Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/22**

Paper 2 Reading Passages (Extended) **October/November 2017**

MARK SCHEME

Maximum Mark: 50

Published

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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	Answer	Marks
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	
	Imagine you are Damian, the experienced guide and hunter in the story. When you return from your expedition with Leo, another group of people express an interest in going with you on a bear hunt in the same area. **Write the words of your speech in which you advise this group of people.** **In your speech you should:** • **tell the people about the habits of bears and how they should be hunted** • **explain what the people are likely to experience on the hunt** • **describe what happened after you and Leo set up camp that night.** **Base your advice 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 advice with, 'Let me give you all some advice as bears are very crafty. Take the one I tracked recently …'.** **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**

Question	Answer	Marks
1	**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 **the habits of bears <u>and</u> how you hunt them** **Annotate A2** for references to **what people are likely to experience on the hunt** **Annotate A3** for references to **what happened after Damian and Leo set up camp that night** **Responses *might* use the following ideas:**	
	A1: The habits of bears <u>and</u> how you hunt them • **move around (a lot)** (det.travel on road(s), leave tracks, shift snow out of their way) [dev. can be (easily) followed; deep snow is less of a problem for bears] • **rest under cover** (det. thicket, marsh) [dev. aware of threat from other predators and/or hunters, more difficult to track them when they are under cover; solitary] • **follow / hunt people** (det. headed towards the village) [dev. cautious as will not go into the village (directly)] • **play tricks** / uses strategies (det. walking backwards to mislead hunters) [dev. intelligent, sly] • **use expert(ise)** / interpret signs (det. examine surface of the snow) [dev. try to predict what will happen next / second guess them] • **surprise** the bear (det. alone, come from the other side when the bear is resting, use trees for cover, move quickly) [dev. need to outwit the bear] • **make no noise** (det. cough or shout will alert the bear) [dev. potentially dangerous / bear will escape] • **take correct equipment** (det. rifle, snowshoes) [dev. need to practise wearing them beforehand / likelihood of injury otherwise; bears can be unpredictable]	

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Question	Answer	Marks
1	**A2: What people are likely to experience on the hunt** • **low temperature** (det. snow, ice) [dev. uncomfortable; need layers of clothing (which can be removed); need insulation (from fur)] • **difficult terrain / wild landscape** (det. trees, thickets, banked snow, deep snow) [dev. beautiful, challenging, slippery] • **amazement (at bear's actions)** (det. Leo incredulous) [dev. expect the unexpected, do not underestimate them; satisfaction at seeing a bear] • **exhaustion / tiredness** (det. long hours of tracking, will sleep soundly) [dev. physically challenging, need to be fit / resilient] • **sleeping outdoors** (det. no tent, snowshoes for seats) [dev. basic, exhilarating] • **hunger / (appreciation of) simple food** (det. plain bread to eat) [dev. can't carry lots of supplies or eat anything that would attract the bear's attention by its smell]	
	A3: What happened after you and Leo set up camp that night • **kept watch / stayed awake** (det. Leo slept) [dev. staying vigilant is important] • **bear in the vicinity** (det. 50 paces away) [dev. noise of bear woke Leo, you woke Leo to warn him, you were concerned when he woke he would alert the bear, staying vigilant is important] • **bear passed / did not attack** (det. they were under cover of the fir trees) [dev. kept quiet and stayed hidden] • **confronted / attacked by the bear** (det. heavy, black, enormous, sharp claws) [dev. lost element of surprise, bear had followed them, (may have) injured one / both of them] • **shot bear** (det. hunting rifle ready) [dev. killed it, scared it off] • **(someone / something) mistaken for a bear by Leo** (det. wearing fur, dark) [dev. Leo scared, Leo's over-active imagination, no real danger]	
	The discriminator is the development of the writer's advice to the people wanting to go on a similar hunt, 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	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.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	Answer	Marks
2	This question tests Reading Objective R4 (10 marks): **R4** demonstrate understanding of how writers achieve effects	
	Re-read the descriptions of: **(a) the inside of the fir thicket in paragraph 10, beginning 'We began to make our way …'** **(b) what Leo thought he was looking at when he woke up in paragraph 13, beginning 'I slept so soundly …'.** **Select <u>four</u> powerful words or phrases from each paragraph. Your choices should include imagery.** **Explain how each word or phrase is used effectively in the context.** **Write about 200 to 300 words.** **<u>Up to 10 marks are available for the content of your answer.</u>**	**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 9) 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.	

Question	Answer	Marks
2(a)	*The general effect is of danger and threat. The thicket is made to sound sentient and malevolent.* **stern-looking thicket (of fir trees) (image):** dense bushes and shrubs in the way; harsh, angry (expression); warning travellers they will be punished if they enter; challenging; forbidding **remorseless wedges (of banked snow) (image**): thick, heavy, hardened solid mass of snow; difficult to walk against; inflicts pain without pity treacherous ice patches (image): slippery, dangerous ground; deceptive **(black), inhospitably barbed arms (image):** provides no shelter or comfort; unwelcoming; very sharp; very dangerous; as if carrying weapons or wearing armour; menacing **skulking juniper shrub (image):** a partially concealed bush; lurking / hiding like a would-be assassin **mighty invisible depths**: very large and dark; formidable; impossible to see inside it (because of dense, thick branches); cavernous; trap; contains unknown threats	
2(b)	*The general effect is of an enthrallingly beautiful, ethereal scene of contrasting light and magnificent, decorative architecture.* **huge edifice:** impressively large building; cavernous structure; powerful, strong **glittering and white:** sparkling, new snow, pure and precious **gleaming pillars (image):** trees tall and slender, like columns supporting a building, suggests a fairytale castle / large cathedral / classical building; pristine **delicate white tracery (image):** patterns created by the snow seem intricate, deliberately and carefully crafted; fragile, temporary, pure beauty **vault:** arched ceiling, large space, immense height / vast size of the sky above the branches **raven-black (image):** complete / pitch blackness; supernatural, Gothic **studded with coloured lights:** stars are scattered over the sky / glints of sunlight through trees; embedded / embellished, like small pieces of bright metal or jewels, beautiful, precious	

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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	Answer	Marks
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	
3(a)	**Notes** **What are the reasons for the popularity of the teddy bear now <u>and</u> in the past, according to <u>Passage B</u>?** **Write your answer using short <u>notes</u>. <u>Write one point per line</u>.** **You do not need to use your own words.** **<u>Up to 15 marks are available for the content of your answer</u>.**	**15**

Question	Answer	Marks
3(a)	Give 1 mark per point in **3(a)** up to a maximum of 15. 1 **gift**(s) for special occasions (birthdays) / given as a gift / (received as) presents 2 (you can) grow old with them / they are durable / they last a long time / reminder of time passing 3 **attractive physical characteristic(s)** / fluffy / huggable / cuddly / adorable / cute 4 story about U.S. **president** and **bear** / Roosevelt refused to shoot a bear / satirical cartoons published about bear and president / business man saw bear and president story (as a chance to make money) / business man produced 'Teddy's bear' [need sense of both bear and president] 5 (you can treat them) like friends / (you can) share problems (with bears) / tell them about your day / anthropomorphise them / take them to bed / give them human names 6 (evoke) **nostalgia for childhood /** (evoke) memories of (our carefree days) of childhood 7 **remind us of giver** / remind of the loved ones who bought them for us 8 (stroking the soft fur is) therapeutic / (cuddling bears) evoke(s) sense of peace, security (and/or) love [accept any one] / (cuddling, naming and speaking to a teddy bear) reduce(s) (psychological) effects of stress [do not accept trauma] 9 (use of a bear) **distracts a scared child** / (use of a bear) helps to lessen trauma for child / useful (in an emergency) for reaching lost children 10 (come in a) **range of material(s)** 11 widely available / accessible online 12 (can be) part of a collection / collector item(s) / collectables / sold to collector (s) 13 (can be an) investment opportunity / some bears increase in value [do not accept valuable / expensive] 14 (can be) adapted to meet a customer's tastes / (can) dress in outfits to suit customer's wishes / bear artists 15 (have an appeal in the) designer label(s) (market) / (expensive) designer bear(s) 16 (purchased/bears used to) commemorate national event(s) / (bears used to) mark historical event(s) / (can be) souvenirs [allow example of Titanic or Royal Wedding] 17 sentimental value / (one of a baby's) first gift(s) / given to new-born (baby/babies) [allow example of baby's first bear]	
	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 more than two 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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Question	Answer	Marks
3(b)	**Summary** **Now use your notes to write a summary of the reasons for the popularity of the teddy bear now <u>and</u> in the past, according to Passage B.** **You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should include all 15 of your points in <u>Question 3(a)</u> and must be 200 to 250 words.** **<u>Up to 5 marks are available for the quality of your writing</u>.**	**5**
	Quality of 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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