CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 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 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.

Write the words of the dialogue which takes place between Mother and Son after her arrival.

In the dialogue you should include: Mother's complaints about the journey, and her reasons for not wanting to make it; Son's dissatisfaction about his life, and his plans for the future; Mother's response to Son's feelings and intentions.

Base your dialogue on what you have read in Passage A. Address all three bullet points. Be careful to use your own words. Begin your dialogue: Mother: 'How I hate travelling ...' Write between $1^1/_2$ 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 a dialogue between relatives who do not have a close relationship.

Annotate A1 for references to the **Mother's complaints about the journey** and **reasons for not wanting to make it**

Annotate A2 for references to **Son's dissatisfaction with life** and **his plans for the future**

Annotate A3 for references to **Mother's response to Son's feelings and intentions**

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 – Mother's **complaints** about the journey, and her **reasons** for not wanting to make it

- **unpleasant views / scenery**
- **speed / abruptness** of journey (det. whisked off, discharged, without warning the plane descended)
- **disturbed** her activities / life (det. painting flower)
- **forced** into it / doesn't want to attract attention so has to go (det. Monitors)
- **unnecessary / no need** to meet up (det. holo-phone)
- **safe / peaceful / protected** (det.no wars, all amenities) [dev.no desire to leave bubble]
- **painful to be reminded** of previous existence / wars (det. Time of Pain)

A2 – Son's **dissatisfaction** about his life, and his **plans** for the future

- **feeling ill (**feels he will die if doesn't get out, looked flushed)
- **craves physical / natural** touch [dev. world he lives in is artificial]
- **social contact** missing / needs contact with other humans
- **feels controlled /** needs to break the Rules / needs freedom of thought
- **no work / need to work** [dev. he thinks his life is lonely, empty and meaningless]
- **everything is dull / colourless / looks the same** (det. grey metal squares)
- **wants to know about Old World** [dev. things that used to be / exist]
- **needs to be outside** / plans to leave the bubble (needs to be able to 'breathe')
- **wants to visit other places** (cross boundaries literally and see the world)
- **hopes to rebuild / reconstruct cities** (plan)
- **plans to remove / challenge** The Great Benefactor (questions motives / nature)

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A3 – Mother's response to Son's feelings and intentions (accept before / after journey)

- **does not understand / shocked** by his feelings (det. every need met)
- **does not agree / support his view**
- **concerned / surprised** that he looks / feels unwell
- **remembers / warns** him how bad the Old Times were / wars
- **outside is inhospitable** (det. toxic air, buildings destroyed, effects of hyper-nuclear war) [dev. wouldn't survive]
- **thinks he should conform** / follow the Rules (det. Monitors, treason) [dev. might be punished]
- **afraid <u>she</u> might be in danger** because of his feelings / intentions
- **afraid <u>he</u> might be in danger** because of his feelings / intentions
- **refuses to support him / help him /** meet him again (sense it is 'distasteful' to her)

AND / OR

- **Agrees with him / is persuaded by his arguments** [dev. now realises how meaningless her own existence is]

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 a sense of voice. The response is mainly well structured and well sequenced.
Band 3: 3	Language is clear and appropriate, but comparatively plain 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 passage.
Band 6: 0	Sentence structures and language are unclear and the response is difficult to follow, or is entirely copied.

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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) Mother's apartment in paragraph 2, beginning 'She looked around …' and

(b) the view from the plane in paragraph 8, beginning 'At first the surface below …'.
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) Mother's apartment in paragraph 2

The general effect is of regimentation and regularity, with cold and harsh light and textures.

perfectly square: the room has been designed to be exact, uniform and undistinguishable

without colour: absence of colour, shades of black / white only, uninteresting and unremarkable

embedded: built in as an integral part, fixed in, suggests smooth surface / predesigned

stacked (image): the apartments are piled in a space-saving way as commodities

satin steel (image): brushed, high lustre, glossy material / metal, cold and sterile

myriad of tiny halogen lights: a large number suggesting everything is being observed and there is no place for privacy

shimmering: shine with a softly wavering light (possibly mimicking natural stars)
spotlighted: as if apartments are as exposed to an audience as a theatre stage

grey metal squares: hard, bare and functional, conjuring up a prison cell; cold and colourless

holo caller: coinage to suggest caller by hologram, without actual substance (accept play on words sense of hollow existence)

(b) the view from the plane in paragraph 8

The damaged state of the earth's surface, destroyed by perpetual warfare

Featureless and flat: lacking any distinguishing landmarks or contours, sense of wasteland

like a monochrome grey carpet (image)*:* the earth's surface is devoid of life and colour, no variation even in the shade of greyness

details erased: wipe out, eliminate completely, as if all trace rubbed out

spoke (image): the earth is telling the sad story of destruction through its ruins

desolation and desertion: devastation and abandonment – sense of loss, bleak and bare

broken buildings: fractured, unusual use of adjective in relation to buildings (compare associations – broken bones, broken glass)

shards of concrete and steel **hanging**: picture of jagged broken pieces, all that remains of the Old Times, sense of about to fall / hanging on

stark skeletons of steel (image): sense of decay, mortality, macabre image; 'skeletons' link humans and buildings

pointing fingers pleading (image): further personification of the buildings as if in distress begging for something from an absent or uncaring higher power, hint of accusation possibly

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indifferent sky (image): unconcerned / no sympathy

a cake frosted with white icing (image): the spectacle of the snow-covered Alps – Nature's magnificent grandeur representing unchanging beauty – possible suggestion of celebration in cake image / natural decoration (allow negative interpretations also)

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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 stages of the Apollo mission, as described in Passage B

(b) what we learn about life under the Great Benefactor, 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 1 mark per point up to a maximum of 15.

(a) stages of the Apollo mission (Passage B)

Reward a point about:

1. **inspection** of craft
2. **launch / lift off** (from Earth)
3. entered **lunar orbit**
4. **climbed in** (to Eagle)
5. **detachment** of Eagle landing vehicle from Columbia
6. **manoeuvres** on far side of the moon
7. **communication re-established on time** / signal from Eagle
8. **systems checked** on ground (and on board) / checklist
9. thruster fired / landing on moon surface
10. **preparations** for moon walk
11. collection of specimens / experiments / photos / moonwalk
12. **lift off / blast off** (from moon)
13. link up with command module / return to Earth

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(b) life under the Great Benefactor (Passage A)

Reward a point about:

14. people live **alone** / have no (little) social contact / communicate by holo-phone
15. people rarely **travel** / leave home / travel in modules (hoverplanes)
16. people have **nothing to do** / don't work /don't need to work / trivial pastimes
17. people live in featureless, **identical** apartments (all small, all colourless)
18. everything is provided for them / **automated** (allow sense of being mentally activated)
19. everything is **synthetic / artificial**
20. people live **protected / people live in bubbles**
21. there is no **disease** / illness
22. **no wars**
23. there is rule about **number of children**
24. **ruled over** / **controlled (thoughts) (**allow ref to Monitors watched / reporting / enforcement of Rules)

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 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, although in sentences.
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 1:

If a response is a copy of most or all of the passage, or consists entirely of the words of the passage, 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.

NB 2:

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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