CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0524 FIRST LANGUAGE ENGLISH (US)

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Note: All examiners are instructed that alternative correc approaches in candidates' scripts must be given marks th knowledge and skills demonstrated. Nonetheless, the content derived from the passage.

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 Tom Murphy. Write a journal entry for the day you took your friend to see a grizzly bear in Yellowstone Park.

In your journal entry you should explain:

- **what you knew about this bear and its whereabouts**
- **the risks and possibilities once you had found the bear**
- **what you think about your friend's reactions and behaviour that day.**

Base your journal entry on what you have read in Passage A. Address all three bullet points. Be careful to use your own words.

Begin your journal entry, 'What a day! …'.

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. [Total: 20]

General notes:

Candidates should select **ideas** from the passage (see below) supporting what they write with **details** from the passage and judg the genre, which is a journal entry recording a significant experience others.

Annotate **A1, A2** and **A3** for the following references (see below).

Look for a clear and balanced response which covers the three sequenced, and is in the candidate's own words.

Responses might use the following ideas:

A1: what you knew about this bear and its whereabouts

- was there **yesterday** / have been watching it over time [dev. brought his friend today / expected to find it there]
- it had buried a **carcass** (det. bison) [dev. would return to it]
- somewhere on **prairie** (det. no trees, sage) [dev. nowhere to hide if it attacked]
- it would behave **unpredictably**
- position signified by **birds** (det. ravens) [dev. they were waiting to eat the remains of the bison]
- it was likely to be on the other side of the **ridge**
- it was a mature, **strong** male (det. massive) [dev. potentially dangerous]

A2: the risks and possibilities once you had found the bear

- it might ignore you
- it might attack / charge
- good hearing [dev. need to be cautious]
- poor sight [dev. keep your distance]
- it might be safely approached when asleep [dev. good opportunity to study]

A3: what you think about your friend's reactions and behaviour that day

- asks **questions** [dev. appeared interested / worried]
- nervous / **scared of bears** (or being attacked by bear) (det. silent on the drive, 20 hours, sleepless nights) [dev. might run away]
- **horrified** when he learned that bears eat whole porcupines [dev. reaction in his face]
- fascinated / amazed / **impressed** by bear (det. observed through binoculars for more than an hour) [dev. beautiful specimen]
- comments on him **laughing** (e.g. risky / nervous reaction)
- he should have **come with you when you approached** the sleeping bear / missed out [dev. expected him to be interested like Tom was]
- comments on him **falling asleep** (e.g. bearlike, annoying, surprising, amusing) [dev. not interested / bored / tired because of worrying]
- friend was hard work / **liability** / additional responsibility

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 sustained and well related to the passage. A wi There is supporting detail throughout, which is we contributing to a strong sense of purpose and app covered. A consistent and convincing voice is use
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.

B: QUALITY OF WRITING: STRUCTURE AND ORDER, STYLE OF LANGUAGE (EXTENDED TIER)
Use the following table to give a mark out of 5.

Band 1: 5	The language of the response has character and 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, 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 comp expressing little opinion. Ideas are rarely ext adequate. Some sections are quite well sequen structure.
Band 4: 2	There may be some awkwardness of expressio style. Language is too limited to express shades weakness and there may be some copying from t
Band 5: 1	There are problems of expression and structure. or 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, the content is entirely copied, or the response is difficult to follow.

Question 2

This question tests Reading Objective R4 (10 marks):

- understand how writers achieve effects.

2 Re-read the descriptions of:

(a) the sunrise in paragraph 1, beginning 'The sun was rising …';

(b) the bear in paragraph 4, beginning 'When we got there …'.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.
Write between 1 and 1½ sides, allowing for the size of your handwriting. [Total: 10]

General notes:

This question is marked for the ability to select evocative or unusual words that carry connotations additional to general meaning, and for an understanding of ways in which the language is effective.

Mark for the overall quality of the response, not for the number of words 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, but not choices, should be credited. Credit comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices where they are **additional** to comments on vocabulary.

(a) the sunrise in paragraph 1

The general effect is that the light is liquid, and the colours are th sunrise; the recurring images are those of water, art (combined pastels), and the colours pink and gold.

(image) spilled into the valley: the dawn is like water falling from
(image) shadowed and broken: the light is uneven and frag created by the clouds
(image) a moving watercolour of a morning: it is like a la come to life
(image) waves of subtle pastels were flowing gently: the fluid, pale-coloured light is running through the fields
golden August pastures: a lustrous image of the countryside at harvest time
(image) the living expanse of water: when the light and water meet, the qualities of both momentarily and spectacularly combine to give life to each other
(image) a rippling mirror of shimmering pink and gold: the ruffled surface of the river reflects the warm, dazzling colours of the dawn

(b) the bear in paragraph 4

The bear is described in ways which make it seem both intimidating and impressive, yet elegant and skilful

glistening black: the bear's dark colour was glossy, beautiful
his coat scintillated: the fur sparkled in the sunlight, giving off a brilliant shine
massive: describes the huge size of the animal but also implies how heavy and strong it is, like rock; it would be a formidable opponent for a human
almost delicate: conversely, the bear's claws are fine, as if they belong to a much daintier creature
(image) bone white: this conjures the idea of graveyards: the bear is a savage predator and carnivore (and not a creature to be laughed at)
dexterously: the animal makes subtle, skilful movements, like those of human fingers, when he is eating
gnawed: used of carnivores with strong teeth, suggesting how dangerous a bear attack is
extracted a bison carcass: suggests the brute force and strength of the bear, in contrast with its dexterity and finesse when using claws to eat

Only credit comments on stylistic effect where explicitly linked to choices.

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 som add meaning and associations to words in bo demonstrate the writer's reasons for using th the paragraph's combined effect, or com additional to vocabulary. Tackles images 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. Response mostly gives meanings of words and any attempt to suggest and explain effects is basic or general. One half of the question may be better answered than the other.
Band 4: 3–4	Response provides a mixture of appropriate and inappropriate choices. Explanations may be few, general, slight or only partially effective. They may repeat the language of the original or do not refer to specific words. Response may correctly identify linguistic devices but not explain why they are used.
Band 5: 1–2	The choice of words and phrases is largely irrelevant or sparse. The response is very thin and any comments are inappropriate.
Band 6: 0	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):

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AND Writing Objectives W1–W5 (5 marks):

- articulate experience and express what is thought, felt and imagined
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- understand and use a range of appropriate vocabulary
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- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

3 Summarise:

(a) the current threats to the polar bear population, as described in Passage B;

(b) the characteristics of grizzly bears and their behaviour, as described in Passage A.

Your summary must be in continuous writing (full sentences; not note form). Use your own words as far as possible.

Aim to write no more than one side in total, allowing for the size of your handwriting. Write your response on the lines provided on page 9.

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

A CONTENT

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

(a) current threats to polar bear population (Passage B)

Reward a point about:

1 climate change / warming (**temperature**)
2 ice reducing / melting earlier & forming later / less hunting tim
3 young cubs need food to survive (**food – cubs**)
4 birth rate declining (**litters**)
5 fasting / weight reduction / physical deterioration (**food – adults**)
6 unsuccessful hunters (**hunting**) / less than 25% of hunts successful
7 access to fewer seals
8 conflict with people (**conflict**)
9 **increased industry**
10 pollution accept e.g. of oil spill
11 oil / toxins on **coat** reduce camouflage and insulation (**chemicals – external)**
12 toxins damage bears' organs (**chemicals – internal**)

(b) characteristics of grizzly bears and their behaviour (Passage A)

Reward a point about:

13 attack / kill / eat **bison**
14 eat **porcupines**
15 have **black / dark** coats
16 have **white nails when mature**
17 bury/dig up **prey / kill** (to eat later)
18 sensitive hearing / poor eyesight
19 skilful **claws**
20 have **strong teeth / jaw** / can break bones with teeth
21 like sleeping in the **sun /** takes naps in sun
22 **dig** holes
23 are **unpredictable**

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

Marking Criteria for Question 3

B QUALITY OF WRITING: CONCISION, FOCUS AND WRITING IN
Use the following table to give a mark out of 5.

Band 1: 5	Both parts of the summary are well focused on question. All points are expressed clearly, concis own words (where appropriate) throughout.
Band 2: 4	Most points are made clearly and concisely. 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, 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 or commentary). 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. Allowing for the size of the handwriting, a response is considered long if it goes up to 1¼ pages; overlong if it reaches 1½ pages; excessively long if more than 1½ pages.

NB: If a response is a copy of most or all of the passage, or consists entirely of the words of the passage (even in note form), then follow the procedure below.

- Mark the points as usual, add them up and take away a **half** of the marks gained (round up any half marks).
- Give 0 marks for writing.

Thus, a candidate who, by copying a large body of the passage word for word, or almost so, gets all 15 points for content will score 8 + 0 out of 20.

Do **not**, however, follow the above procedure for responses which incorporate sections of the passage but also include their own words, even where the response is a close paraphrase. In this case, use the band descriptors for content and quality of Writing.

NB2: If a response is in note form but in the candidate's own words, mark the points as usual, add them up and take away a **third** of the marks gained (round up any half marks). Give 1 mark for Writing.