CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

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 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 professor. Write a report for the marine society after your release from the submarine. The report should explain:

how you and your companions fell overboard and came to be on the submarine; how you feel about the discovery of the truth about the 'monster'; your concerns about the captain and the existence of such a vessel.

Base your report on what you have read in Passage A. Address all three bullet points. 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

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, which is an official written record.

Annotate A1 for references to the **facts and events** which occurred between the ramming of the ship and the discovery of the submarine.
Annotate A2 for references to **feelings about the discovery** that the monster was not a whale.
Annotate A3 for references to **concerns about the vessel and its captain.**

Look for a clear, 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 facts and events leading to being on board the submarine

- **attacked/rammed**
- **thrown/jumped overboard by collision** [det. (initially think) ship hit by the 'tusks' of a monstrous creature, at least three men fell overboard, Ned lands on “monster” straight away] [dev. all three lucky/might have drowned]
- **tried swimming/not possible** to catch ship as it disappeared
  [det. weighed down by water-logged clothes/sinking]
- **found his friend** [poss. dev first lucky break]
- **shared swimming/worked together** stayed afloat/saved energy [dev. couldn’t have done it alone]
- **received answer to calls for help**
- **couldn’t go on** sinking again/exhausted [det. swallowed seawater, dev. nearly drowned/cramps]
- **saved** by Ned/hauled onto surface of monster/sub by Ned
- **rode on top** of monster/sub all night (det. speed, hanging on to ring)
- **taken below deck**/into sub at daylight (8 crew, violence, noises before)

A2 **feelings** about the discovery of the true nature of the ‘monster’

- **relieved/grateful** (temporary at least) serving as a refuge
- **curious** (tested it/when Ned revealed it was made of steel)/interested in how the miraculous vessel was made/worked
- **astonished** that the “monster” could be man-made/disbelief [det. likely to be re physical characteristics – scales, plates, rivets, colour, dev. fascinated by technology]
- **impressed/unimpressed** that it had fooled scientists and sailors [poss. dev: disappointed that it was an underwater boat and not a mammal]
- **admired** its form/thought it beautiful/well made (polished surface)
- **scared/worried/desperate** (det. that it might dive/speed/waves battering, could not find a way in [dev. likely to be reactions to the fact it is a sub rather than to the discovery of it as such, some might manage realisation that scientists are going to need to review situation/their understanding, not what it seemed]

A3 concerns about the vessel (and its captain)

- **who** are they dealing with/**who is** the captain or person in charge of this sub
- **piracy** a possible use for vessel
- **violence** of crew is worrying/unnecessarily violent/hostile
- **imprisoned** why, what does captain want with them
- **unstoppable/indestructible** (exploiting) captain has power because of nature of the vessel/no one knows where he/it is
- **motives** not well intentioned – attacked/rammed their ship, no concern for their safety on top (allow questioning as to why it came back for them/whether there is a link to their mission to find whale)
- **irresponsible/dangerous** behaviour

  [dev. submarine could be involved in some secret mission/used as a weapon]
  [dev. other ships in danger from the 'monster'/lives lost when ships rammed]

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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 bullet points 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 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 sea in paragraph 6 beginning 'The monster had …' and

(b) the vessel in paragraph 11 beginning 'I hoisted myself…'

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. 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 sea in paragraph 6

The general effect is one of the eerie attractiveness of the play of light – accept suggestions of otherworldly/surreal/sense of something about to happen.

dense gloom: as if solid and has form (impenetrable quality) gloom also suggests degree of darkness and sense of foreboding possibly
phosphorescent flickers (image): glowing/emitting/reflecting light – eerie/beautiful; intermittent/like a flame
luminous ripples: small waves lap around the bodies of the men in the water with a brightness which continues the idea of the green phosphorescence. Peaceful/surreal image, almost imperceptible movement but significance suggested as lit
shimmering sheets spattered (image): like a shiny canvas, forming a kind of painting. Shimmering also suggest some sort of movement/vibration in the water. Sheets suggest flat/calm/vast ocean – alliteration could be seen as reflecting the movement/sound of the sea
blotches of bluish grey: another alliterative phrase, again reminiscent of the language of art/paint, blotches are indistinct as is bluish grey, uncertainty again
(plunged into a) **pool of quicksilver**: generally the sea around them is a scintillating 'pool', a word which applies to both water and light; quicksilver is mercury, a shiny, liquid metal, potential danger

(b) the vessel in paragraph 11

The overall impression is that the vessel has the qualities of both animal and mineral, and is huge, mysterious and impregnable.

I hoisted myself to the summit (image): this mountaineering image emphasises the size of the 'creature' and the effort required to scale it.
half-submerged creature: this implies a living monster rather than a metal submarine, with only the top layer visible and therefore mysterious/threatening. Also only half submerged and yet a long way up – sense of size – unidentified creature
(hard) **impenetrable substance**: can't be pierced, immune to attack, evocative of armour and scales (linking fish and metal) – unidentified substance
prehistoric animals – comparison to dinosaur, scale, ferocity
bony carapace (image): connotes prehistoric animal; impenetrability contrasts with the softness and vulnerability of the men, and of whales. "Scientific" language might be noted as evidence of narrator's reliability as an observer too so makes description more believable.
blackish back: assonance and alliteration combine to draw attention to the ambiguity of whether it is a creature or a machine.
smooth and polished (image): streamlined, care and perfection involved in its production, as if the metal has been made shiny by passage through the sea, or polished like armour.
metallic resonance: sounds as if made of metal, like a metal drum, the vessel reverberates when struck, conveying its hollowness and mystery.
an immense steel fish (image): this definition draws together the machine-like and animal-like qualities of the 'underwater boat' and reinforces its size, colour, substance and shape, at home in the water
monster (image): sense of size, creature
natural phenomenon: ambiguity as not natural

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

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Marking Criteria for Question 2

READING (EXTENDED TIER)

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 attractions and benefits of freediving, as described in Passage B;

(b) the possible causes of drowning, 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. 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 one mark per point up to a maximum of 15.

(a) Attractions and benefits of freediving (Passage B)
Reward a point about:

1. **physical (achievement**/challenge)/pushes human body to the limits
2. **no need for scuba equipment/simple equipment**
3. **achieving new records**
4. **mental** achievement/self-discovery/life-changing
5. **discipline/control** of breathing/body
6. **independence** and self-reliance
7. **natural/enjoyable relationship** between humans and water
8. **becoming famous/raising awareness** of endangered oceans/marine environment
9. **educational** benefit (allow example of learning about sharks)
10. **swimming/diving with different species** (not enough to say 'see' them, accept examples if more than one type)
11. **attractive/exotic locations**

(b) Possible causes of drowning (Passage A)

12. **weight of clothes** drag you down
13. **ship might not return**/be able to steer/already far away
14. **not having a partner** to help/share swimming (being alone in water)
15. won't be **seen/rescued in darkness**
16. **exhausted** by swimming for too long
17. **cramp or cold** makes you unable to swim
18. **losing voice**/**not being able to call for help**/swollen lips
19. **swallowing sea water**
20. **fainting**/loss of consciousness (only linked to exhaustion, not being hit by something)
21. **being dragged down by the submarine diving** (don't accept creature/monster)
22. **overwhelmed by waves/swept off due to speed**

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, 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. Allowing for the size of the handwriting, 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.

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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