CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 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.

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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 Nick Nichols, the friend of the narrator of Passage A, at the end of the day. Write a letter home about your walk through Death Valley.

In your letter you should:
- **describe the mistakes made before and during the walk**
- **explain how and why your attitude to the desert changed at the end of the day**
- **give your thoughts and feelings about your companion's behaviour and your friendship.**

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 All…'.
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. **[Total: 20]**

General notes:

Candidates should select **ideas** from the passage (see next page) and **develop** them relevantly, supporting what they write with **details** from the passage and judging the appropriate register for the genre, which is a letter to someone you know.

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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A1: mistakes made before and during the walk

- Setting off at the wrong time of year/midsummer, det: 90 degrees
- Wearing wrong type of shoes, det: light, canvas, melted
- Removing shoes/feet became swollen
- Intended to sleep during the day, det: tent is too hot/no shelter at midday
- Not carrying enough water
- Lying/sitting on ground too dangerous/risky, det: felt woozy
- Played the Game of Living Things, det: rabbit/grey bird

[Dev. likely to be comments or judgements e.g. blaming the narrator and/or reflecting on what should have happened instead]

A2: how and why your attitude to the desert changed at the end of the day

- Beautiful **sunset**, det: colours
- Became **cool**, det: breeze
- Plenty of shade and water
- Able to **relax**, det: eating and laughing
- Felt he/they had **achieved** something
- **Relieved** to have survived/reached the campsite

[Dev. likely to be comments or judgements e.g. incredible contrast from midday, realise what is important in life, irony of needs becoming wants]

A3: thoughts and feelings about your companion's behaviour and your friendship

- **Slowed their progress**
- **Stamina/kept going** despite boots being painful
- **Looked** ridiculous/shuffling along (Charlie Chaplin)
- Ridiculous/childish **behaviour** cheated in the game, det: it's my rabbit [dev: bad loser]
- **Affected mentally** by the heat/bad tempered/shouted at me
- **Bonding experience**/strengthened their friendship
- **Enjoyed company** at that time
- Admires **spirit of adventure**/willing to brave it in first place

[Dev. likely to be comments or judgements e.g. got through it together despite everything]

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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 appearance and the effect of the desert in paragraph 1, beginning with 'The desert is hateful…';

(b) the sunset and the travellers' needs in paragraph 10 , beginning with 'The desert is lovely …'.

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

Write between 1 and $1^1/_2$ sides, allowing for the size of your handwriting.
Up to 10 marks are available for the content of your answer.

[Total: 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 statem ents; 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 appearance and effect of the desert in paragraph 1

The desert is described using the recurring image of a hot oven.

sun weighs (image): oppressive heat, as if heavy/carrying extra weight
the weight of centuries (image): cumulative effect, sense of time
like an ageing movie star (image): faded beauty in the spot light
merciless light (image): the sun exposes everything to harsh scrutiny and shows no pity to its victims
the great convection oven (image): the desert radiates heat as if cooking everything
bake the brain inside the skull (image): horrific image of penetrating heat, as if delicate brain tissue is being cooked in an oven
burning plain (image):as if the sand is on fire, painful
tenderfoot (image): this is a pun: the feet of those crossing the desert are vulnerable and sore; a tenderfoot is someone inexperienced and not hardened to outdoor life

(b) the sunset and the travellers' needs in paragraph 10

The opposite view of the desert is given now that they are at the end of the trip and feeling comfortable.

the sky explodes (image): burst of bright colours like a firework
gaudy pastels (image): normally delicate colours are intensified by bright light, pastel colours associated with artists are gentle but gaudy suggests vivid and garish
shadows mirror the colour (image): again this is a contradictory image, the dark shadows reflect the changing colours of the sky
cooling purple caress (image): a transferred epithet: the breeze is refreshing on the skin, stroking it lovingly; it has taken on the dominant colour of the evening sky
jug of liquid life (image): a conflation of the equation between water and life in the desert.
the blessing of night (image): the cool of the night is like a precious/religious gift
creep into the equation (image): more luxurious desires and comforts have stealthily introduced themselves into the total sum of needs

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 discomforts and frustrations of walking across the Wahiba desert, as described in Passage B;

(b) the effects of the sun when walking through Death Valley, 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. [Total: 20]

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A CONTENT

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

(a) the discomforts <u>and</u> frustrations of walking across the Wahiba desert, as described in <u>Passage B</u>

Reward a point about:

1 hot and dry (**temperature**)
2 large **number** of dunes (*accept one of*: endless/go on for ever/sea of sand dunes/wave after wave)
3 steep-sided dunes/steeper (on western side) (**climbing**)
4 weight of carrying food and water (**carrying**)
5 sweating/exertion
6 huge/enormous **size** of dunes (accept dimensions)
7 **wind**/sand storm
8 **invasive sand** (in food/in ears/in shoes)
9 meagre lunch/poor food
10 **delay**/had to do some walking at night/wait for sun to go down
11 unable to estimate distances
12 fatigue/aching muscles
13 thirst/insufficient water

(b) effects of the sun when walking through Death Valley, as described in Passage A

Reward a point about:

14 **sunlight** beating down/merciless/relentless
15 erosion/land seems **dead**/**barren** landscape
16 hot **ground** temperature/need to avoid lying on it (accept 90 degrees)
17 heat beneath **feet** makes them sore/tender feet/feet expanding/burning pebbles
18 glue melts/**shoes** fall apart
19 **inside tent** is hot/made them feel light-headed
20 there is little **wildlife visible**
21 bad tempered/sour **mood**/boredom
22 **need for water**/dehydration
23 **need for shade** (do not accept ‘unshaded ground’)

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 $I^1/_2$ 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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