Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/23**

Paper 2 Reading Passages (Extended) **October/November 2018**

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1	**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	
	Imagine you are Doris. Years later, now successful yourself, you are interviewed by a national radio programme about your family, brother and memories of the upbringing the two of you had. **The interviewer asks you the following three questions only:** • **What do you remember about your family and the values and attitudes to life they each had?** • **Your brother claims he started his career in journalism at the age of eight. Tell us your memories of him and what happened at that time.** • **Looking back, can you explain how the skills and qualities you had as a child helped you get where you are today?** **Write your response to each of the interviewer's questions.** **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 your answer to 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 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.	

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Question	Answer	Marks
1	**Responses *might* use the following ideas:** **A1: What do you remember about your family and the values and attitude to life they each had?** • **father** (det. overalls, calloused hands, fourth grade education, farmer) [dev. contrast to mother, manual work, kind hearted, supportive, generous] • **mother** (det. fancy ideas) [dev. wanted office / professional career for her child(ren) / make something of their lives] • **grandfather** (det. what do you want to do) [dev. old fashioned/ traditional / only asks Buddy about being President] • **brother** (det. Buddy, older than her) [dev. generous, laid back, shy] • **father's people** (det. country folk) [dev. not well educated / simple ambitions / wholesome way of life compared to thrust of city] **A2: Your brother claims he started his career in journalism at the age of 8. Tell us your memories of him and what happened at that time.** • **lack of ambition** (det. wanted to be a garbage man, preferred to lounge on sofa) [dev. Buddy did not want to be president] • Mother **decided to act** (det. disapproved of Buddy lying around listening to the radio) [dev. contacted/invited rep from PCP] • caller / executive ' **interviewed'** Buddy (det. mother answered for him) [dev. Buddy taken in, set out eagerly] • **job involved selling** copies of the post (det. canvas bag, street corner) [dev. not good at it] • **Doris had to show him** how to do it (det. sent by mother to help) [dev. grateful, proud of her; didn't seem to mind not good at it] **A3: Looking back, can you explain how the skills and qualities you had as a child helped you get where you are today?** • **gumption / resourceful** / showed initiative (det. used traffic lights) [dev. frustrated by lack of opportunity or expectation / eager to prove what she could do, smart] • **hard working / energetic / zest** (det. chores) [dev. sold whole bag of posts not just one or two] • **team player** / willing to share skills with others (det. shows Buddy what to do) [dev. • **determination** / never-say-quit / enthusiasm (det. PCP representative named them as qualities needed) [dev. contrast with Bud's approach to sales] • **direct / confident** (det. small girl, you need this) [dev. convincing customers, confounding expectations, irresistible] • **courage** (det. banged the window of car for attention) [dev. not afraid to fail] • **accepted mother's values** / career orientated (Reward a relevant suggestion as to 'where she is today' in line with the text – e.g. business person / politician)	

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 the question, or a **reproduction** of sections of the original. Content is 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.

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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	**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 executive's description of what the job entails and Buddy's initial reaction in paragraph 12, beginning 'The executive announced … '** **(b) Buddy's reaction to the idea of being a writer in paragraph 24, beginning 'I clasped the idea … '** **Select <u>four</u> 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.** **<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 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.	

Question	Answer	Marks
2	**(a) The executive's description of what the job entails and Buddy's initial reaction** *The general effect is romanticised view of job as presented by the executive* and *Buddy's whole-hearted acceptance of it.* **freshly-printed copies:** newly produced, hot off the press, reminiscent of food / baking **still warm with the heady ink:** (image) retaining heat, smell strongly of printing ink, comforting, excitement of the newly printed magazine, intoxicating aroma, powerful potion **handsome canvas bag:** attractive, unlikely that canvas bag is anything other than ordinary **sling it:** a light movement suggesting there is little weight to the bag, carefree, nonchalant **set forth** through the streets: start out as if heading for adventure (citizens whose happiness depended upon us) **soldiers of the free press:** (image) selling papers to the public, going into battle, defending freedom of a people **presented it with reverence:** makes a big deal of giving him the bag, showed more respect than was merited **fit for my holy quest:** important task, religious task, knights' journey, mock heroic, suggests not an easy task he is about to undertake **draping** (the strap across my chest): arrange loosely, casually wrap, decorative, pretentious **to leave my sword-arm free:** (image) easy access to magazines, battle image, drawing weapon ready for action **raced:** moved quickly with some enthusiasm to get there as fast as he could; keen to start **embarked upon the highway of journalism:** set on his career path, overstating importance of the job, suggestive of a heroic figure off to seek fame and fortune	

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Question	Answer	Marks
2	**(a) Buddy's reaction to the idea of being a writer** *The general effect is of an exaggerated reaction to the proposal – affectionately remembering his naïve optimism and relief in escaping his suffering whilst selling the Post.* **clasped the idea to my heart:** (image) greeting with enthusiasm, grabbing on and holding it dear, embracing **no burning urge:** an absence of any over-whelming desire, suggests no real passion or fire for job itself, contrast with enthusiasm for the idea is humorous **to trudge:** walking slowly, heavily as if hard work to move forwards, walking through mud, snow **peddling from sacks:** walking from place to place trying to convince people to buy product, as if homeless and desperate **rejected by surly strangers:** attempts to sell The Post were unsuccessful, rude refusals taken as a personal slight , threat and menace **savaged by the elements:** (image) has had to go out in bad weather, extreme conditions, under attack **enchanted by the vision:** (image) charmed by the idea, under a spell, fairy-tale ending, suggest not like that in reality	

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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	**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	
3(a)	**Notes** **According to Passage B, for what reasons do people decide to change career?** **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**

Question	Answer	Marks
3(a)	**Reading content for Question 3(a)** Give 1 mark per point listed below, up to a maximum of 15. **The reasons people decide to change career** Give 1 mark for a point about: 1 achieved most of what they wanted to (in their current career) / nothing left to achieve (in current career) 2 prospect of continuing for years [needs sense of **years**] 3 (time for) a new project / (time for) a challenge 4 in the wrong job / did not consider carefully what they themselves wanted to do (before choosing) / did not establish what really wanted from life / they now know what they really want 5 (chose current job on basis of) other people's opinion / were too influenced by others' expectations (when chose previous career) / conforming to others' opinion 6 (want to find) fulfilment / unfulfilled (currently) 7 old job ceases to exist / lose previous job 8 to follow a dream 9 (current) job does not pay enough / (current) career is not well paid 10 feel lack energy / need re-invigorating / to re-energise / to restore your energy 11 (realise they have) transferrable skills / skills can move with them 12 feel undervalued / want to feel valued 13 family commitments change 14 (opportunity) to start own business 15 did not always benefit directly from own hard work (or overtime worked) / benefit from fruits of own labour 16 not able to organise workload / can organise your own workload / flexibility 17 daily commute 18 bored / lack focus / to focus mind 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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Question	Answer	Marks
3(a)	**(a) Summary** **Now use your notes to write a summary of the reasons people decide to change career, 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.**	

B Quality of Writing: concision, focus and 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 concision. 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. 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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