CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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.

You are Dean Potter being interviewed for an extreme sports magazine. You answer the following *three* questions only:

Explain your practice walks in preparation for the Lost Arrow Spire challenge.
Describe your feelings as you walk the slack-line.
What advice would you give to people wanting to take-up this daring and exciting sport?

***Write the words of the interview*, beginning with the first question.**

Base your interview on what you have read in Passage A. Be careful to use your own words. 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** their own, supporting what they write with **details** from the passage and judging the appropriate register for the genre and context. Bear in mind the difference between copying facts and giving opinions. Look for a clear response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

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Candidates might use the following ideas:

A1: Explain how and why you practise walks in preparation for the Lost Arrow Spire challenge.

How
- used controlled breathing
- got to know about the unpredictability of the rope
- kept focused (on something bright)/eyes ahead/didn't look down
- practised at a lower level/lesser width
- used a harness/tether rope to gain confidence
- practised over and over again/for months

Why
- determined not to be beaten by fear
- determined to master skill for this challenge

A2: Describe your feelings as you walk the slack-line.

- fear of falling
- has to steel himself
- internal debate/tempted to look down
- hesitant/cautious
- sense of achievement/exhilaration
- terror/nervewracking
- realisation that slack-lining is like life

A3: What advice would you give to people wanting to take-up this daring and exciting sport?

- don't underestimate slack-line/line is unpredictable/impossible to control/master
- you can never practise enough
- don't be put off by setbacks or falls
- requires self-discipline/determination
- requires precision/careful preparation of equipment
- challenges are never ending (higher and wider gaps)
- use harness/tether-rope to minimise risk
- don't let fear put you off
- don't look down/lose concentration/must stay focused

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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 ideas is applied. There is sustained use of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. Developed ideas are well related to the passage. All three bullets are well covered. A consistent and recognisable voice for Potter 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. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well. An appropriate voice is used.
Band 3: 7–9	The passage has been read **reasonably well**, but the response may not reflect the range or complexity of ideas in the original. There may be some mechanical use of the passage. Supporting detail is used occasionally. Opportunities for development are rarely taken and ideas are simply expressed. There is uneven focus on the bullets. The voice is plain or lacks enthusiasm.
Band 4: 4–6	Some brief, straightforward reference to the passage is made. 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. One of the bullets may not be addressed. The voice is not sustained or appropriate.
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 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 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, and to give an indication of the personality of the character. The response is mainly well structured and well sequenced.
Band 3: 3	Language is clear and appropriate, 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	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 valley below *and* Lost Arrow Spire above, as described in paragraph 5, beginning, 'As Autumn casts…'

(b) Dean Potter *and* his actions, as described in paragraph 6, beginning, 'His face, adorned…'.

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

Write between 1 and 1½ sides, allowing for the size of your handwriting. [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 or ordinary vocabulary.

Mark for the overall quality of the response, not for the number of words chosen, bearing in mind that a range of choices is required to demonstrate an understanding of how language works, and that these should include images. 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 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.

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(a) the valley below *and* Lost Arrow Spire above, in paragraph 5

Credit responses which recognise the contrast between the valley below and the spire above: soft and quiet (either safe or sinister) and clear, hard and sharp.

first chill: creates a feeling of coldness/fear in the valley
(image) mottled leaves/black oaks: autumnal and sinister atmosphere
(image) cloak the valley floor: softness contrasts with the spire; suggests the idea of concealment
(image) thick needle: the spire is sharp, associated with pain
(image) steely spire: the colour/hardness of metal
(image) piercing: emphasises the pointedness and solidity of the spire, and potential danger
awe-inspiring tower: shows it is impressive and daunting
(image) the yawning gap: like a vast abyss/huge mouth opening to swallow him, which adds to the sense of Potter's vulnerability

(b) Dean Potter *and* his actions, in paragraph 6

Credit responses which recognise Potter is a performer who is under pressure but determined to subdue the rope.

adorned with a pointed beard: suggests a person whose facial appearance is striking
strained: demonstrates exhaustion and anxiety
(image) anxiety is drawn: the lines on his face are deep and appear to have been drawn on
(image) tuning it like a loose cello string: image suggests an expert performer preparing their instrument
in a blink: conveys the speed and suddenness of his move onto the rope
etched with concentration: another facial expression/drawing image showing intensity
(image) struggles to tame: circus performer image of lion tamer/ conveys idea of rope as a wild and dangerous animal
(image) squirms and wriggles like a snake: rope is snake-like in appearance and equally dangerous
taut: meaning of 'tight' associates rope with lines on face and the idea of strain
(image) pinning his eyes: image of focus and precision

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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 give an overview of the paragraph's combined effect, or comment on language features additional to vocabulary. Tackles imagery 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 explanations are given and effects 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 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 devices but not explain why they are used. Explanations 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 sparse 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 3

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

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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) why daredevils risk their lives, as described in Passage B

(b) what the onlooker sees above *and* Potter sees below, as described in Passage A.

Use your own words as far as possible. Aim to write no more than 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]

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A CONTENT

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

(a) Why daredevils risk their lives (Passage B)

1. to **show off** /showmanship
2. to have a moment of glory/**fame** (experience fame)
3. to boost **morale**
4. to earn **money**/seek a fortune
5. to seek **thrills**
6. to **entertain**/amaze/frighten the audience
7. to be part of **history** [long term aim]
8. to get an **audience**/crowds/number of fans
9. to **outdo rivals**
10. to become **widely known**/ household name (earn fame)
11. to be like a **superhero** ('Spiderman')

(b) What the spectators see above and Potter sees below (Passage A)

The spectators see above:

- **tower** of rock/spire
- **clear/blue** sky
- **width** of the valley
- **height** of the valley
- slack-line **rope** in the distance
- **Potter** appearing above

Potter sees below:

- leaves/trees/**greenery** covering the floor
- laid out/spread out **valley**/vast expanse of space below/
- winding **roads**
- the waterfall
- miniature **buses/lodge**
- the spectators

Examiners should decide whether understanding of a point has been expressed sufficiently clearly for it to be rewarded. Be aware that there will be a great variety of expression, and be prepared to give the benefit of the doubt in borderline cases.

Note: The basic points are those in bold – the rest of each answer is to contextualise and to help you to judge whether the point has been understood.

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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. All points are expressed clearly, concisely and fluently, and in own words (where appropriate) throughout.
Band 2: 4	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused 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. Responses may be list-like or not well sequenced.
Band 4: 2	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases. It may exceed the permitted length.
Band 5: 1	The summary is unfocused, wordy or overlong. It may be answered in the wrong form (e.g. narrative, 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 five words per line, average handwriting is eight/nine words per line, and small handwriting is eleven and more. Typed scripts consist of approximately 15 words per line.
A response is considered long if it goes up to $1^1/_4$ pages; overlong if it reaches $1^1/_2$ pages; excessively long if more than $1^1/_2$ pages.

Note: A few candidates will copy the passage word for word **or** write in note form. These candidates will be limited in the mark they can achieve.

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