

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0500 FIRST LANGUAGE ENGLISH

0500/22

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 October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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 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.

Julia, during her recovery, fully explained her experience to her parents.

A reporter for a newspaper interviews Julia's parents and asks the following *three* questions only:

What made you choose to visit the rainforest in Ecuador with your daughter, Julia?

How did Julia's accident happen, and what did she do to survive?

What are your thoughts and feelings towards the Achuar people and their way of life?

Write the words of the interview, beginning with the first question.

Base your interview 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 and judging the appropriate register for the genre and context. Bear in mind the difference between copying facts and giving opinions. Look for a clear response, well structured and in the candidate's own words. Reward responses which show understanding of the family's motives for going to the rainforest, and what they gained from the experience.

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Candidates might use the following ideas:

A1: What made you choose to visit the rainforest in Ecuador with your daughter, Julia?

- A remote/inaccessible/isolated place
- unique/unspoilt/extraordinary/magnificent scenery/other rainforests being destroyed
- amazing biodiversity/abundance of wildlife
- opportunity to develop biological knowledge
- to see and experience an ancient traditional culture/meet the Achuar people/one of the last indigenous groups to remain isolated
- learn from Achuar people's knowledge of the rainforest and medicinal use of plants

A2: How did Julia's accident happen, and what did she do to survive?

- sudden tropical storm/sudden torrential rain/flash flood
- the ground transformed into thick mud/rapids formed
- Julia swept away/impossible to hold onto her
- used her survival training/knew she must keep awake
- imagined her parents telling her not to give in/refused to give in
- kept moving even though the journey was torturous
- knew a stream might lead to a village and tried to follow it/got into the stream
- when she stopped she stayed close to the stream (which helped villagers find her)

A3: What are your thoughts and feelings towards the Achuar people and their way of life?

- grateful that they found Julia/knew the terrain
- impressed by their ability to nurse her back to health
- touched by their kindness and generosity/being made welcome
- fascinated by their knowledge of the medicinal secrets of the rainforest
- appreciative of their community spirit/harmonious/peaceful existence
- admiration for their having managed to preserve their traditional culture

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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 passage. A wide range of ideas is applied, showing full understanding of the family’s experiences, and the parents’ points of view after the events. 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. Consistent and recognisable voices for the parents are created. |
| Band 2: 10–12 | There is evidence of a competent reading of the passage. Some ideas are developed, but the ability to sustain content 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 enthusiasm. |
| 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. |

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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 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. |

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Question 2

This question tests Reading Objective R4 (10 marks):

- understand how writers achieve effects.

Re-read the descriptions of:

(a) the rainforest *and* its wildlife in paragraph 1, from ‘The family was trudging...’

(b) Julia’s walk through the rainforest in search of her parents in paragraph 4, from ‘Hours later...’.

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.

[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 or 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.

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(a) the rainforest *and* its wildlife in paragraph 1, from ‘The family was trudging...’

Credit responses which show the rainforest is inhospitable but also thrilling and beautiful.

trudging: implies effort and exhaustion when walking

thick knots/tangles of roots: shows the impenetrable nature of the rainforest

steaming: suggests extreme heat/humidity/boiling water

hissing: suggests the jungle is alive/threatening sound (snake)

(image) stole their air: makes the jungle seem hostile/dangerous/suffocating

outraged hoops and screams: suggests the monkeys are angered by intruders/are using noise to intimidate/own the jungle

(image) splashed the canvas: like in a modern/abstract painting, the birds are very bright/a variety of stunning colours

(image) flecked green onto patches of blue sky: birds are like spots of paint used as contrast colour

(b) Julia’s walk through the rainforest in search of her parents in paragraph 4, from ‘Hours later...’

Credit responses which show how Julia's experience proves that the rainforest is difficult, frightening and painful.

deep darkness: total lack of light gives effect of being submerged/disorientation

staggered: unable to walk straight/upright because of pain

(image) screaming jungle: the jungle sounds threatening, noisy and alive

(image) snaked, twisted and snared: the foliage seems as if moving/deliberately catching hold of Julia; the alliteration sounds evil/snake image (shape not sound)

torturous journey: shows how agonising her walk is/things are inflicting pain on her

(image) angry whirr of swarms of insects: auditory image emphasising huge number of insects, and how close they are; sounds like a helicopter

(image) as large as model aircraft: insects seem unreal, impossibly large and threatening

(image) orbited her constantly: insects are inescapable; they surround her like satellites

dive, attack and bite: triple aggressive verbs; the insects are focusing on her as a target

creatures gravitated: unpleasant wildlife is drawn to her like a magnet; she cannot escape

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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 quality comments that add meaning and associations to words in both parts of the question, and demonstrate the writer's reasons for using them. May give an overview of the paragraph's combined effect, or comment on language features additional to vocabulary. Tackles imagery with some 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. The response mostly gives meanings of words and any attempt to suggest and explain 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 correctly identify linguistic devices but not explain why they are used. 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. |
| 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. |

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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) what the Kalahari expedition offers a traveller, as described in Passage B

(b) The challenges *and* potential problems faced by visitors to the rainforest, as described in Passage A.

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

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A CONTENT

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

(a) What the Kalahari expedition offers a traveller (Passage B)

1. vastness of **landscape**/stunning panoramas/good photographs
2. thrill when you hear a **lion roar**
3. learn desert **survival skills**/master art of bush travel
4. the art of **tracking**/looking for traces of animals
5. **wildlife** encounters/abundant wildlife
6. visits to Bushman **rock sites**
7. getting to know the **lives** of San Bushmen/engaging with bush people
8. a **guide** who knows the tribe well/is trusted
9. introduction to San **arts and crafts** (music/dance)
10. chance to **use/make** traditional **weapons**
11. sleep in the bush/cook on open fire
12. **go hunting**
13. **support** the San community

(b) The challenges and potential problems faced by visitors to the rainforest (Passage A)

14. **dense undergrowth**/tangles of roots/staying balanced
15. extreme **noise**/too noisy to be heard
16. **heat**/humidity/difficulty breathing
17. **darkness**/limited visibility
18. **insects** biting/attacking (in the air)
19. tropical rain **storms**/torrential rain (sky)
20. flash floods/thick **mud**/mini-rapids/being swept away (ground)
21. easy to **get lost**/unfamiliar terrain
22. **leeches** (in the water)
23. **injury** or sickness/far from hospitals

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.

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.

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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. **A response is considered long if it goes up to 1¹/₄ pages; overlong if it reaches 1¹/₂ pages; excessively long if more than 1¹/₂ pages.**

Note: A few candidates will copy the passage word for word **or** write in note form. These candidates will be limited in the mark they can achieve.