CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 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.

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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 assessment objectives R1 to R3 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

and writing assessment objectives W1 to W4 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context.

You are the jumpmaster delivering a talk to a new group of skydiving students to prepare them for their first jump.

Write the words of your talk.

In your talk you should explain:
- what the students will do on their first jump **and** why
- the experience of fear **and** how to overcome it
- the rewards of skydiving **and** why they will want to repeat the experience.

Base your talk on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.

Begin the talk: 'Welcome everyone. Now listen carefully....'

Write about 250 to 350 words.

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 a new group of skydiving students to prepare them for their first jump. 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.

Annotate A1 for references to what the students will do on their first jump **and** why
Annotate A2 for references to the experience of fear **and** how to overcome it
Annotate A3 for references to the rewards of skydiving **and** why they will want to repeat the experience.

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Responses *might* use the following ideas:

A1: What the students will do on their first jump and why

- will carry a **parachute** (det. heavy. dev. don't touch parachute)
- jump one at a time/wait for your **turn** to jump (det. 1st, 2nd, after circling. dev. told which order they will jump)
- **crawl out** of the aeroplane door
- **hold on** to the wing strut
- **obey commands** to jump/let go (det. will shout 'Go!' dev. missing drop zone)
- correct **position** (det. arch your back. dev. stop you spinning, help control the jump)
- **free-fall** (det. until static line triggers parachute, spread-eagled)
- **parachute opens** (by itself) (det. float to the ground after parachute opens. dev. speed decreases)

A2: The experience of fear and how to overcome it

- **terror** (det. nightmare, armed combat. dev. safe activity, common reaction)
- **watching** someone jump before you (det. tiny speck, relief when seeing parachute open)
- **not wanting/hesitant** to let go of the plane/follow instruction to jump (dev. just do it)
- being **out of control**/feeling their body flatten/go into a spin
- the **speed** of the descent (dev. but will slow down)
- **die/be injured** (dev. don't panic, statistically safe)
- instinctive **physical reactions** (det. heartbeat, legs trying to run away)
- trust **jumpmaster/**expert (det. calculations)
- **focus** on the positives arising from first jump

A3: The rewards of skydiving and why they will want to repeat the experience

- **chasing the initial feeling/adrenalin rush** (det. diminishing returns. dev. stops eventually)
- **silence/peace** as they float down (dev. beauty, tranquillity, escapism)
- feeling of **achievement**/conquering fear (dev. empowering, personal development)
- feeling of **exhilaration**/happiness (det. ecstatic)
- **sharing experience** with other members of the group/friends (dev. select group, rejuvenation, tell your story)
- to **perfect their technique** (det. appreciate/demonstrate skills. dev. to become a jumpmaster)
- realise it's **safe** (det. understand risks are low dev. become courageous/confident)
- to enjoy the **sensation of flying** (det. for its own sake. dev. seeing world from above)
- it's addictive/people get **hooked on the sport** itself (det. over 1000 jumps dev. competitive)

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Marking Criteria for Question 1

Table A, Reading:
Use the following table to give a mark out of 15 for Reading.

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 very little or no relevance to the question or to the passage.

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Table B, Writing: Structure and order, style of language:
Use the following table to give a mark out of 5 for Writing.

Band 1 5	The language of the response 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. The response is mainly well structured and well sequenced.
Band 3 3	Language is clear 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	Expression and structure lack clarity. Language is weak and undeveloped. There is very little attempt to explain ideas. There may be frequent copying from the original.
Band 6 0	The response cannot be understood.

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Question 2

This question tests Reading Objective R4 (10 marks):

R4 demonstrate understanding of how writers achieve effects.

Re-read the descriptions of:

(a) What the narrator sees as the woman makes her first jump in paragraph 3, beginning 'On that first jump…'

(b) The writer's first experience of parachuting in paragraph 5, beginning 'Nevertheless, I didn't go into…'.

Select four powerful words or phrases from **each** paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer. **[10]**

General notes

This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words (listed in the mark scheme on page 7) that carry connotations additional to general meaning.

Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not take marks off for inaccurate statements; simply ignore them.

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. Credit comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices. These must be additional to comments on vocabulary.

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(a) What the narrator sees as the woman makes her first jump in paragraph 3, beginning 'On that first jump …'

The general effect is uncontrollable speed and that the jump is unattractive / undignified, but transforms into an image of beauty and elegance as the parachute opens.

hurtle: a verb of violent motion suggestive of uncontrolled speed/danger/fear.
empty space: this tautology stresses that there is nothing to break her fall or reduce her speed/vastness stresses her vulnerability and isolation.
a sack of cement (image): weighty, inelegant, inanimate lump or dead weight, (May be seen as humorous).
exaggerated belly flop (image): attempting and failing to dive elegantly (normally into water), out of control. Lack of grace**.** (May be seen as humorous).
spread-eagled like a frog (image): all four limbs extended; undignified, flailing, ludicrous, out of her element.
a tiny speck: emphasises the vastness of the sky/their insignificance/ stresses how far they fall.
flowers blooming in time-lapse photography: the parachute opening/filling with air resembles petals opening. Elegance replaces the undignified fall at this point. The parachute opening at abnormally fast speed establishes control/sense of beauty. Can represent birth/growth/rejuvenation.

(b) The writer's first experience of parachuting in paragraph 5, beginning 'Nevertheless, I didn't go into …'.

The general effect is that fear is followed by a liberating joy at having jumped.

splendidly: suggests both that it opened without a hitch and also that it must have looked impressive/suggests relief.
floated slowly (image): being suspended, supported, drifting effortlessly/weightlessly: suggests a feeling of safety.
utter silence (image): complete quietness, change to tranquillity and calm, peaceful.
punctuated by the bass drumbeat of my heart (image): pulse is pounding with a deep low sound, emphasising contrast between sound and silence. Periodic interruption of silence. Primal fear, physical reaction.
boldly breaking through the bars (image): escaping from imprisonment, image representing a sense of escapism, new found freedom, pushing the boundaries, courage.
giddy and ecstatic: disorientated and delirious with joy and relief/silly with happiness.
a group of children getting off a roller coaster (image): shared exhilaration of completing a new (seemingly uncontrolled) experience, stresses the extremes/highs & lows of the emotional turmoil. Recaptured youth, rejuvenation.
fuelled (image): their excitement is prolonged, energised/nourished by the achievement.

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Marking Criteria for Question 2

Table A, Reading: Language analysis:
Use the following table to give a mark out of 10 for Reading.

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. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2: 7–8	Explanations are given of appropriately selected words and phrases, and effects are 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 assessment objectives R1, R2 and R5 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary.

(a) Notes

What Vic tells us about the job of a stuntman in the past **and** how he thinks it has changed in the present, according to Passage B.

Write your answer using short **notes**. **Write one point per line**.

You do not need to use your own words.

Up to 15 marks are available for the content of your answer. **[15]**

(b) Summary

What Vic tells us about the job of a stuntman in the past **and** how he thinks it has changed in the present, according to Passage B.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 15 of your points in Question 3(a) and must be 200 to 250 words.

Up to 5 marks are available for the quality of your answer. **[5]**

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Q3(a) READING CONTENT

What Vic tells us about the job of a stuntman in the past **and** how he thinks it has changed in the present, according to Passage B.

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

1 Stunts took a **long** time to prepare
2 Stunt performers resembled the actor
3 Stunt performers **retired young/early** (do not accept 'retired at 43')
4 **Negative physical effect** (accept an example: injuries or aches & pains)
5 **Positive mental effects** (accept an example: (strange) calm, enjoyed dicing with death/ enjoying creating hair-raising sequences)
6 Training/working with horses/animals (**not** bonding; incorrect to say no longer use horses)
7 Fatalities/risk of death
8 Involves **height** (accept an example: flying, jumping off viaducts, between tall buildings)
9 **Dangerous driving** (accept an example: crash buses, drive cars through hotels)
10 Hated **fire**/can go wrong/least popular/most dangerous stunt
11 Stunting has **lost** its magic/sense of awe/artistry
12 Stunts **replaced by special effects**/CGI used instead in present/(thick) wires erased by computer
13 Old **stunts** re-used/**digitally spliced** into films now (no longer unique)
14 **Autonomy** – sense of achievement/risks/experiment/own decisions
15 Audiences expect the impossible/less easy to impress nowadays
16 Stunt team used to be part of the film set/on set for week**s**
17 Called in for a few days
18 Stunt performers **made their own** devices (accept the example fan to reduce speed of a fall)
19 Stunt equipment provided
20 Job is more dangerous/less safe (H&S rules not working).

Notes:

- **Only one point per numbered bullet in an answer can be credited.**
- **Additional incorrect information negates.**
- **Credit responses in 3a which convey the essence of the point.**

Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by **clearly focusing** on the key details. Over-lengthy lifting (e.g. of **whole** sections containing a number of points) should not be credited.
Where errors of grammar/spelling seriously affect the accuracy of an idea, the point should not be awarded.

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Marking criteria for Question 3(b)

Table A, Writing (concision, focus, use of own words):
Use the following table to give a mark out of 5.

Band 1 5	The response is well-focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's 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 redundant introduction or conclusion.
Band 3 3	There are some areas of conciseness. 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.
Band 5 1	The summary is unfocused or wordy. 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. The response cannot be understood or consists entirely of the words of the passage.

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