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

0500/23 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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International Examinations

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 you are a reporter investigating the cause of an infestation of mice that has occurred throughout the village of Malsam.

Write your report for a national newspaper, using the headline: '*Horror Plague Overwhelms Village.'*

You should include the following: the effects of the infestation on the villagers, the attitudes of the villagers to the Duvall family and the comments of the Duvall parents and children.

Base the news report 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

Candidates should select **incidents/ideas** from the passage and **develop** their own views, supporting what they write with **details** from the passage. Attitudes of the villagers and the Duvalls should go into sufficient detail to cover the text.

The response needs to make narrative into newspaper report writing, so reward an effective style and attempts to interview the villagers to extract opposing views.

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

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Candidates may use the following ideas (reasons for the way they now feel about the family and the general situation):

A The effects of the infestation on the villagers

Much of what the villagers will comment on will be taken from the *many* details upon the discovery of the mice in the Duvall's home. Therefore, everything from the sheer speed of the mice appearing in *their* homes to them getting into foodstuffs/climbing on their beds/the noises made throughout the night, for instance. Adapting the information about the mice in the Duvall's home and exaggerating/developing these ideas in a convincing manner would be an effective use of the passage, though some may want to expand on some of the details as well.

B The attitudes of the villagers to the Duvall family

Responses may provide 'before and after' attitudes to the Duvall family. For example, some women may say how wonderful the children were and that they felt completely safe in letting their own children play at their house. The mention of how *clean* Mrs Duvall kept her house/Henri's good reputation as a master craftsman and upstanding member of the community, for example. Others could say that they always *suspected* that the family were no good – their secrecy/Henri looking guilty after his trip to the city/that the couple were on edge. Some may even say that a friend/s of theirs *saw* Henri buying poison in a nearby city, but they did not believe it at the time. Attitudes of many villagers will no doubt be hostile – some may blame the adults, others the children. The villagers' children may have told their parents all sorts about the Duvall house/the mother mouse and her offspring and this will also affect attitudes to the family.

C The comments of the Duvall parents and children

Here is an opportunity for the family to defend themselves to the reporter. However, more able responses will recognise the dilemma that the Duvall parents face – do they make up a different reason for the new outbreak of mice and protect their children in the process or are they truthful about the situation and aggravate the situation further? Comments from the parents could include the fact that they acted immediately when they discovered the first outbreak of mice in their home/they were new to the village and were not sure who to confide in/after the first episode they felt sure that they had the situation under control. The children might say that their parents poisoning the mice was wrong and cruel, they had only tried to save one little mouse and her 'babies', besides their friends knew about their pet mice.

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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 ideas is modified and developed to fit the purpose of the question. These responses deal well with all parts of the task, developing them with ingenuity and understanding. Original ideas are consistently well related to the passage. Good use may be made of the interviews, making the report sound convincing. There is plenty of supporting detail.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. The response does well to provide and use some of the ideas and facts. Some of these are developed, but the ability to sustain content may not be consistent. Expect some attempt to use interviews realistically. There is some supporting detail throughout.
Band 3: 7–9	The passage has been read **reasonably well**, but the answer may not reflect the detailed picture given in the original. There is satisfactory reference, but opportunities for development are not always taken. Interviews may be limited and do not contribute much to the report. 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 main points 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 material is consciously well ordered and the beginning and end are suitable for a newspaper report. Ideas are very clearly expressed and enhanced by a wide range of positive and/or interesting language.
Band 2: 4	Most of the writing shows that candidates have attempted some reordering of information from the original. The opening paragraph is satisfactory although the ending may be less effective. There is a sufficient range of vocabulary to express views and give details with some realism.
Band 3: 3	Language is clear and appropriate, but comparatively plain, expressing little character. Individual points are rarely extended, but explanations are adequate. There may be flaws in structural presentation, such as very plain beginnings and ends.
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. There may be no introduction. 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 mice in the parents' bedroom in paragraph 5;

(b) the mother mouse and her brood in the last paragraph.

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.

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(a) The mice in the parents' bedroom in paragraph 5

Credit responses which compare and contrast the creatures in paragraph 5 with those in the last paragraph.

The room became alive with chattering, scuttling and squeaking: the sounds here are most important – it suggests a *mass* of creatures (linked with motion/unrecognisable movement and the sea).

Lay on their raft of safety and **sea of movement and noise swelled around them:** these are linked; the idea of the *sea* of noise, the *swell* of an ocean is frightening and makes the situation seem out of control for the couple whose only safety is the *raft* of the bed they are on.

The squeaking became shrill and angry suggests aggression and again a sense of 'oneness' and links to the 'angry' ocean.

Interminable gnawing sounds: the idea of the swell of noise/rats (on a sinking ship); there's a sinister sense of something happening out of the couple's control and could be linked to **men sawing through hard wood** as some will associate the metaphor with Henri's occupation. The sound is therefore familiar, but still frightening as 'men' is plural and the sound, again, is loud.

Objects … threatening to drown the couple's sanity: the idea of trying to work out what sounds these could be adds a frightening aspect whilst the 'threatening to drown' aspect is linked again with the sea/being out of their depth/something huge or not under their control that is sending them mad with anxiety.

Warm body squirmed over his hand: the 'squirming' aspect (also 'warm') is the most revolting part of the image here as it is happening in the dark. Add **the scratch of claws** and it becomes more sinister. Another quote, **the trail of a bald tail** also adds to the image of something small and horrible, and the reader, at the same time as Henri, starts to put the pieces together and realises it must be a mouse or rat before the lamp is lit.

Swell of writhing, glistening, grey rodents with long, dirty, gristly tails took less than a minute: some may want to 'unpack' each description to add to the horror whilst others may comment on the **swell** being linked again to the sea/ocean and vast movement of a 'dirty' frightening aspect that surrounds the couple – the link to the sea is important as it continues to suggest helplessness. The fact that the mice disappeared in **less than a minute** adds to the fear; where have they gone and will they come back just as quickly?

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(b) The mother mouse and her brood in the last paragraph

The general effect is that of a miniature family scene emulating the family of mice from the children's favourite storybook when they were little. It is non-threatening, a scene that would be in their minds as they nodded off to sleep – a contrast to paragraph 5.

Small box and **lined with sheep wool and an old sock** are all familiar items and there is a sense of 'The Borrowers' with some little, innocent creatures living here.

Lay a light grey mother mouse, bright eyes semi-closed, contented and at peace: here the *lack* of movement or passivity contrasts with the frantic and sinister movement of the mice earlier in the passage. The colour, brightness of eyes 'semi-closed'/'at peace' suggest innocence and vulnerability; how could anyone hurt *her?* (Some may want to contrast this with the menace idea in paragraph 5).

She nuzzled her six 'babies': the use of 'she' and 'babies' *humanises* this mouse and scene. It is unrecognisable from the creatures elsewhere in the story and the use of 'babies' may repulse the reader, but it *is* how the children see them. Plus **suckled and slept** adds to this and shows us this scene through the children's eyes as they view a little family who need their help. Add to this **little mouths pink and puckered, so vulnerable and so adored** and this does evoke the ideas of the creatures in the children's story book, their naïve sense of protecting the family they remember that was humanised in that story.

Nothing would harm them is stronger and even a little sinister as it suggests what is to come, as well as introducing this new idea of the children keeping a secret. They are almost moving away from their parents in <u>their</u> bid to parent this family of mice – perhaps? Add to this **not with the children looking after this little family straight out of their favourite story book of old** and there is a separate *sinister* ending with this secret of theirs linked to a story given to them by adults, *but* with *their* take on how they view these creatures. Some may even *blame* the parents for perhaps ignoring the children and they, in turn, are recreating a safe and pleasant time from their past.

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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. Candidates 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 positive aspects of rats as described in Passage B;

(b) the negative aspects of mice as 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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- 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) Positive aspects of rats (Passage B)

Give one mark for a point about:

1 Olivier astounded by their **intelligence**
2 able to perform a trick once and **memorise** it immediately/learning skills
3 able to **problem solve**/therefore used in **scientific breakthroughs**
4 can **chew** through wood/metal and concrete – uses to man?
5a **sociable and affectionate** creatures/amongst themselves and **towards man** – sitting on Olivier's shoulder/lap /forms bonds
5b **sociable and affectionate towards each other**, e.g. when sick
6 cases of rats **helping man** – extreme example saving a man from a **house fire**
7 can go without **water** longer than a camel
8 **can fall** over four metres **without injuring themselves**
8a they are **clean**
9 in some Asian cultures rats are associated with **honesty**/**hard work**/**intelligence**/**good luck**/**spirituality**
10 they have the ability to sniff out **landmines and bombs**, military help/ used in search and rescue
11 can identify **tuberculosis** in humans
12 may be able to find a cure for gambling addiction/assessing risks/decision-making

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(b) Negative aspects of mice (Passage A)

Give one mark for a point about:

13 create disturbing **noises**: e.g. scratching/squeaking
14 ability to get into **foodstuffs**: flour sack/biscuit boxes/ability to contaminate foodstuffs
15 associations with **uncleanliness**/disease/**plague**
16
17 **destructive**; chewing candles/flour sacks/buttons/spools of thread
18 **nocturnal** habits/more active in the **night** and so more frightening
19 **breed** quickly; they take over the home in a matter of days
20 **omnipresent**/overwhelming; under floorboards/behind skirting/in the thatch/behind the stove and even on the bed/**huge numbers**/**travelling in packs**
21 ability to **bite** and scratch
22 **hard to kill**; an entire knapsack of poison used
23 appear/feel **revolting**/crawl all over you; writhing/**gristly tails**

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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