



MARK SCHEME for the October/November 2012 series

0500 FIRST LANGUAGE ENGLISH

0500/21

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.

Imagine that you are Rosemarie Alecio, the writer of the article. You have just returned home from your trip to the Andes and have agreed to be interviewed by your local radio station. The interviewer asks the following *three* questions only:

What did you hope to experience in the Andes?

Was the trip everything you expected?

What advice would you give to anyone intending to go on such a trip?

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** them, 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 and balanced format which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Candidates might use the following ideas:

A1: What did you hope to experience in the Andes?

- to see the old city of Mérida
- to go on cable car
- to get to the top of the world
- to see amazing scenery/snowy peaks

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- to take unique photographs
- to go on a trek across a mountain pass

A2: Was the trip everything you expected?

- an experience of a life-time
- a place very few people have been
- unforgettable to see Pico Bolivar from close up
- realisation how insignificant humans are
- more physically demanding than imagined/aches and pains
- at the mercy of the elements/temperature more extreme
- huge scale/beauty of landscape incredible
- isolation and loneliness
- tremendous sense of achievement

A3: What advice would you give to anyone intending to go on such a trip?

- the need to be physically fit/strong
- need to acclimatise during the stages
- having the right (warm/windproof) clothing/equipment
- having first aid and sun protection
- the need to be determined/well-motivated
- need to plan/prepare
- take a camera
- take water

Possible development:

- need for self-reliance/bravery/adventurousness
- be aware of danger of dehydration
- took longer than expected
- should travel in groups of three
- daunted/frightened (negative emotion)
- unforgettable/amazing (positive emotion)

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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. 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. A consistent and recognisable voice for Rosemarie is 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 description of:

(a) the scenery in paragraph 4, beginning ‘What wonderful views...’

(b) the challenges of the walk in paragraph 6, beginning ‘The journey ahead...’.

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 connotations additional to general meaning.

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.

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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 scenery in paragraph 4, beginning ‘What wonderful views...’

The general effect is one of height, of being almost able to touch the peak yet everything else seems to be miles below. There is also the sense of scale, i.e. of how comparatively tiny humans are in this landscape.

(image) views greeted us: gives the idea of being on the same level as the peak, and that they deserve a welcome for having arrived at the ‘top of the world’

(image) snow-clad: covered in snow, as if wearing a garment (introduces personification continued through the paragraph)

(image) majestic, ancient and wise: these anthropomorphic adjectives personify the mountain, continuing the idea of being ‘greeted’; they connote priest-like or god-like attributes

(image) giant lording it: suggests not only the huge size of the mountain, and its human qualities, but also its proud domination of all it surveys

meandering: the word should be explained as meaning winding/turning, but with a leisurely aspect; contrasts with the use of ‘rushed’, creating a paradox

(image) silver thread: an exotic, eye-catching image, to introduce fabric metaphor

(image) woven into the dark fabric: emphasises the colour contrast between water and land and the height of the vantage point

No superlative: is an absolute, ruling out any argument, stressing how outstanding the scenery is

Responses may also comment on the effect of the use of exclamation marks to suggest awe.

(b) the challenges of the walk in paragraph 6, beginning ‘The journey ahead...’

The overall impression is that the climb is daunting, arduous and endless, but nonetheless exciting because so extreme.

(image) steep, snaking climbs: the idea is conveyed (and accentuated by the alliteration) that the path is both sheer and winding, making it doubly difficult

stretch to infinity: the paths go on out of sight, as if for ever; ‘stretch’ could be transferable to the muscles of the climbers

(image) no bigger than ants: feeling overwhelmed/threatened because vulnerable and exposed in the huge landscape

(image) stern sky: the word ‘stern’ picks up on idea of a giant lord in paragraph 4; more alliteration of ‘s’ gives the impression that the mountain and sky are in collusion against the climbers

(image) whims of the elements: again there is the suggestion that the surroundings are human, and that they are an arbitrary law unto themselves (again picking up on ‘lord’)

(image) an obstacle course: a challenge to cross because of the boulders

(image) across an ice rink: walking was difficult because of the slippery surface

(image) luxury of a grassy cushion: ordinary grass has been elevated, by comparison to the hardness of the path, to the status of an especially soft and comfortable texture

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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 makes the eastern Himalayas special *and* why measures are needed to protect them, as described in passage B

(b) what made the trek difficult and uncomfortable, 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 makes the eastern Himalayas special and why measures are needed to protect them (Passage B)

1. grandeur/roof of world/highest **peaks**
2. regarded as **sacred**
3. source of great **rivers**
4. range of beautiful/rare **animals/plants**
5. **new species** of animals/plants found every year
6. deep **canyon**
7. spans **five countries**/cross border cooperation
8. range of **temperatures**
9. **climate change**/less rainfall/changing vegetation
10. **farmers** isolated/dependent on natural resources/in harmony with nature
11. **trade in wildlife**
12. **deforestation**/important crops and habitats need protection
13. **threatened** species (need monitoring)

(b) What made the trek difficult and uncomfortable (Passage A)

14. **length of trek**
15. difficult breathing/lack of oxygen/effect of **altitude**
16. **boulders/obstacles** cause obstruction
17. **cold** temperatures/wind chill factor
18. **slippery** surfaces/danger of falling
19. **fatigue**
20. strong **sunlight**/lack of suncream
21. **blisters** on feet
22. **steepness** of route
23. **lonely**/barren landscape/lack of people

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 to 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 1¼ pages; overlong if it reaches 1½ pages; excessively long if more than 1½ 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.