CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 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.

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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 the new head teacher in Passage A. You address the staff on the first day of the next term.
Write what you say to them.

You should:

- **describe what you have noticed about the students in this school**
- **explain how the staff have contributed to the poor ethos of the school**
- **present and justify your three-point plan for improving the school during the coming year.**

Base your writing on what you have read in Passage A. Address all three bullet points. Be careful to use your own words.
Begin with the words, 'The impressions that I have formed of this school...'
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 a talk to teachers, one's colleagues.

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: What you have noticed about the students in this school:

- Like to **talk and act (drama)** det: production [dev: get involved when given opportunity].
- Dislike **reading and writing** [dev: are capable of it though].
- Reluctant to do **homework / lack work ethic** det: sketchy response, little time taken.
- Poor results in **exams** [dev: have noticed better results in one or two areas recently].
- **Behaviour** is an issue, det: rowdy in some lessons and in the corridors / obedient in others.
- Lack of **concentration / interest** [dev: though editorial team proves it can be inspired].
- Resent **school rules / uniform**, det: tyrannical / ugly.
- **Magazine evidence** of creativity / humour / irreverence / ridiculing / bullying, det: photo of deputy head.

[Development is likely to be judgements about what headteacher has noticed e.g. potential to do better.]

A2: How the staff has contributed to the poor ethos of the school:

- **Lazy / work to rule**, det: do not set homework, do not police corridors, go home quickly at the end of the day.
- **Poor team work / poor communication,** det: infrequent meetings.
- **Ineffective management,** det: head / head of department not likely to leave their own offices / visit new teacher / go to school play / buy a magazine, [dev: lack of support for young staff].
- Show little interest / pride in **surroundings / classrooms** messy**,** det: don't create attractive displays.
- **Uninspiring teaching methods** [det: make children copy things out to keep them quiet, read newspapers in class].
- **Low expectations of students,** det: examination perfomance, rehearsals.
- **Ineffective classroom managers,** det: do not always keep order / shout at students.
- **No sense of fun / humour,** det: against making the school 'lively', magazine confiscated.
- Staff have **been there too long / stale**, det: some had spent their whole career in the school [dev: defeatest attitude / resistant to change].

[Development is likely to be explanation of how / why the behaviour of staff might have affected students e.g. set bad example.]

A3: Present and justify your three-point plan for improving the school:

Note: the idea of only three points is to encourage good candidates to explain and develop, rather than to list. Credit all relevant ideas offered.

- **Improve teaching:** Staff to be energetic, interested, inspiring in class using proper teaching methods.
- **Expand / encourage extra curricular activities:** Staff to contribute to the life of the school, including dramatic productions and school publications (allow candidates to add, for example, sporting activities, and school trips).
- **Improve exam results:** Have higher expectations of students' performance in exams.
- **Improve conduct of pupils:** Change attitudes to school rules, staff to challenge instances of bad behaviour.
- **Establish a work ethic / find ways to motivate students:** meaningful homework is to be set and steps taken to ensure that it is done properly.
- **Improve the school environment visually:** All classrooms to be neat, tidy and bright, improved displays etc., and the general appearance of the school to be improved, for example by repainting / improving the 'ugly' uniform.
- **Improve management:** Support staff, schedule more frequent meetings.

[Development is likely to be in terms of details of **how** this might happen and **why** it might be necessary or desirable in this school **(justification)** e.g. parental reactions.]

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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 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 school magazine and the reactions to it in paragraph 4, beginning 'I also allowed the senior students…';

(b) the head of department and his room in paragraph 8, beginning 'Because he left me to my own devices…'.

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

Write between 1 and 1 ½ 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 school magazine and reactions to it in paragraph 4

The general effect is that the magazine is deliberately provocative in its humour, inciting uprising against an overly repressive regime.

Gaudy: The bright but tasteless colours contrast with the head of department's brown room.
Screamed (image): Emphasises the brightness of the colours and suggests that they roused the students, excited / provocative / demanding attention of sleepy readers.
'Action!': The punctuation suggests that someone is shouting the word as a command.
Made fun: ridicules but in a relatively harmless way, suggests the reaction to the magazine is disproportionate.
Uproarious: provoking a very strong reaction, riotous, as if everyone laughed remarkably loudly.
Like a Roman senator (image): Suggests ridiculous solemnity, imperiousness; she is something out of place and old fashioned.
Denounced as tyrannical: the language of condemnation with political overtones. Journalistic exaggeration, but criticising school leadership seen as autocratic.
Attacked: strong feeling, war like, confrontational, rebellious.
Like a flash of lightning (image): That they sold out instantly. Suggests dramatic impact.
Ferocious thunderstorm (image): After the lightning comes the powerfully negative reaction of the staff (inevitable after a flash of lightning). Divine retribution.

(b) The head of department and his room in paragraph 8

The general effect of this description is of a jaded, dull head of department hiding and avoiding notice.

Secreted: literally 'hidden away', concealed deliberately, as if his existence was a secret.
Cosy little nest (image): suggests that he surrounded himself with things that made him comfortable and safe, in hibernation.
Sort of enlarged stockroom: as if he too is in storage, hoarding books.
Maze of tortuous passages (image): an intricate, confusing network of winding ways.
Narrow rows (image): military, restricted, confined.
Shabby: suggests old and falling apart, taking away the life of the room.
Faded sepia: a dull shade of brown, associated with the past, but 'faded' suggests that it has no longer any impact.
The colour of biscuit (image): another shade of brown suggesting no visual impact, association with tea breaks.
Dressed in beige: the head of department is dressed in a third shade of unimposing brown, he does not stand out, is not easily seen.
Camouflaged (image): suggests not only that he had faded into his room, but that he wished not to be seen, perhaps by the enemy (who could be the students or other members of staff).
Mournfully: Suggests melancholy, sadness, a defeated / wistful / sorrowful character.

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 and any comments are inappropriate or 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 advantages and disadvantages of attending evening classes, as described in Passage B;

(b) the reasons why the writer felt pleased with her job, 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.

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) Advantages <u>and</u> disadvantages of attending evening classes, as described in <u>Passage B</u>

Reward a point about:

Advantages:
1: Improved **qualifications / skills** updated / renovated (accept improve English)
2: Improves / safeguards **employment** prospects
3: Being **able to work / continue earning** by day and learn by night
4: Keeping **lively / young** in attitude
5: **Forgetting** unpleasant happenings at work

Disadvantages:
6: Being **tired** during the lessons / not concentrating
7: **Inconsistent teaching**
8: Having to **re-sit** examinations (accept failing exams)
9: Going through **crowded** streets / rush hour to get to the class
10: **Stress / anxiety** about being late
11: **Missing classes** (because of the rains / weather)
12: **Late home** / missing dinner / missing family time
13: Unable to fulfil **family duties**

(b) Why the writer felt pleased with her job, as described in <u>Passage A</u>

Reward a point about:

14: **Relationship with students**
15: The (successful) **production**
16: **Magazine sold out** / had an impact / was successful
17: Editorial team **worked hard on magazine**
18: Her first **examination results**
19: **Parental support / positive reaction from parents**
20: **Improved work** from her students
21: Attractive **displays** in her classroom
22: Her **friend** / having a giggle
23: New headteacher / **change** imminent

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.
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 $1^1/_4$ pages; overlong if it reaches $1^1/_2$ pages; excessively long if more than $1^1/_2$ pages.

N.B.:
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.

N.B. 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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