

**MARK SCHEME for the May/June 2007 question paper**

**0500 FIRST LANGUAGE ENGLISH**

**0500/02**

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.

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.

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

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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.

**1 Your school or college has a group for older students, which debates matters of general interest and current affairs. Imagine that you are a member of this group and have been asked to attend Dr. Zinc's talk in the public gardens.**

**Write a report to the committee that organises the group. In your report give your reasons whether or not Dr. Zinc should be invited to speak at one of the debates.**

**Use ideas and details from the passage to support your views.**

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

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

### **General notes on possible content**

You are looking for evidence that the passage has been read and understood (a) in some detail and (b) from beginning to end. Reward a coherent answer that argues a case well. Poorer candidates will give less evidence for their arguments and their answers might be unbalanced or hang together less well.

Candidates may argue for, against, or make a balanced case on both sides.

The content must be clearly related to and derived from the passage.

Candidates may use the following points:

For:

- 1** He will make an impact (both appearance and when talking)
- 2** He has a very strong effect on his audience
- 3** He will amuse and entertain his audience
- 4** His rhetorical speech ('Oh terrible, terrible'; 'Horrible to relate')
- 5** His love of green fields, animals, happy families
- 6** His warnings are relevant to all of us (expect good evidence here)

Against:

- 7** His appearance poor as a role model
- 8** Probably learns everything by heart/delivery monotonous
- 9** He frightens his audience/causes panic
- 10** Teenagers might make fun of him (e.g. his movements)
- 11** His warnings are too pessimistic and exaggerated (asteroid bearing down)
- 12** Some of them are 'rubbish' (tornados, half past three)
- 13** He is not entertaining
- 14** He takes 'gullible' people in
- 15** One of his aims is to get people to give money
- 16** He is not always clear or audible ('mumble something incomprehensible')
- 17** He incites irrational behaviour ('wailed and lifted their hands')

### **Marking Instructions**

**Use the following:**

- A** His appearance, theatrical mannerisms
- B** His material, exemplified
- C** The effect on his audience
- D** Money-making (e.g. cost)

**Tick** evidence (detail from the text) as a tick 'd' in the body of the answer. Tick 'c' for cogent comments/words. Use 'dev' to credit candidate's own development.

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## A CONTENT (EXTENDED TIER)

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

<b>Band 1</b>	<b>13-15</b>	The answer reveals a thorough reading of the passage. A wide range of relevant points is selected to fit the purpose of the question. These points are developed throughout with clarity, understanding and maybe appropriate humour and objective criticism. Own ideas are consistently well related to the passage. A strong sense of overview.
<b>Band 2</b>	<b>10-12</b>	There are examples of well-developed ideas from the passage, and the candidate has done well to identify some relevant arguments. The ability to sustain the arguments may not be consistent. Some sense of overview.
<b>Band 3</b>	<b>7-9</b>	The passage is used satisfactorily, but the answer may not reflect the detailed picture given in the original. There is satisfactory reference, but opportunities for development and interpretation are not always taken. The answer shows a reasonably efficient reading of the text.
<b>Band 4</b>	<b>4-6</b>	Some reference to the text is made without much inference or more than brief, straightforward development. Answers may lack originality or even probability, but there is some evidence of general understanding of the main points of the passage
<b>Band 5</b>	<b>1-3</b>	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 without realising the need for modification.
<b>Band 6</b>	<b>0</b>	Little or no relevance to the question or to the passage

## B QUALITY OF WRITING: STRUCTURE OF ANSWER AND USE OF APPROPRIATE LANGUAGE (EXTENDED TIER)

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

<b>Band 1</b>	<b>5</b>	The writing is well sequenced and the introduction sets the tone well. The information is very clear and enhanced by a wide range of positive and persuasive language.
<b>Band 2</b>	<b>4</b>	Most of the writing consists of orderly sequences of sentences, and it is sensibly introduced. The information is mostly clear and there are some examples of effective language.
<b>Band 3</b>	<b>3</b>	There are examples of well-sequenced sentences. The information is fairly clear and the language is appropriate with some attempt to demonstrate approval and/or disapproval.
<b>Band 4</b>	<b>2</b>	Occasional attempts are made to sequence sentences. Language is simple but correctly used.
<b>Band 5</b>	<b>1</b>	Sentences are rarely formed into a clear pattern. Language communicates general meaning, but is only adequate.
<b>Band 6</b>	<b>0</b>	Sentence structures and language are unclear and the work is difficult to follow.

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## 2 Re-read the descriptions of

- (a) Dr. Zinc in paragraph 1;  
 (b) his audience in paragraphs 5 and 6.

**Explain the effects the writer creates by using these descriptions. Support your answer by selecting words and phrases from these paragraphs.** [Total: 10]

### **General notes on possible content:**

You should credit the candidate's ability to select effective and unusual words and phrases from the text and any attempt to explain meaning and effectiveness. The best candidates will be able to make comments about the writer's overall intention in using a set of words.

Do not count references but make an overall judgement against the criteria. However, a candidate who chooses three words from each section has done enough to be placed in Band 1 provided the answer is a quality response.

For your guidance:

- If a candidate does nothing more noteworthy than to choose relevant words, give up to 3 marks.
- If, IN ADDITION, the candidate makes precise or general comments about the meanings of words, or identifies terms such as alliteration, give up to 6 marks.
- If the candidate makes attempts to explain the various effects the use of words has on the reader, or explains the effectiveness of terms, such as a simile, give between 7 and 10 marks.

### **(a) Dr. Zinc (Paragraph 1 only).**

Give most credit to candidates who build their choices around the idea that Dr. Zinc acts in an unreal, exaggerated manner and that he is, in many ways, ridiculous, or peculiar. Some candidates may realise that the writer's intention is to be satirically amusing or that the portrayal of Dr. Zinc points to the possible dangers of such people. Some may suggest madness.

#### **Words**

bizarre  
 cadaverous  
 gesticulating wildly  
 in a theatrical manner  
 intoning  
 like a tree in a gale  
 melancholy expression  
 straggly hair  
 eccentric fellow

#### **Effect**

an impression of abnormality, makes the reader wary of him.  
 exaggeratedly thin; the skeletal image is too thin for reality.  
 again an exaggeration to make the point, beyond using his hands.  
 casts a doubt in the reader's minds; is he an actor perhaps?  
 more unreality; puts it on like an actor or a priest.  
 exaggerated again; branches would be bigger than arms and lashing about. Frightening in real life, but here, amusing.  
 maybe habitual – clue to his real character; or assumed.  
 another clue – habitually untidy; perhaps uncared for or repulsive.  
 suggests not to be taken seriously; perhaps understated.

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**(b) His audience (*Paragraphs 5 and 6*).**

The audience's behaviour suggests that he has had a powerful effect on them or that they are, in fact, gullible. Their overall behaviour is irrational and the writer appears to be making fun of them. Credit recognition of satire and absurdity.

**Words**

**Effect**

deathly pale	is an image to exaggerate their fear, as near death.
clasped their hands	suggests a feeling of the end; only prayer can save them.
twitched uncontrollably	twitched might be vaguely humorous; taken over by some alien force or mental condition is again extreme.
gullible	gives impression of rather simple people (the narrator is not).
lean towards him	pictorial image, suggests hypnotism, but quite an amusing notion.
like pet dogs	the moaning and sobbing pinpoints the sound; gives the impression of extreme subordination.
wailed and lifted their hands	goes with attitudes of prayer; suggests that they believe that they can do no more and are totally at the mercy of whatever.
clasped their cell phones	a sense of finality; as if the phone was an icon – a last link with their world.

**Marking Criteria for Question 2**

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 show how they fit the writer's intention.
<b>Band 2</b>	<b>7-8</b>	Reference is made to a number of words and phrases, and some effects are identified in both parts of the question. There is some 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. One part of the question may be answered at the expense of the other.
<b>Band 4</b>	<b>3-4</b>	Candidates select a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and/or occasionally repeat the language of the original.
<b>Band 5</b>	<b>1-2</b>	The choice of words is partly relevant. While the question has been understood, the candidate gives very little evidence of appreciating the writer's use of language.
<b>Band 6</b>	<b>0</b>	Answers do not fit the question. Inappropriate words and phrases are chosen.

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### 3 Summarise

(a) the encouraging aspects of life in the 21st century, according to the writer of Passage B:

(b) the warnings about the future of the world as given by Dr. Zinc 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.

Up to 15 marks will be available for the content of your answer, and up to 5 marks for the quality of your writing.

#### A CONTENT: Give one mark per point up to a maximum of 15

Encouraging Aspects (Passage B)

- 1 Problems can be solved by human ingenuity
- 2 Transport cheap and speedy/visit relatives
- 3 Students given opportunities to share cultures/new places
- 4 Politicians starting to face their responsibilities
- 5 Beginning to tackle poverty
- 6 Beginning to tackle greenhouse gases/pollution/environment
- 7 New cures/treatments/medicines
- 8 Quick communications
- 9 TV/Internet promote knowledge and commerce
- 10 International sport widely available
- 11 People can now attend live concerts, etc./see them on TV

Warnings about the future (Passage A)

- |                                |   |
|--------------------------------|---|
| 12 World will end (in a bang!) | 17 Nuclear devastation/world impossible to live in/wars |
| 13 Fiery asteroid              | 18 Criminal activity                                    |
| 14 Droughts                    | 19 Natural disasters/thunderbolts/rainstorms            |
| 15 Deadly illnesses            | 20 Media affects people's minds                         |
| 16 Animal experiments          | 21 Burned up by sun                                     |

#### B 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 and concisely 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>	Most of the answer is 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.
<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.