

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2008 question paper**

**0500 FIRST LANGUAGE ENGLISH**

**0500/02**

Paper 2 (Reading Passage – 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.

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.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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Note: Alternative 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.

**1 Imagine you are a reporter, writing from the area.**

**Write the newspaper report, which would have appeared a week after the eruption of Vesuvius.**

**Use the following headline:**

***Tragic death of respected Naval Commander:  
Eruption causes terror and destruction in Bay of Naples.***

**Base your report on what you have read in Passage A.**

**Write your report in modern English.**

**Do NOT use columns. Write between 1 and a half and 2 sides, allowing for the size of your handwriting.**

For this question, 15 marks are allocated to assessment of Reading Objectives R1–R3 (see syllabus); 5 marks are allocated to assessment of Writing Objectives W1–W5 (see syllabus).

**General notes on possible content**

Candidates should select **ideas** from the passage (see below) and **develop** their own content for the newspaper report, supporting what they write with **details** from the passage and appropriate imaginings about what being there would be like. Bear in mind the difference between a realistic piece of reportage and a simple copy of details from the passage.

Mark **A** for references to the area **NOW** (A1) and what happened **THEN** (A2).

Mark **B** for references to Pliny the Elder (**D** for Death, **R** for Rescue and **B** for Biography).

Candidates may use the following ideas:

**A1 What the reporter sees/experiences by being on the scene**

- Used to be area of cities and busy (seaside) towns
- Now a scene of desolation/piles of ash, pumice, mud/impossible to walk any distance
- Pompeii and Herculaneum buried too deep to save anyone
- Shoreline has moved further into the bay
- Air is still foul/toxic gas remains; occasional earth tremors

**A2 'Eruption causes terror and destruction...'**

- Pompeii/Herculaneum buried/20,000 dead in Pompeii
- Eruption blew up earth and cinders high into sky
- Accompanied by earthquakes that 'sucked back the sea'
- 'Long, fantastic flames'
- Some escaped by (a) boat and (b) cart (with difficulty)
- Thought to be the action of the gods and giants

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- B** 'Tragic death of respected Naval Commander'
- **D** Death by heart attack or poisoning (not known)
  - **R** Involved in rescue attempts
  - **B** In charge of Navy at Naples
  - **B** His service to the state
  - **B** His writings
  - **B** His thirst for knowledge (including research into eruptions)

**A CONTENT (EXTENDED TIER)**

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

<p><b>Band 1: 13–15</b></p> <p>The answer reveals a <b>thorough</b> reading of the passage. A good range of ideas is modified and developed to fit the purpose of the question. The candidate deals well with the imaginative part of the task, developing it with ingenuity and understanding. Own ideas are consistently well related to the passage and ultimately take second place to material from it. Good use may be made of interviews, helping to make the report sound real. There is plenty of supporting detail.</p>
<p><b>Band 2: 10–12</b></p> <p>There is evidence of a <b>competent</b> reading of the passage. The candidate has done well to select and use some of the ideas and facts. Some of these will be developed, but the ability to sustain content independently may not be consistent. Expect some attempt to make the report realistic. There is some supporting detail throughout.</p>
<p><b>Band 3: 7–9</b></p> <p>The passage has been read <b>reasonably well</b>, but the answer may not reflect the detailed picture given in the original. There is satisfactory reference, but opportunities to supply an original and convincing report are not always taken. There may be little feeling that the reporter is present on the site. Some supporting detail is used, but not consistently.</p>
<p><b>Band 4: 4–6</b></p> <p>Some reference to the text is made without much inference or more than brief, straightforward development. Answers may lack originality, or, in places, focus on the text, but there is some evidence of general understanding of the main points of the passage.</p>
<p><b>Band 5: 1–3</b></p> <p>Answers to the question are given in general terms and make little specific reference to the passage. The content is insubstantial and may repeat details of the passage mechanically, without realising the need for modification.</p>
<p><b>Band 6: 0</b></p> <p>There is little or no relevance to the question or to the passage.</p>

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## **B QUALITY OF WRITING: STRUCTURE AND ORDER, STYLE AND LANGUAGE**

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

<b>Band 1: 5</b>	The report is consciously well ordered and the beginning and end are suitable for a newspaper style. Facts are very clearly expressed and enhanced by a wide range of positive and/or interesting language, and the style is appropriate for journalism.
<b>Band 2: 4</b>	Most of the writing shows that candidates have attempted some reordering of information from the original. The opening paragraph is satisfactory although the ending may be less effective. Facts are mostly clearly expressed and there are some examples of journalistic language.
<b>Band 3: 3</b>	There are some sections of well-sequenced material. Facts are fairly clearly expressed and the language is appropriate with some attempt to write in a style different from the original.
<b>Band 4: 2</b>	Occasional attempts are made to create order, but there may be examples of repetition, or failure to put relevant material into self-contained sections. Language is simple but correctly used. There may be some lifting from the passage, especially in the third section and when describing the eruption.
<b>Band 5: 1</b>	Material is rarely formed into a clear pattern. Language communicates general meaning, but is only adequate. There may be frequent copying from the original.
<b>Band 6: 0</b>	Sentence structures and language are unclear and the work is difficult to follow.

### **2 Re-read the descriptions of:**

- (a) Vesuvius in paragraph 1;**
- (b) the clouds in paragraphs 5 and 6.**

**Selecting words and phrases from these paragraphs to support your answer, explain the effects the writer creates in using these descriptions.**

For this question, 10 marks are allocated to assessment of Reading Objective R4 (see syllabus).

#### **General notes on likely content:**

This question is marked for the candidate's ability to select effective or unusual words and for an understanding of ways in which the language is effective. Expect candidates to select words that carry specific meaning, including implications, additional to general and to ordinary vocabulary. Alternative acceptable choices and explanations should be credited. Mark for the overall quality of the answer, not for the number of words chosen.

The following notes are a guide to what candidates might say about the words they have chosen. They are free to make any comment, but only credit comments that are relevant to the correct meanings of the words and that have some viability.

Candidates could score full marks for worthwhile comments on three words from each part of the question. Mark and credit what is positive.

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**(a) Vesuvius in paragraph 1**

*Credit candidates who mention the overriding feeling of danger, that Vesuvius is portrayed as a creature that is not to be trusted; fine to look at but not good to be near. Some candidates may approach this idea through personification, but they must explain themselves for marks in the 7-10 range.*

**Dominates:** gives the idea that you cannot escape it, and therefore that it is in the forefront of your imagination at all times. It is the largest (perhaps) and most important natural feature and gives the effect that you are subject to it.

**Sentinel (over the cluster/huddle):** an image that makes you think of someone guarding, preventing escape. The towns, however, appear to group themselves round the sentinel for protection; they 'huddle' like frightened creatures.

**Ghostlike:** literally, the mist prevents your seeing its shape, but 'ghost' carries an ambivalent feeling. Can you trust it or not? Why is it there? What might it do next?

**Magnificent:** this is the only word that could be used in a benevolent sense. It is magnificent like a king, but kings can destroy as well as protect. 'Magnificent' suggests power and glory.

**Brood secretly:** 'broods' suggests obsessively working something out over a period of time and 'secretly' would make you all the more uneasy, because you cannot guess the creature's intentions. It might have an alien connection. It may be connected with personification.

**Silent menace:** feeling of threat, hanging over you, worse because of silence.

**(b) The clouds in paragraphs 5 and 6.**

*The general effect is one of terror and force, like something unreal, with a life of its own.*

**A pine tree, in the form of a trunk which formed itself at the top into several branches:** not like an atomic explosion: this thin eruption is effective because it shows the speed at which it happened; the branches represent the falling debris when the explosion lost its force. Very pictorial: effective in that you could paint it.

**Shot:** as of a gun, represents force and speed.

**White/spotted:** as Pliny says 'spotted' represents earth and cinders; the effect is pictorial; the white must be smoke and steam.

**Black and dreadful:** simple words to communicate the feeling of terror. Black is the sudden coming of night and dreadful means what it says, full of dread (which is a strong word). There may be a feeling of personification to explain here.

**Burst out in gusts:** a good phrase to communicate force, as of bursting a balloon and in 'gusts' suggests violent, but inconsistent blowing as of wind. It shows Pliny's wish to find words to give an accurate description of a rare occurrence.

**Fiery, snakelike vapour:** candidates need to explain the simile in terms of a snake's movement with the association of danger, perhaps in the tip of its tongue that might reach out to you (and is fire).

**Yawned open:** much more than a gap in the cloud: suggests a huge opening, with suggestions of a creature.

**Long fantastic flames:** gives the impression of something rarely if ever seen, such as in a fantasy. Candidates may connect this description to some of the surreal artwork that accompanies certain types of reading, games and music.

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### Marking criteria for Question 2: READING

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

<b>Band 1</b>	<b>9–10</b>	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 group examples to demonstrate overview of meaning/inference/attitude. There is evidence that the candidate understands how language works.
<b>Band 2</b>	<b>7–8</b>	Reference is made to a number of words and phrases, and some explanations are given and effects identified in both parts of the question. There is a little evidence that the candidate understands how language works.
<b>Band 3</b>	<b>5–6</b>	A satisfactory attempt is made to identify appropriate words and phrases. The answer tends to give meanings of words and rarely suggests effects, or they are weak. One half of the question may be better answered than the other. The candidate may identify linguistic devices but not explain why they are used.
<b>Band 4</b>	<b>3–4</b>	The candidate selects a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original, or comments are very general and do not refer to specific words.
<b>Band 5</b>	<b>1–2</b>	The choice of words is partly relevant, sparse or sometimes unrelated to the text. While the question has been understood, the candidate does little more than give very few words and make very slight, generalised comments. The answer is very thin.
<b>Band 6</b>	<b>0</b>	The answer does not fit the question. Inappropriate words and phrases are chosen.

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**3 Summarise:**

- (a) the dangers and discomforts of exploring volcanic areas, as described in Passage B;
- (b) what made the eruption of Vesuvius such a terrible event for the people living in the area, as described in Passage A.

Use your own words as far as possible.

You should write about 1 side in total, allowing for the size of your handwriting.

For this question, 15 marks are allocated to assessment of Reading Objectives R1–R3 (see syllabus); 5 marks are allocated to assessment of Writing Objectives W1–W5 (see syllabus).

**A: Content : Give one mark per point up to a maximum of 15.**

**Kamchatka (Passage B)**

- 1: Everything covered in volcanic **ash**
- 2: You cannot escape the taste of **sulphur**
- 3: Possibility of an **eruption/avalanche**
- 4: (The writer's journey) **Climbing** over rocks/gorges
- 4a: **Sinking** into ash (knee-deep)
- 5: The **winds** (strength); clouds
- 6: Having to **cling** to the rock/edge
- 7: **Falling** rocks/slabs of glacier/rocks crumbling
- 8: **Slippery underfoot/ash**
- 9: **Scrambling** over glaciers/ice/cinders
- 10: The green, acidic **lake**
- 11: The **darkness** of the cave/indistinct grey
- 12: The **restricted way in**/having to crawl/crabwalk
- 13: The possible **collapse** of the tunnel/cave
- 14: The sudden **draining** of the lake
- 14a: Hot **steam/volcanic gases**

**Vesuvius (Passage A)**

- 15: Pompeii buried in **pumice stones/ash**
- 16: Cloud of **poisonous gas** which killed many

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17: 20,000 dead/**many** thousands dead

18: Herculaneum buried in **mud**

19: Escape impossible because carts **slipped on stones**

20: The **earth shook**/convulsed and the sea was 'sucked back'

21: The **black** cloud

22: The **fantastic flames** seen through the cloud

23: No one to help/**no** means of **rescue**

### QUALITY OF WRITING (CONCISION, FOCUS AND WRITING IN OWN WORDS)

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

<b>Band 1</b>	<b>5</b>	All points are made clearly, concisely, and fluently, in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.
<b>Band 2</b>	<b>4</b>	Both parts of the answer are concise and well focused even if there is an inappropriate introduction or ending. Own words are used consistently (where appropriate).
<b>Band 3</b>	<b>3</b>	There are some areas of concision. There may be occasional loss of focus. Own words (where appropriate) are used for most of the answer. The candidate may use some quotations in lieu of explanation. Answers may be list-like, not well sequenced.
<b>Band 4</b>	<b>2</b>	The answer is mostly focused, but there may be examples of comment, repetition or unnecessarily long explanation, or the answer may obviously exceed the permitted length. There may be occasional lifting of phrases and sentences.
<b>Band 5</b>	<b>1</b>	The answer frequently loses focus and is wordy, or is grossly long. It may be answered in the wrong form (e.g. a narrative or a commentary). There may be frequent lifting of phrases and sentences.
<b>Band 6</b>	<b>0</b>	Over-reliance on lifting; insufficient focus for Band 5. Grossly long.