UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIO

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 quest

for the guidance of teachers

0524 FIRST LANGUAGE ENGLISH

0524/23 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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Note: All Examiners are instructed that alternative correct answ candidates' scripts must be given marks that fairly reflec demonstrated. Nonetheless, the content must be clearly relat

Question 1

This question tests Reading Objectives R1–R3 (15 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes.

AND Writing Objectives W1–W5 (5 marks):

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Imagine that you are Gabriella Le Breton. You have been invited to speak to a group of young travellers planning to trek in the same area of Nepal and hoping to witness the next honey hunt.

Write the words of your talk to the travellers.

In your talk you should explain the challenges of going to see the honey hunt, outline what these young travellers may find interesting about the hunt, and discuss your own feelings about the honey hunters and what they do.

Base your talk on what you have read in Passage A. Be careful to use your own words.

Write between 1½ and 2 sides, allowing for the size of your handwriting.

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 on likely content

Candidates should select **ideas** from the passage and **develop** their own, supporting what they write with **details** from the passage. Good responses demonstrate careful selection, picking out the most significant details/ideas. In **A** (challenges of seeing the honey hunters) and in **B** (interest about the hunt), responses should try and create the sense of fear about the height and danger of the bees stinging in the hunt itself, and will develop their own ideas about the hunters in **C**.

Look for a clear talk that has some engagement with young people as its audience and that is well sequenced and in the candidate's own words. Reward responses which promote the trekking trip to the young travellers.

Responses might include the following ideas:

A explain the challenges of going to see the honey hunt

- **Very remote area** that's **hard to survive** in
- **Long walk**
- **Very steep paths** and **terraced fields** that will **test enduran**
- The **weather is unpredictable** and adds to the **delays**
- **'Climbing steeply through** tall … plants' and **dense forests**
- Seasoned trekkers have to **'stop for breath'**, hence the need
- The need to **move slowly** and **not attract the attention** of the six million bees; **risks of getting stung**.

B outline what these young travellers may find interesting about the hunt.
Credit engaging details and description.

- Opportunity to witness a **rare/traditional event**
- **The preparation of the ropes**: slice bamboo into strands and braid them
- The way the hunters lay out and **arrange ropes** to make **a long ladder**
- The **sacrificial chicken** and blessing
- The **sheer size** of the hives; millions of bees make the hives **look as if they are moving**
- The setting of **a fire to smoke the bees** out, exposing **vast 'golden orbs' of honey**
- The hunters **communicating in whistles** to avoid disturbing the bees
- **Risk of attack** when prising off chunks of this Himalayan honey with just long poles
- Opportunity **to meet local people**
- The backdrop of **spectacular scenery/views**
- The immediate surroundings of **exotic/unusual vegetation**.

C discuss your own feelings (and attitudes) about the honey hunters and what they do

- **Admiration** – perhaps seeing the hunters as heroic or brave for putting themselves in danger twice a year
- **Fascination** (note 'mesmerising' in passage)
- **Marvel** at their **teamwork** and or their **skills**
- **Marvel** at the **pride they take** in their skills
- **Impressed** by their **patience**
- **Impressed** by their **relationship with the natural world**
- Feel **distaste** for what they do – plundering a rare resource
- Consider them **foolhardy**
- Consider them **childish** or, conversely, **naive**

Marking Criteria for Question 1

A CONTENT (EXTENDED TIER)

Use the following table to give a mark out of 15.

Band 1: 13–15	The response reveals a **thorough** reading of the passa applied. There is sustained use of supporting detail, w response, contributing to a strong sense of purpose and well related to the passage. All three bullets are well cover voice is used.
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. An appropriate voice is used.
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. The voice is plain or lacks immediacy.
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. The voice is not sustained or appropriate.
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 insubstantial, or 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.

B QUALITY OF WRITING: STRUCTURE AND ORDER, STYLE TIER)

Use the following table to give a mark out of 5.

Band 1: 5	The language of the response has character and sound appropriate. Ideas are firmly expressed in a wide range language. Structure and sequence are sound throughout.
Band 2: 4	Language is mostly fluent and there is clarity of expressi of vocabulary to express ideas with subtlety and precision, and to give an indication of the personality of the character. The response is mainly well structured and well sequenced.
Band 3: 3	Language is clear and appropriate, 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	There are problems of expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas. There may be frequent copying from the original.
Band 6: 0	Sentence structures and language are unclear and the response is difficult to follow.

Question 2

This question tests Reading Objective R4 (10 marks):

- understand how writers achieve effects.

Re-read the description of:

(a) the forest and the bee hives in paragraph 4, beginning 'We, t

(b) the honey and the eating of it in paragraph 7, beginning 'When we arrive…'.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language. Use your own words as far as possible. You should write about one side in total, allowing for the size of your handwriting. [10]

General notes on likely content

This question is marked for the ability to select evocative or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words that carry specific meaning, including implications, additional to general and to ordinary vocabulary.

Mark for the overall quality of the response, not for the number of words or phrases chosen bearing in mind that a range of choices is required to demonstrate an understanding of how language works, and that these should include images. Do not take marks off for inaccurate statements; simply ignore them. It is the quality of the analysis that attracts marks.

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.

(a) the forest and the bee hives in paragraph 4, beginning 'We, the spectators…'
Credit responses which understand the idea that this is a type of quest to find the treasure/gold.

Beat our way: suggests an urgency/desperation, as well as the physical struggle created by this environment.
Dense forest: close-packed trees make moving through them very difficult.
Red-stemmed cardamom and **gnarled rhododendrons**: suggest a fantasy land, old and twisted, trying to wrap around the honey hunters' legs.
Three darkened discs: initially odd (perhaps a disappointment after the build up), but by adding specific details (a metre and numbering up to two million per hive), one realises that these are real – something to be in awe of/be scared of.
Shimmer and pulsate eerily: creates an impression of something alien. Some may even connect the discs and pulsation to an alien space ship. 'Shimmer' is associated with gold, jewels and the sun on the water. 'Eerily' adds to pulsate and makes it a frightening sight – six million bees are moving as one.
Ripples across water (image): adds further to the eeriness of the bees' movement, a constant flow of one on top of another suggesting a vast area being covered.
Pulses are the bees (image): stresses the rhythmic movement, like a steady heartbeat.
Mesmerising and frightening sight: again reflects the beauty and yet the fearfulness of this place. Responses may comment on 'mesmerising' as a form of hypnotism/magic casting a spell on the trekkers.

(b) the honey and the eating of it in paragraph 7, beginning '
Credit responses which comment of the sense of childlik
Several choices also emphasise the notion of pirates enjoyin

Bursting (into the gloom): conveys the boisterousness of t
eat the honey.
Proudly show off their gooey haul: adds to this picture as
but 'haul' adds to the idea of having found booty, or even
taken, like pirates.
Thrusting a hand (into a battered steel jug): 'thrusting' foll
exaggerated actions show gusto and excitement.
Large slab of thick honeycomb: the booty from the bees is being described in the same way as the layer of bees.
Dotted with dazed bees is particularly visual – the bees clinging on to their precious treasure in the smoky room – and aural – the onomatopoeic sound.
Flicking them off casually: conjures up the way boys aren't scared of insects and shows a lack of seriousness about the world's largest bees.
Dark orange, brown-speckled treasure (image): the purpose of the hunt is the prize of this deep golden honey; 'brown-speckled' suggests bees still on it to remind us it belongs to them.
Explode... (image): immediate and violent expansion of taste is given power by the comparison to a bullet or an object which is so strong it cannot be contained. It is very unexpected.
...in a potent floral blend: The writer is identifying and savouring the tastes of the valley flowers which overcome her senses.
Tangy rather than sugary sweetness is almost paradoxical as 'tangy' is associated with sharp citrus tastes.
Tuck in and **wolf down vast chunks (image)** could leave us with the image of greedy children let loose on something forbidden. There are associations with fairytales with a wolf gorging itself on a victim. This could be very visual, with the wolf using its paws to help eat its prey and honey dripping down the men's chins, like blood down the face of a wolf.

Marking Criteria for Question 2:

READING

Use the following table to give a mark out of 10.

Band 1: 9–10	Wide ranging discussion of language with some high qu and associations to words in both parts of the questi reasons for using them. May give an overview of the comment on language features additional to vocabul precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2: 7–8	Reference is made to a number of words and phrases, and explanations are given and effects 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. Literary and linguistic devices may be correctly identified in the context of the meanings of the words. The response mostly gives only meanings of words and any attempt to suggest 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 attempt to identify devices but not explain meanings. Explanations may be few, general, slight and/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.

Question 3

This question tests Reading Objectives R1–R3 (15 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (5 marks):

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Summarise:

(a) the benefits of allowing trophy hunting, according to Passage B;

(b) the landscape and features of the area described in Passage A. Use your own words as far as possible.

Write about 1 side in total, allowing for the size of your handwriting.

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing. [20]

A CONTENT

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

(a) Benefits of allowing trophy hunting (Passage B)

1 Hunters pay **huge sums of money** (individual payments)
2 **Jobs** are created
3 **Landscape preserved** (meaning: not turned into farmland)
4 **Landscape rehabilitated/returned to state suited to wildlife**
5 Some areas benefit from **general increase in wildlife population**
6 Increase in population of **rare species**
7 **Population growth of trophy species** not affected
8 **Immense size** of wildlife-suitable **landscape**
9 **Hunter-tourists** visit **different areas** than other tourists
10 Encourages **anti-poaching** measures
11 Important aspect of African **economy** (overall benefit)

(b) The landscape and features of the area (Passage A)

12 **Clearings**
13 **Steep** paths
14 **Tropical fruit trees** (mangoes/lychees)
15 **Fields are terraced**
16 **Bamboo** prolific
17 **Dwellings**/**shacks** (straw-covered)/**villages**
18 **Dense forests** of **cardamom**/**rhododendrons**/**banyan trees**
19 **Cliffs** covered in lichen and moss
20 **Hills**
21 **Huge hives** of Himalayan **honeybees**
22 Wide/deep **gorges**
23 **Mountain range** with snowy peaks/**mountains** (not just one named mountain)

Examiners should decide whether candidates have understood a point and have expressed it sufficiently clearly for it to be rewarded. Be aware that there will be a variety of expression, and be prepared to give the benefit of the doubt in borderline cases.

Note: The basic points are those in bold – the rest of each answer is to contextualise and to help you judge whether the point has been understood.

Marking Criteria for Question 3

B QUALITY OF WRITING: CONCISION, FOCUS AND WRITING IN OWN WORDS

Use the following table to give a mark out of 5.

Band 1: 5	Both parts of the summary are well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in 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 an inappropriate 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, but it may include comment, repetition, unnecessarily long explanation or lifted phrases. It may exceed the permitted length.
Band 5: 1	The summary is unfocused, wordy or overlong. 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; excessively long.

It is important that candidates follow the instruction about writing a side in total for the summary, allowing for the size of the handwriting. The guidelines are as follows: large handwriting is approximately five words per line, average handwriting is eight/nine words per line, and small handwriting is eleven and more. Typed scripts consist of approximately 15 words per line.

Note: A few candidates will copy the passage word for word or write in note form. These candidates will be penalised.