CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 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 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

A national radio programme interviews Argin about the project to build the new dam. The interviewer asks Argin the following three questions only:

- Can you explain for us the worries people have about the project?
- So what exactly does your job involve **and** how well do you think you have done it?
- How do you think life will be in the new settlement – are you planning to continue as District Officer once the dam is complete?

Write the words of the interview.

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

Begin your interview with the first question.

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.

Annotate A1 for references to the **worries** people have about the project
Annotate A2 for references to what the **job** involves and **how well** Argin thinks he has done it
Annotate A3 for references to how Argin thinks life will be in the **new settlement** – and whether he is **planning to continue** as District Officer once the dam is complete?

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.
If there is an attempt to refer to a point but it is weak /incomplete, use an ^ with the annotation.

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Responses *might* use the following ideas:

A1: Worries about the project

- **homes/houses lost** (det. villages submerged) [dev. unfair /unjustified]
- **livestock/herds** (det. goats) [dev:livelihood lost]
- **land** (det. river rising) [dev: loss of grazing/loss of property]
- **practicalities of moving** (det. furniture, babies, old men with sticks, herds) [dev. disruption to their lives/unfair-particularly problematic for some]
- **cultural identity** (det. river they'd known all their lives, babies/children/old men) [dev: lived there for generations, changing nature of the river itself and all it represents]
- **nature of the new settlement** (det. model of planned settlement) [dev: too big/too modern]
- **neighbours** (det. living among strangers) [dev. impersonal/breaking up the community]
- **compensation** (det. assurance compensation, tallying herds) [dev. suspicions compensation won't be paid/lack of trust in officials/won't be able to earn money]
- **historical artefacts lost/damaged** (det. archeologists, relics of the ancient world) [dev: will be taken out of the country/no longer accessible as under water]

Development is likely to include exemplification and extended explanation of issue identified / reassurance from Argin.

A2: What Argin's job involves and how well he thinks he has done it

- **giving information** (det. model of village) [dev: benefits of dam/electricity]
- **organising** practicalities/problem solving (det. neighbours, recording details)[dev. difficult trying to keep everyone happy/conflicting interests]
- **reassuring/sympathising** people (det. assurances)[dev. understands their concerns]
- **liaising** with groups involved (det. teams of archeologists) [dev. difficulties with numbers involved/language issues/disagreements with locals]
- **morally strong/not accepting bribes** (det. pastries, money) [dev: fair]
- **patient (**det. explaining over and over, visitors to office) [dev: people did not believe it]
- **coping in challenging circumstances** (det. limited time/money)[dev: difficult to keep everyone happy]

Development is likely to include Argin's evaluation/defence of his (relative) success

A3: Life in the new settlement and Argin's plans once the dam is complete

- **general difficulties** [dev. people may need time to adjust]
- **structural benefits** modern housing (det. villages old) [dev. possibly electric supplied by the new dam]
- **social effects** (det. neighbours) [dev. opportunity to end old feuds /start new friendships]
- **cultural effects** (det. archeologists) [dev. artefacts now being found and preserved as a result of project
- **financial effects** (det. merchants) [dev. new markets/more people to sell too employment opportunities, use compensation to fund new projects]
- **will/will not continue** as District Officer (det. resettlement programme) [dev. reasons why rooted in passage e.g. continuing in the role to do the best he can for the local people and/or fight their corner]

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Marking Criteria for Question 1

Table 1, 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. A wide range of ideas is applied. There is sustained use of supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. Developed ideas are well related to the passage. All three bullets are well covered.
Band 2: 10–12	There is evidence of a **competent** reading of the passage. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well.
Band 3: 7–9	The passage has been read **reasonably** well, but the response may not reflect the range or complexity of ideas in the original. There may be some mechanical use of the passage. Supporting detail is used occasionally. Opportunities for development are rarely taken and ideas are simply expressed. There is uneven focus on the bullets.
Band 4: 4–6	Some brief, straightforward reference to the passage is made. 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. One of the bullets may not be addressed.
Band 5: 1–3	The response is either very general, with little reference to the passage or the question, or a reproduction of sections of the original. Content is either insubstantial or 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, or the response copies unselectively or directly from the passage.

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) the Governor in paragraph 2 and

(b) the relics and their treatment in paragraph 8.

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 10) 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. They must be additional to comments on vocabulary.

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(a) the Governor

The general effect is of subtle persuasion and control, an unstoppable force like the river

cooed: sound of a dove, romantic, enticing
hypnotically: mind altering/affecting ability to reason, enchanting audience
infuriating habit: annoying tendency, frustration suggested, waiting on his word
thin wisps of words: insubstantial, difficult to follow or pin down
drop out: fall out of the sentence, some words are lost, difficult to follow
float away: literally as if on water so meaning is lost (river)
meandering: does not explain in direct terms but talks around the point, like the bends of the river, structure/flow of the conversation is difficult to track in a straight line, final destination/intention is not immediately obvious
mesmerisingly: charming, transfixes audience, controlling

(b) the Relics

The general effect is of insensitive/careless removal/collection of precious human remains

hordes: of archeologists **descended** (image) like locusts stripping the area of its harvest
dismantled: taken apart like an object, should be left in tact
pored over: scrutinising, analysing every detail insensitively
granite thighs: petrified, suggestion that bones are now part of the landscape/exquisite art statue, inappropriate to measure with a ruler, lack of respect
gathered into hasty heaps: quickly piling up, piled up indiscriminately as if harvesting, sense of urgency whilst conditions allow, careless
sprouted from the earth: (image) dug out/excavated from earth, as if growing out of it, part of the essence and nature of the area, evidence of life, horrific
like watching time being unpacked from the ground and then flying away: (image) taken out systematically and then lost/allowed to escape, loss of history

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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.

For valid choices of words, tick in the body of the response. For imprecise or incomplete choices or explanation, use **^**. For **meaning** annotate **EXP** in the margin and for **effect** (i.e. responses evoked in the reader) annotate **+** in the margin. Indicate overview with **O**.

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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 may have led to the extinction of the dinosaurs, 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

Now use your notes from Question 3a to write a summary of what may have led to the extinction of the dinosaurs, 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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Reading content for Question 3(a)

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

What may have led to the extinction of the dinosaurs:

1. impact of **huge** asteroid/comet
2. darkness/dust **and** steam
3. heat wave/forest fires
4. ice age/deep freeze/absence of heat **and** light **from the sun**
5. tidal waves
6. severe storms
7. volcanic eruptions/volcanic activity/poisonous gases **and** molten lava (**not** 'volcanic activity **alone**')
8. **small(er)** mammals take over territory/eat eggs/population increase
9. over-eating/starvation
10. poisonous plants (allow poisonous food)
11. contaminated water/poisonous water
12. barrenness of land/**tropical** plants died out
13. **changes** to carbon dioxide **and** oxygen levels (accept increases/decreases)
14. **changes** to sea level (rising **and** falling)
15. **new** land **masses**/land bridges/territory
16. **worldwide** flood
17. brains too small to adapt/stupidity
18. **new** diseases/**lack of** immunity

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**.

Where a point is awarded, indicate with a tick
Where a point is insufficiently clear, indicate with a ^
Where a point is incorrect, do not annotate
Where a point is repeated, indicate with REP

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 for Writing.

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 a 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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