Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/23**

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

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.

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 **You are a journalist writing an article about Mia, one year after she appeared on the TV show, 'The Talent'. You have interviewed Mia.** **Write your article.** **In your article you should:** • **describe Mia's behaviour and attitude at the time of the show** • **explain how other people were affected by Mia's behaviour** • **explore the part played by the media and the public in Mia's downfall and how it has changed Mia's behaviour one year on.** **Base your magazine article 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 magazine article: 'Let's catch up with the disgraced finalist, Mia, from 'The Talent' – the diva we all loved to hate last year …'** **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 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.	
	Responses *might* use the following ideas: **A1: Mia's behaviour and attitude** • **critical about other contestants** (det. sick of contestants smiling, song choices, laughed at girl's dress) [dev. unaware how it would be presented] • **rude behaviour to others involved with show** (det. shouted at hairdresser, snapped at other contestants, called the technicians lowly / boring) [dev. brat, spoilt] • **ignored advice / other's opinions** (det. ignored technicians' instructions, did not listen to presenters' advice) [dev. waste of time] • believed in **her own talent** (det. knew she was best, a true star, reached final, newspapers say she has the best voice) [dev. over-confident, arrogant] • **admired own appearance** (det. preened, admired (herself)) [dev. conceited] • **ran from the stage** (det. tears, ashamed, didn't want to be famous any more) [dev. cowardly] **A2: How other people were affected by Mia's behaviour** • **other contestants complained** (det. late for rehearsals) [dev. had to wait for her] • **back-stage staff were annoyed** (det. murmurs, scowls, thought she was 'constantly complaining') • **presenters enjoyed her humiliation** (det**.** fake smiles, insisted on comment on camera) [dev. felt she deserved it / had it coming] • **band disassociated themselves from her** (det. stepped away) [dev. did not approve of her behaviour] • **fan(s) hurt / disappointed** (det. little boy pushed by Mia, wanted autograph) [dev. mother forced to drop complaint] • **studio audience were angered by her behaviour** (det. jeering, hissing, booing) [dev. wanted revenge on her for behaving badly, fooled by press article(s)]	

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Question	Answer	Marks
1	**A3: Part played by media and public <u>and</u> how Mia has changed** • **media manipulation** (det. puppet, Diva Mia article, 'monster in the making' admitted she had the best voice) [dev. changed attitude to her / criticised her from the start] • **Mia better aware of media:** (det. did not give interviews, did not want to comment on camera) [dev. more careful of media profile, keen to give her own side] • **public were entertained by** fake drama (det. enjoy stereotypes: Glamorous Granny, boy band, diva) [dev. some responsibility for media treatment, gallows mentality] • **more positive attitude / be nicer to people now** (det. signs autographs, treats crew with respect) [dev. understands why she was unpopular, feels guilty, feels ashamed; wants to apologise] • **attitude to fame** (det. wanted fame previously, no longer seeking fame) [dev: what she is doing now – any one plausible change in lifestyle (anonymous, charity working, career change)] The discriminator is the development of the writer's opinions and plausible changes in Mia one year later, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.	

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. A wide range of ideas is applied. There is sustained use of supporting detail, 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 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 structures 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) Mia's appearance and attitude in paragraph 3, beginning 'An hour before the final …'** **(b) the audience reaction and its effect on Mia in paragraph 5, beginning 'I stepped into a cauldron of noise …'** **Select four 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.** **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 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) Mia's appearance and attitude** *The general effect is that Mia vain and uncaring, over-confident and unrealistic in her expectations* **preened:** prepare to look striking, admiring herself, like a bird cleaning feathers **sprinkled glitter:** lavish amounts of small metallic flakes, suggestion of decoration, 'bling' **iridescent shimmers:** range of changing colours, magical **he fluttered about:** light, quick movements, fussing, delicate, reminiscent of a butterfly **sparkling jewels (image):** brightness of eyes as jewels catch the light, self-admiration. jewels are rare and expensive, special **luminous form:** suggestion of being lit from within, glowing, a light source, angelic **elegant:** graceful, smooth, sophistication **sheer ambition:** strong motivation to be famous, transparent **dazzle... a true star (image):** dual meaning of star talented person/celestial form, hard, distant but admired for beauty of its light **like a comet blazing a trail (image):** on a definite course, unstoppable, attracts attention, ambition and lack of regard for others **(b) The audience reaction and its effect on Mia** *The general effect is that the audience are drowning Mia's voice with their engulfing noise,* **cauldron of noise (image):** large cooking pot, noise is contained, intensified, witchcraft **hissing (and booing) (image):** threatening, sense of danger, reaction as if to a (pantomime) villain **struggled to catch breath**: cannot breathe, overpowered by the audience reaction, shock **(suddenly) fragile voice:** singing loses strength, easily broken **drowned** (image): the noise / anger overwhelms Mia's voice **(blinked away my) scalding tears**: burning, painful, 'heat' of her emotions, will leave a scar **(stood alone against the) waves of anger (image)**: the noise rolls towards Mia, like the sea, inexorable, over-powering, cannot be stopped	

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. In appropriate 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 **(a) Notes** **According to Passage B, how can a musician get a record deal?** **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.** **(b) Summary** **Now use your notes to write a summary of how a musician can get a record deal, 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.**	**20**

Question	Answer	Marks
3(a)	**READING** Give 1 mark per point listed below, up to a maximum of 15. **How a musician can get a record deal** Give 1 mark for a point about: 1 (have) **good music** / (have) good songs 2 **send CD** to record companies / **send demo** to record company / **send music** to record company 3 (have) **contacts /** (have) someone with knowledge of the industry 4 **money** [accept investors] 5 **promote band** / promotion / marketing / flyers 6 **image** / not scruffy 7 **free concerts** 8 give away T-shirts / give away tickets 9 talk to audience / talk to fans / be confident about talking to people 10 (help fans set up a) **fan club** 11 national radio / (music) TV channels / find **DJ** who will play your music on **local radio /** (ensure music) **keep**(s) getting played on **local radio** 12 (make a) **video /** (make a) film of concert 13 (use) social media / (use) internet 14 **make** a website **/** have a website / create a website [needs the sense of their own website] 15 (join) musicians' **forums** / be prepared to take criticism from other musicians 16 create **attention** / publicity stunt / stand out from the crowd / do something to attract attention [accept example of playing outside record company offices] 17 be **business-like** / get an accountant / be serious about **business** 18 technical support / high quality recordings	
	Notes: 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. Credit responses which attempt to use own words and convey the essence of the point.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>
B Quality of Writing: concision, focus, use of own words
Use the following table to give a mark out of 5 for Writing.
<table>
<tr><td>Band 1
5</td><td>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.</td></tr>
<tr><td>Band 2
4</td><td>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.</td></tr>
<tr><td>Band 3
3</td><td>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.</td></tr>
<tr><td>Band 4
2</td><td>The summary is sometimes focused. It may lack some clarity. It may include comment, repetition, unnecessarily long explanation or lifted phrases.</td></tr>
<tr><td>Band 5
1</td><td>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.</td></tr>
<tr><td>Band 6
0</td><td>Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.</td></tr>
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