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Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/22**

Paper 2 Reading Passages (Extended) **October/November 2016**

MARK SCHEME

Maximum Mark: 50

Published

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 Nick. Following your night time expedition to spot crocodiles you decide to write a letter of complaint to Jack's boss about your experiences.

Write your letter of complaint.

In your letter you should comment on:

- **explain your feelings about the safety of the expedition**
- **describe your impressions of Jack and how he treated you on the trip**
- **suggest how you think the company might make such expeditions a better experience for the customer in the future.**

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

Begin your letter: 'Dear Sir/Madam,
I would like to raise some concerns about my recent trip to spot crocodiles…'

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 page 6) and **develop** them relevantly, supporting what they write with **details** from the passage. Look for an appropriate register for the genre, and 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 Nick's feelings about the safety of the expedition
Annotate A2 for references to Nick's impressions of Jack **and** how he treated Nick on the trip
Annotate A3 for references to how Nick thinks the company might make such expeditions a better experience for the customer in the future.

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Responses *might* use the following ideas:

A1: your feelings about the safety of the expedition

- **terrified / scared / felt unsafe** (det. hoped it might be a bad dream) [dev. potentially fatal if did meet a crocodile / could drown, had expected adventure not risk]
- **darkness** (det. set off as the sun set / at night) [dev. unwise to go crocodile hunting in the dark / unlikely to be the best time to see anything / visibility low]
- **unstable canoe** (det. draught was shallow; difficult to stay balanced) [dev. nearly capsized]
- **dangerous creatures / crocodiles can attack** (det. could be 3–6metres long, could mistake the boat for another crocodile and flip it over) [dev. flimsy boat is unsuitable]
- **wilderness** (det. remote swamp, submerged roots) [dev. hard to get help if required]
- **under-equipped** for the trip (det. no safety gear, no life jackets given out) [dev. not satisfied with safety provision; felt there was insufficient preparation or information beforehand]
- **insect bites** (det. mosquitos, 'eaten alive', no repellent) [dev. irresponsible not to warn them, could be ill as a result]
- **defenceless** (det. no weapon to protect yourselves) [dev. little chance if boat capsized]

A2: your impressions of Jack and how he treated you on the trip

- **knowledge** (det. (claimed he) knew a lot about crocodiles, expert) [dev. did not see any crocodiles and the trip ended in disappointment; not convinced Jack was the expert he claimed to be]
- **trying to impress / scare you / show off / appear brave** [dev. may not have been completely honest about spotting crocodiles – claimed it dived before you saw it; took (unnecessary) risks]
- **too casual / mocking you / not respectful of customer** (det. *rarely* bite, *unlikely* to follow you) [dev. childish, immature, insensitive, poor representative of the company]
- **inadequate or unconvincing advice** (det. don't splash about, advice he gave about swimming underwater) [dev. want to be reassured by guide that will be safe]
- **no interest** in client (det. hardly responds to questions) [dev. expected better treatment as had booked a private trip; tourists expect shared sense of enthusiasm, excitement and adventure]

A3: how you think the company might make such expeditions a better experience for the customer in the future

- **daytime trips** (det. light enough to see the crocodiles / better avoid obstacles) [dev. might see other things/scenery too]
- **better boat** with an engine/one that doesn't look like the underside of a crocodile
- **train/recruit new guide(s)** to answer customers' questions properly / not behave irresponsibly (det. they are tourists) [dev. offer convincing (and/or accurate) information]
- **provide necessary safety equipment** (det. life jackets) [dev. tourists should not be in fear or danger]
- **provide means of defence** in case of attack (det. gun) [dev. responsibility to them as customers]
- **provide better information beforehand** (det. tell customers what to do in case of emergency before the trip, inform of need for insect repellent) [dev. abide by / instigate safety routine or regulations for tourist trips]

The discriminator is the development of the writer's thoughts and feelings, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

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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 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 lacks 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) Nick's fear of crocodiles in paragraph 3, beginning 'It sounded distinctly possible…'

(b) The swamp in paragraph 5, beginning 'We glided along for some time…'

Select four 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 6) 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) Nick's fear of crocodiles in paragraph 3, beginning 'It sounded distinctly possible …'

The general effect is humorous as Nick's fears manifest themselves in rather childish and exaggerated cartoonish images. They have no hope in the event of a crocodile attack and their complete vulnerability is stressed.

blood run cold: freezes, shivers, stresses the suddenness, intensity and sheer terror (comparison to crocodile)
nightmarish scene (image): like a bad dream, unreal; connotations of a child's night terrors suggesting a state of panic / inaction; stresses his sudden fear and regret at the situation he is in
monstrous aggressor: the crocodile is seen as huge; unspecified creature of the imagination; mythical beast; a terrifying enemy, out to get them with intent
gobble us up: emphasises the crocodile's greed and determination; humorous and suggests that they would be eaten very quickly and greedily
sudden snap: stresses the speed and decisiveness of the crocodile attack. The alliteration and onomatopoeia reflect the movement and sound of the crocodile's jaws; abrupt and shocking, little warning
gigantic jaws: exaggeration used to stress huge size of crocodile's teeth (or mouth) to stress terror / horror, could swallow you whole; Nick seems tiny in comparison
giant wooden toothpicks (image): the boat being splintered into sharp pieces of broken wood to clean crocodile's teeth; comic but also scary; stresses their vulnerability against such a challenging opponent; makes boat seem tiny in comparison to crocodile

(b) The swamp in paragraph 5, beginning 'We glided along for some time …'

The general effect is of being taken into a hostile environment – the unknown, chaotic, mysterious depths of the swamp. Nick is no longer in control.

resonated like castanets (image): the clicking sound of the frogs croaking vibrates across the swamp creating a loud, percussive sound; irritating or annoying sound / atmosphere of mystery.
pneumatic buzzing (image): constant noise, the sounds of the insects are persistent and annoying, fill his head relentlessly, huge numbers of insects, the exaggeration stresses his feelings of discomfort, impact of the noise
eaten alive: bitten by huge numbers of insects; tortured, tormented, horrific
dark expanse of open water: the swamp seems enormously wide, mysterious and full of unknown dangers, disorientating; stresses his fear and vulnerability
floating wilderness: the swamp is disordered and wild on the surface but unknown beneath; plants look as though they are resting on the surface like the boat; surreal/vast (submerged)
tangled tree roots: entwined, chaotic threat under the surface of the water, threatened entrapment
dotted with reeds: vegetation is random and chaotic
small shrubs sprouting: suddenly growing in front of him, entrapping, threatening, alive
murky waterline: dark, dirty, opaque waterline; fear of what lies beneath the dark, impenetrable water, can only imagine what dangers lie below, reflecting his reluctance to actually see a crocodile
swept off into the darkness: not in control; being taken into an unknown environment almost against his will

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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 and closely focused discussion of language with some high quality comments that add 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, vague 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 or literary devices but not explain why they are used. Explanations of meaning 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 insufficient 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

According to Passage B, what physical and behavioural characteristics have enabled crocodiles to survive?

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 3(a) to write a summary of what physical and behavioural characteristics have enabled crocodiles to survive, 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 writing. **[5]**

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Reading content for Question 3(a)

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

The physical <u>and</u> behavioural characteristics that have enabled crocodiles to survive.

Give 1 mark for a point about:

1 body plan has changed little (since age of dinosaurs / for 80 million years / for a very long time)
2 permanent armour of bony plates / bony plates cover most of its body / protected by bony plates (need both aspects of idea)
3 **very** strong jaw muscles / jaws capable of crushing anything / jaws can crush bones and cast iron (need both) [note: strong on its own insufficient – needs an example]
4 can survive **serious** injuries (allow example of surviving torn off limb and tail – need both) [note: can survive injuries on its own insufficient – needs an example]
5 powerful immune system / strong immune system / good immune system
6 control their body thermostat (efficiently) / bask when cool and seek shade when hot / cold-bloodedness / don't need to eat regularly to warm body
7 e**fficient metabolism** / (body) **uses and stores** every bit of the food it eats
8 (larger ones) can go for **over** a year without eating a meal / (in extreme situations) ability to shut down / ability to live off own tissue for long period of time / can live off own tissue in extreme situations
9 will **eat** anything / adaptable diet
10 most acidic stomach / can **digest** hard matter / can digest whole animal / can digest bones, horns, hooves or shells (need two examples) / very acidic stomach [note: acidic on its own insufficient – needs an example]
11 use waste matter / hard objects used as gizzard stones / uses gizzard stones to help grind coarse food
12 form groups for important activities (needs plural) / hunt and raise hatchlings in groups (needs both)
13 form long-term relationships / hierarchical / communicate (through vocalisation, etc.)
14 **more complex** brain than other reptiles
15 excellent sense of smell / very good sense of smell
16 superior hearing / superior sound perception / better hearing (than other reptiles) / excellent hearing
17 learn through experience / adapt behaviour to avoid danger / very hard to catch a crocodile twice with the same trick

Notes:

- **Only one point per numbered bullet in an answer can be credited.**
- **Additional incorrect information negates.**
- **Credit responses in 3(a) 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 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**	The summary is mostly focused but may have a redundant introduction or conclusion. Most points are made clearly and concisely. Own words (where appropriate) are used consistently.
Band 3	**3**	There may be occasional loss of focus or clarity. There are some areas of concision. 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. It may lack some clarity. 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) or lack clarity. 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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