CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

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 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 2013 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 the grandfather. Some years later you write a letter to Natalia, for a special birthday, to remind her of your shared experience. Write the letter. You should include: the atmosphere of the city that night; your reasons for taking your granddaughter out that night; your thoughts and feelings now that you look back on the experience.

Base your letter on what you have read in Passage A. Address all three bullet points. Be careful to use your own words. Begin your letter, 'Dear Natalia, I wonder if you remember…' 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:

Candidates should select **ideas** from the passage (see below) and **develop** them relevantly, supporting what they write with **details** from the passage and judging the appropriate register for the genre.

Annotate A1 for references to the **atmosphere of the city that night**
Annotate A2 for references to the **grandfather's reasons** for taking Natalia out that night
Annotate A3 for references to the grandfather's **thoughts and feelings as he looks back on the experience** some years later

Look for a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

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Responses might use the following ideas:

A1: The atmosphere in the city that night

- **silent (**det. no sirens, roosting pigeon)
- **dark** (det. lightless buildings, middle of the night)
- **empty / no one around** (det. nothing happening, no people / traffic on boulevard)
- **shows signs of neglect / poverty** (det. empty windows of shops, beggar asleep, overturned bin, dying street light) [dev. effect of war]
- **magical / surreal** (det. hazy moon, sensation that they were the only people awake in the city)
- **clandestine / eerie** (det. no rats in the bins, lamp-post with a dying bulb, moonlit basilica) [dev. aware of breaking rules]
- **peaceful / calm**

A2: Your <u>reasons</u> for taking your granddaughter out that night

Wanted:

- **to surprise her** (doesn't tell her where they are going / why)
- to give her a **gift / treat to enjoy** at that time (det. elephant) [dev. something to brighten life as a child in wartime]
- to give her an **experience to remember** / treasure
- **to see the elephant himself** (det. excited in text)
- her to see the elephant **before the other children**
- **to share** (secret) **something together** [dev. something to remember him by]

Reasons he took her out that night:

- **knew the time and place the elephant could be seen** (heading for a particular location) [dev. seen it before / someone had told him] sense of <u>that</u> night
- **safe opportunity** presented itself (det. no sirens) sense of <u>that</u> night
- it was a **secret** so had to go at night (det. few people know, not yet in newspapers, moving elephant under cover of darkness, didn't tell mother) sense of that <u>night</u>

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A3: Thoughts and feelings <u>looking back</u> on the experience

- **pleased** with his 'gift' / still gives him pleasure now / satisfied with how his idea worked out
- **amused** / **sorry** as he remembers her initial anger with him / confusion
- **guilty** / **unrepentant** didn't tell mother
- hopes that **she remembers** / wonders if she <u>continues</u> to see it as a magical moment she will never forget (allow advice not to forget) [dev. she might do something similar for her grandchild]
- hopes it is **still a secret** she has treasured / will only tell special people
- it became / is still a **bond** between them (det. reading news together)
- was / is **inspired by elephant** (det. physical suffering) [dev. sign of hope]
- struck by the **kindness / humanity** of **soldiers** in face of war taking time to rescue elephant
- admiration for **zoo keeper's actions** [dev. fortitude / determination in face of adversity]

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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. Developed ideas are sustained and well related to the passage. A wide range of ideas is applied. There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. All three bullets are well covered. A consistent and convincing voice is used.
Band 2: 10–12	The response demonstrates a **competent** reading of the passage. A good range of ideas is evident. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent, helpful supporting detail, contributing to a clear sense of purpose. All three bullets are covered. An appropriate voice is used.
Band 3: 7–9	The passage has been read **reasonably** well. A range of straightforward ideas is offered. Opportunities for development are rarely taken. Supporting detail is present but there may be some mechanical use of the passage. There is uneven focus on the bullets. The voice is plain.
Band 4: 4–6	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. Some brief, straightforward reference to the passage is made.There may be some reliance on lifting from the text. One of the bullets may not be addressed. The voice might be inappropriate.
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 either insubstantial or unselective. 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, repetitive or 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, the content is entirely copied, or 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 approach of the elephant in paragraph 8, beginning with 'Half a block…', (b) the elephant in paragraph 10, beginning with 'Its ears were folded back…'.

Select words and phrases from these descriptions, and explain how the writer has created effects using this language. Write between 1 and 1½ sides, allowing for the size of your handwriting. Up to 10 marks are available for the content of your answer

[10]

General notes:

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 connotations additional to general meaning.

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 approach of the elephant in paragraph 8, beginning 'Half a block…'

The creature, described with sea imagery, is incongruous in the city context.

An enormous shadow: huge; sense of something mysterious, shapeless and without detail
Too organic, too lumpy: natural shapes don't belong in the city; possibly non-threatening, 'lumpy' is almost comical
swaying, too, swaying up the street: the use of repetition is effective in describing the movement like a ship on an ocean.
An even momentum in a rolling motion (image): ship's movement continued here / rolling wave
Drawing it away from us like a tide (image): irresistible force of nature that can pull the sea back; tide going out is inevitable
it rocked forward (image): another ship movement, opposite of 'rolling'
a soft dragging sound on the rails: of flesh on metal; nature meets man-made and seems vulnerable
The thing sucked in air and then let out a deep groan: use of 'the thing' creates mystery, sound shows 'the thing' is an animal, out of place and suffering; parallels recoiling wave image

Far too slowly: (may link to going very slowly) suggestion that this is not right, not like something at home in the city (the tram) / elephant is weak. Do not accept 'slowly' on its own as a choice.

(b) the elephant in paragraph 10, beginning 'Its ears were folded back…'

The elephant is gigantic, but also ancient and pitiable.

folded back: non-threatening, suggests submission, reminiscent of something soft and pliable
domed: curved like a vaulted ceiling, suggests religious / sacred connections (possible link with 'arched')
bouldered head (image): huge; connotations of solid stone and colour grey
big-lidded eyes: size emphasised; suggests drooping and dejectedness / exhaustion
Arched roll of the spine: sense of huge skeleton and lumbering movement
fell away into the hips: suggests animal is weak and vulnerable, despite size, and also undernourished.
Dry folds of skin shook around the shoulders and knees: the looseness of its skin makes it seem elderly; evokes pity
It dragged its curled trunk like a fist (image): can be interpreted as reluctance to move or latent aggression / lost the will or ability to fight anymore as the fist is 'dragged , the elephant is exhausted'

Only credit comments on stylistic effect where explicitly linked to choices.

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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):

- 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 importance of mammoths *and* the reactions to this discovery, as described in Passage B (b) the perceptions *and* actions of Natalia, as described in Passage A.

Your summary must be in continuous writing (full sentences; not note form). 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. Write your response on the lines provided on page 9. 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) The importance of mammoths and the reactions to this discovery (Passage B)

Reward a point about:

1. **cultural significance** (famous in songs / stories of Nenets)
2. **superstition associated** (allow: do not touch) / dangerous omen
3. linked to **distant past** (accept examples:10 000 / 400 000 / 3.5 million years)
4. **extinct**
5. provide **evolutionary** data (allow: ancestor of / related to modern elephant)
6. **consulting** (desire to find out more) / willingness to travel long distance for advice
7. **sharing** the discovery (allow: aware that others must know / would be of interest to outside world)
8. **speed** / sense of urgency (allow: authorities flew them back / helicopter used here too)
9. **scientific** / **research value**
10. **unique specimen** / complete condition
11. **potential financial value** (allow: example of the theft)
12. kept in **museum**
13. **gratitude** to finder (allow: named specimen after Khudi's wife)

(b) The perceptions and actions of Natalia (Passage A)

Reward a point about:

14. **concern** (worried about her mother's reaction) / might be in trouble
15. **unusually silent city** (no traffic noise)
16. **stillness** / no movement / calm
17. **rushing** / had to hurry / difficulty following
18. **bumped into grandfather**
19. **stopped / refused** to go further / demanded to know where he was taking her
20. **signs of hardship** (shops / factories closed / beggar)
21. **neglect** (overturned rubbish bin / lights failing)
22. **uncertain** (what was she meant to be looking at)
23. **surprise** (states the obvious / says 'that's an elephant')

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.

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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, 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 or commentary). 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. Allowing for the size of the handwriting, a response is considered long if it goes up to 1¼ pages; overlong if it reaches 1½ pages; excessively long if more than 1½ pages.

NB:

If a response is a copy of most or all of the passage, or consists entirely of the words of the passage (even in note form), then follow the procedure below.

- Mark the points as usual, add them up and take away a **half** of the marks gained (round up any half marks).
- Give 0 marks for writing.

Thus, a candidate who, by copying a large body of the passage word for word, or almost so, gets all 15 points for content will score 8 + 0 out of 20.

Do **not**, however, follow the above procedure for responses which incorporate sections of the passage but also include their own words, even where the response is a close paraphrase. In this case, use the band descriptors for content and quality of Writing.

NB2:

If a response is in note form but in the candidate's own words, mark the points as usual, add them up and take away a **third** of the marks gained (round up any half marks). Give 1 mark for Writing.

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