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

0500/22 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 a meeting between the writer and the town mayor to discuss the writer's ideas for Rataia. Write the conversation that would take place.

Include the views of both speakers on how the changes would affect: the town; the lives of the inhabitants and the natural environment.

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 conversation will be more factual than argumentative. Both the writer and the mayor will state the changes with little discussion/development of individual points. The contributions may be simple and short.

Better answers will be discuss the changes and start to define issues and in the best answers, both the writer and the mayor will take well-defined standpoints. Expect strong, persuasive arguments either for or against the plans (The mayor's opening comment can be taken either way).

For writing, remember to reward a structured, well-sequenced conversation with appropriate voices 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 Changes that affect the town

Details (largely reproduced): such as developing the beach, electricity, many hotels, casinos, aqua-sports centre, housing, promenades, theatre, concert hall, play areas, theme park, boat trips, new roads, nature reserves, aquarium, chair-lifts. This list is very basic, but credit responses which do something with it or which imaginatively go one step further, e.g. shops, perhaps fine clothes shops, places to go when it rains. An unqualified list is worth very few marks. The mayor may agree and develop the advantages but may argue that these things will destroy the cosy, shut down atmosphere of the town (taking the same attitude as the café owner).

B The lives of the inhabitants

Benefits the people (inferred and developed): such as creating jobs, the advantages of electricity, new roads used to improve communications, bringing culture to the town, meeting people. The mayor could easily argue that the people do not like the idea of work and that they do not need transport; they have their own culture, and so on.

C The natural environment

Weak responses may contain the list taken from the end of the passage. Better responses may use ideas from the whole passage (such as the lonely view and being able to hear the birds). The better the response, the more likely it will be that the writer finds some ways to argue against the mayor's concerns. Perhaps one will concede that the nature reserves are not opened to the general public. Reference may be made to the waterfront and to the fish.

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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, discussed 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 persuasive purpose and approach. Original ideas are consistently well related to the passage.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. 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.
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 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.
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 passage, 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 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 reflects the characters of the two speakers and uses persuasive language where appropriate. There is a clear and effective beginning. Ideas are firmly expressed and developed in a wide range of effective and/or interesting conversational language. Structural presentation is sound throughout.
Band 2: 4	Language is mostly fluent and there is clarity of expression. The beginning of the conversation is appropriate and sufficiently businesslike. There is a sufficient range of vocabulary to express some ideas persuasively and develop them with some subtlety. The candidate attempts to write formally and/or consistently. The talk is mainly well structured.
Band 3: 3	Language is clear and appropriate, but comparatively plain, and rarely persuasive. The beginning of the conversation is plain and simple. Individual explanations are expressed adequately, although they do not give evidence of a wide range of language. There may be flaws in structural presentation.
Band 4: 2	There may be some awkwardness of expression and some inconsistency of style. Introductions are weak. Language is too limited to express shades of meaning. 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. The beginning may be inappropriate. 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 town in paragraph 2;

(b) what the writer experienced from the top of the hill in paragraph 3.

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.

Candidates **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 town in paragraph 2

Expect responses to include the idea that the town was **ramshackle/run-down** as the overview and starting point. The best responses will make it clear that all the words chosen relate to this idea. They will also tackle words with figurative meaning such as **boasted**, **apology** and **atmosphere of yesterday**.

Do not expect responses to demonstrate an understanding of **ramshackle** but they should make a good guess at it. They should explain **run-down** in terms of Rataia having seen better days. They will understand that **handful** implies few, probably not spotting that it is a sort of image. More able responses might suggest that **boasted** and possibly **emporium** are used ironically. Expect good responses to explore **apology** – that it is embarrassed to carry the title, so it has to say sorry, as it were. Expect an attempt to explain **atmosphere of yesterday**, meaning something like old-fashioned, but having associations of forgotten, in the past, and adding to the idea of melancholy. The wild life in the square mentions the **droopy** trees (which implies that no one cared for them), but why **sad**? Expect good responses to say how a tree might be sad or how the beholder might be sad to see them. More wild life is the riot of bushes, another image that needs explanation to show that, uncared for again, they were growing fast and furious. Finally there is quite a lot to mention about the church – in what sense is it **hiding**? Why, in what might be expected to be a religious town, is the church only **tiny** or **sadly** (note that the word is used a second time) in need of repair. Some responses might develop thoughts about this.

Note: 'Ramshackle' = crazy, shaky, tumbledown (19th Century). Originally 'Ransacked' (17th Century).

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(b) What the writer experienced from the top of the hill in paragraph 3

Perhaps this is a fairly standard description of this type of scene, and responses which consider cliché could be rewarded. The overview is that it is a stunning sight and comments should not underestimate the quality of what is described or the effects on the writer. Reward various attempts to go beyond literal meanings, such as **sheet of glass** and **fused/purple haze**.

The responses are likely to start with **stunned** and show how it expresses the powerful effect it had on the writer (Answers may identify the connection with *étonnant*). They can then connect this with **magnificent**, another word that should not be underestimated – *outstanding* would do, or *like a picture*, even *very fine*, but not just *fine* by itself. They might connect **stretch** with length. They need to get the strength of **glistening** and particularly the **sheet of glass** image, which suggests a very strong reflection, almost blindingly so. If they underestimate these effects they are not paying sufficient attention to **stunned**. **Fused** suggests distance, where the eye can no longer see clearly because of the mist, and the colour **purple haze** has a romantic ring about it, and beauty when combined with the gold or the sand. Responses may also give a meaning for **omnipresent** and connect why **bursts** and **magical** are used for birdsong. **Bursts** suggests volume and suddenness, like gunfire, and **magical** should be linked to something of too singular a quality to be created by a human.

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 discomforts and dangers caused by the inhospitable place described in Passage B and

(b) the disappointing aspects of the town noticed by the writer of 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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- 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.

A CONTENT

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

(a) The discomforts and dangers caused by the inhospitable place (Passage B)

Give one mark for a point about:

1 the **cold**/ice sheets still covers the lake/no warmth
2 howling **wind**/brings tears to our eyes/freezes breath/never stops
3 red **dust**/in clothing/baggage/on skins, tongue
4 difficult to **walk**/drift sand/plod/trudge/walking on sharp salt extrusions
5 shortage of **firewood**/unable to ration firewood sufficiently
6 shortage of **water**/have to drink salty water with tea/difficult to collect
7 **stomach upsets**/caused by salty tea
8 very **tiring**/bones ache/cannot put one foot in front of another
9 the **track** is very faint
10
11 can **fall through salty crust** (do not accept ice)
12 **bad smell** (allow salty)
13 hard to knock in **tent pegs** (allow batter)
14 insufficient food for **horses**/condition deteriorating

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(b) The disappointing aspects of the town noticed by the writer (Passage A)

Give one mark for a point about:

15 **run-down**/forgotten (allow ramshackle)/stuck in the past (overview point)
16 **few shops**/only basic stock
17 **hard to access**/dangerous roads
18 **town square** forlorn/uncared for/trees and shrubs in poor condition
19 no **electricity**/television/internet
20 **only one café**/few customers
21 **thunderstorms** and tornados frequent
22 **church** tiny/poorly cared for
23 **hotel**/cramped/viewless

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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