explanations are given and effects identified in both parts of the question. Images are recognised as such and the response goes some way to justify them. There is some understanding of how language works.
Band 3: 5–6	A satisfactory attempt is made to identify appropriate words and phrases. Responses mostly give meanings of words and any attempt to suggest and explain effects is weak. One half of the question may be better answered than the other. Responses may identify linguistic devices but not explain why they are used. Explanations are basic or in very general terms (or may be virtually ignored).
Band 4: 3–4	Responses provide a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original, or comments are very general and do not refer to specific words.
Band 5: 1–2	The choice of words is partly relevant, sparse or sometimes unrelated to the passage. While the question has been understood, the response does little more than offer a few words and make very slight, generalised comments. The answer is very thin.
Band 6: 0	Answers do not fit the question. Inappropriate words and phrases are chosen.

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Question 3

Summarise:

(a) the traditions that Chinese families often follow, as described in Passage B and

(b) the things that went wrong at the wedding ceremony described in Passage A.

Use your own words as far as possible.

You should write about 1 side in total, allowing for the size of your handwriting.

Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing. [20]

This question tests Reading Objectives R1–R3 (15 marks):

- Understand and collate explicit meanings
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AND Writing Objectives W1–W5 (5 marks):

- Articulate experience and express what is thought, felt and imagined
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- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

A CONTENT

Give one mark per point up to a maximum of 15.

(a) The traditions that Chinese families often follow (Passage B)

Give one mark for a point about:

1 the **series of (three) letters**/one with gifts
2 the groom/**groom's family pays for**/organises everything
3 before the wedding the **bride is isolated**/symbolically mourns the loss of her family
4 her **ritual bath**/cleansed from bad influences
5 the couple chooses a **lucky date** (not just lunar)
6 wedding takes place **on the half-hour** – upward movement is deemed symbolically lucky
7 **red** is used as a **lucky colour**
8 the groom takes possession of a **new bed**
9 the **nephew who jumps on the bed** (to encourage an heir)
10 the **couple serve tea** to parents and friends
11 they **receive jewellery** and/or money
12 on the wedding day the **bride wears three different dresses**
13 there is a **wedding banquet**
14 on the day after the wedding the **bride honours her ancestors**/is introduced to the groom's family

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(b) The things that went wrong at the wedding ceremony (Passage A)

Give one mark for a point about:

15 **misbehaviour of the twins**/fighting/running around
16 **heavy rain**/leaking roof/spoiled photographs
17 the **church was dark and clammy**
18 **Cecilia was late**
19 the **Kougars were inappropriately dressed**
20 Mrs Ferris-Grebe thought someone was making **rude remarks** about her
21 the vicar's homily was **far too long**/people started to fidget/forgot what he was saying
22 the best man **forgot where the ring was**
23 the Wedding **March was badly played**
24 Mrs Ferris-Grebe was **reduced to tears**

Marking Criteria for Question 3

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	All points are made clearly, concisely, and fluently, in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.
Band 2: 4	Both parts of the answer are concise and well focused even if there is an inappropriate introduction or ending. Own words are used consistently (where appropriate).
Band 3: 3	There are some areas of concision. There may be occasional loss of focus. Own words (where appropriate) are used for most of the answer. The summary may include some quotations in lieu of explanation. Answers may be list-like, not well sequenced.
Band 4: 2	The answer is mostly focused, but there may be examples of comment, repetition or unnecessarily long explanation, or the answer may exceed the permitted length. There may be occasional lifting of phrases and sentences.
Band 5: 1	The answer frequently loses focus and is wordy, or is over long. It may be answered in the wrong form (e.g. a narrative or a commentary). There may be frequent lifting of phrases and sentences.
Band 6: 0	Over-reliance on lifting; insufficient focus for Band 5. Grossly long.

Note: A **few** candidates will copy the text word for word or almost so. These candidates will be penalised.

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