**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**International General Certificate of Secondary Education**

# MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

## 0500 FIRST LANGUAGE ENGLISH

**0500/22** Paper 2 (Reading Passage – 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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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 1**

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.

**Imagine that you are James. Write an entry in your journal, intended to be read by members of your family when you get home. In your journal entry you should:**

- **explain how you feel in this environment**
- **comment on your relationship with Redmond**
- **express your thoughts about the next few days of this adventure.**

**Base your journal on what you have read in Passage A. Be careful to use your own words.**

**Begin your journal entry: 'Sometimes, I wonder what I'm doing here…'.**

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

**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 on likely content**

Candidates should select **ideas** from the passage and **develop** the answers to the three bullets, supporting what is written with **details** from the passage. There is plenty to be inferred about James' character and his attitude towards the journey, and the best journal entries will reflect this consistently.

**For quality of writing,** look for a clear response that is well structured, in the candidate's own words and with a suitable voice for James.

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**Responses *may* use the following ideas:**

**A How James *feels* in this environment**

- He is **more at home** reading English Literature/would rather be at home.
- He does **not seem interested** in what is going on around him/finds journey monotonous/keeps falling asleep.
- He **appreciates the excitement of the environment/beauty/peacefulness**.
- He would **rather think of poems** he might write.
- His clothing makes him feel **out of place**/silly/protected.
- He is trying to **shut out** the thrills/dangers of the canoe journey/rapids.
- He **does not like getting drenched/the heat/being bitten**.
- He **feels overwhelmed/uncomfortable/threatened/annoyed**.

**B James' *relationship* with Redmond**

- He needed to be **persuaded** to come (introduction).
- Redmond appears **in control** and at home on the river/very **knowledgeable** about the wildlife; James trusts/admires him.
- He calls Redmond absurd/finds him **irritating**.
- Expresses **appreciation** because Redmond has given him this opportunity/because he knows he is being difficult and Redmond is patient with him.
- The strong **contrast** between himself and the narrator.
- **Lack of communication**/don't talk much.

**C James' *thoughts about the next few days* of this adventure**

This section is likely to be the discriminator. Give credit for some originality. Many responses will play safe and say that the next few days of the adventure will be 'much the same'. They may use the following ideas which are tethered in the passage:

- They will be travelling back with the current.
- They might meet a crocodile or two.
- It will be worse/hotter/wilder/there will be dangerous animals.
- James will gradually get used to the varied and unusual life around him.
- The hidden drum of petrol and the return journey.
- Inspiration for future poetry.
- Make predictions that he will become bored with Swift.

Accept other relevant ideas derived from the passage and relevant to the question as a basis for the journal.

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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 response reveals a **thorough** reading of the passage. A wide range of original ideas is applied to all three bullets. There is an appropriate amount of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. A consistent interpretation of James' character and attitude is created. |
| **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. Expect some attempt to adapt the response to James' attitude, although this may be less convincing. There is some supporting detail throughout. The response to B deals well in creating a picture of Redmond. |
| **Band 3: 7–9** | The passage has been read **reasonably well**, but the response may not reflect the range and detail of the original. There may be some 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. Ideas are simply formulated. |
| **Band 4: 4–6** | Some reference to the passage is made with little development. The response may be thin or in places lack focus on the passage or the question, but there is some evidence of **general understanding** of the main ideas. |
| **Band 5: 1–3** | The response is either very general with little specific reference to the passage or a **reproduction** of sections of the original. Content is insubstantial or 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 response has character, and sounds convincing and is consistently appropriate. Attitudes and reactions are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence is sound throughout. |
| **Band 2: 4** | Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express reactions and explain attitudes with some subtlety and precision. The response is written in James' voice. It is mainly well structured and well sequenced. |
| **Band 3: 3** | Language is clear and appropriate, but comparatively plain, expressing little opinion. Individual ideas are rarely extended, but explanations are adequate. There may be flaws in structure but some sections are well sequenced. |
| **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. There is structural weakness and there may be some copying. |
| **Band 5: 1** | There are problems of expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas. There may be frequent copying from the original. |
| **Band 6: 0** | Sentence structures and language are unclear and the response is difficult to follow. |

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**Question 2**

This question tests Reading Objective R4 (10 marks):

- understand how writers achieve effects.

**Re-read the descriptions of:**

**(a) the trees and the undergrowth in paragraph 2, beginning 'The river seemed…';**

**(b) the monitor lizard and the Brahminy kite in paragraph 4, beginning 'We stopped by…'.**

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

**General notes on likely content**

This question is marked for the ability to select evocative 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 response, not for the number of words chosen. Responses **could** score full marks for excellent comments on comparatively few choices for each part of the question, provided that they are quality choices which include imagery. Do not take marks off for inaccurate statements; simply ignore them. It is the quality of the analysis that attracts marks.

The following notes are a guide to what good responses **might** say about the selected words. 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.

**(a) The trees and the undergrowth in paragraph 2**

*Credit responses which express an overview of chaotic growth with everything tangled together. It can be seen as potentially threatening.*

**Crowded** as a description of the tall trees**:** it sounds like a crowd of people, all on the move, and is almost an image of great liveliness.
**Chaos:** works well with 'crowded' because it suggests an absolute lack of control, perhaps an anxiety to reach the river.
The **uniform glare** contrasts with **every kind of green**.
**Parasitic growths:** goes with ferns and creepers as a sign of the richness of life, but it also indicates a threat which may be overwhelming.
The important words adding to the impression of chaos and suggesting movement are:

- **sprouted:** suggests constant and sudden growth
- **fanned out:** credit should be given for the interpretation of the visual image, an umbrella effect, as well as yet more suggestion of rapid, outward movement
- **tangled** and **twining** of the creepers
- **as thick as legs gripped:** again the sense of a threat is created
- **like river-weed:** suggests a confusion as to where plants growing on the land meet river plants.

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**(b) The monitor lizard and the Brahminy kite in paragraph 4**

*Credit responses which express an overview of being watched and which convey the sense of movement.*

*The monitor lizard*
**Dinosauric eyes:** Good responses will work out why the monitor lizard had 'dinosauric eyes' but credit any connection of the animal with a dinosaur, particularly because it was **reared up on its front legs**.
**Scuttled:** suggests the movement of insects with a strong sense of intention and direction.

*The Brahminy kite*
**Rush of air:** expresses the way in which the writer brings the bird to life through a sound image, and also its nearness to the canoe.
**Circled overhead:** suggests the spying movement used for a predatory effect.
**Soared:** suggests majesty, strength and the speed of its ascent.
**Mewing** and **shrill:** unpleasant, attention-seeking sounds; some responses will mention cats.
**Flecked-brown belly, white in the sun:** related to the change of appearance of the colour due to the effect of the glare of the sun.

**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 give an overview of the paragraph's combined effect. Tackles images with some precision and imagination. There is clear evidence that the candidate understands 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 explain 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 or very general. One half of the question may be better answered than the other. The response may correctly identify linguistic devices but not explain why they are used. |
| **Band 4: 3–4** | The response provides a mixture of appropriate choices and words that communicate less well. Explanations may be few, slight and/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 sparse or only partly relevant. While the question has been understood, comments are generalised, the response is very thin or only one part of the question has been attempted. |
| **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 3**

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.

**Summarise:**

**(a) the problems that animals have in living in the Amazon rainforest *and* the ways in which they adapt themselves, according to Passage B;**

**(b) the description of the river in Passage A.**

**Use your own words as far as possible.**

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

**Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing. [20]**

**A CONTENT**

Give 1 mark per point up to a maximum of 15.

**(a) Problems that animals have in living in the Amazon rainforest (Passage B)**

1. Big animals **cannot move easily**.
2. Animals need to be **near water**.
3. The rainforest is often **waterlogged/flooded**.
4. Camouflage **reduces recognition** by a mate.
5. **Cannot move by day.**
6. **Some get hunted.** (Do not accept 'have predators' unless word 'human' is included.)

**Ways in which these animals adapt themselves to life in the rainforest (Passage B)**

7. Reliance on **communication** by sound.
8. **Insects** have **claws to hang** on leaves.
9. **Birds** are **adapted to perch high up/curved claws**.
10. Frogs **lay eggs in plants**.
11. Opussums have **web feet/pouches to swim with young**.
12. Monkeys have **tails to hang on to trees**/sensitive patch/'prehensile' tail. (Do not accept sticky patch.)

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**(b) The description of the river (Passage A)**

13. Seems to **close in behind/open up before**.
14. **Twists** (i.e. not straight).
15. **Fast moving**/strong currents (swirls).
16. **Other streams** join it (tributaries).
17. **Obstructions**/banks/boulders/shingle/little islands.
18. **Whirlpools** cut out shapes.
19. **Clear and green/reflects trees.**
20. **Powerful/drives you uphill.**
21. Has **rapids**.
22. **Upstream higher waves**/increased strength.
23. **Contains crocodiles** (looking like logs).

**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** | Both parts of the summary are well focused on the passage and the question, and are expressed concisely, clearly and fluently, and in own words throughout (where appropriate). |
| **Band 2: 4** | Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused on the passages and question but may have an inappropriate introduction or conclusion. |
| **Band 3: 3** | There are some areas of concision. There may be occasional loss of focus or clarity. Own words (where appropriate) are used for most of the summary. Response may be list-like or not well sequenced. |
| **Band 4: 2** | The summary is occasionally focused, but there may be examples of comment, repetition, unnecessarily long explanation and/or some quotations in lieu of explanation. The response may exceed the permitted length. |
| **Band 5: 1** | The summary lacks focus and is wordy, or is over long. It may be answered in the wrong form (e.g. a narrative or a commentary or as notes). There may be frequent lifting of phrases and sentences. |
| **Band 6: 0** | Excessive lifting; no focus; excessively long. |

It is important that candidates follow the instruction about writing a side in total for the summary, allowing for the size of the handwriting. The guidelines are as follows: large handwriting is approximately 5 words per line, average handwriting is 8/9 words per line, and small handwriting is 11 and more. Typed scripts consist of approximately 15 words per line.

**Note:** A **few** candidates will copy the passage word for word or almost so *or* write in note form. These candidates will be penalised.

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