

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**0500 FIRST LANGUAGE ENGLISH**

**0500/23**

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, which would have considered the acceptability of alternative answers.

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

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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 Narsingh Singh. You are being interviewed for the Sultanpur weekly newspaper by a reporter who has heard of the arrival of Shamdeo at the children's home.**

**The reporter asks the following questions:**

- **What were your thoughts and feelings when you found the boy?**
- **Why are you so sure that he was brought up by wolves?**
- **How do you think he will develop?**

**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** these, supporting what they write with **details** from the passage.

For **quality of marking** look for a clear response, well structured and in the candidate's own words. **C** is the discriminator, as it requires predictive inference based on current behaviour and the progress Shamdeo has made.

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Responses *may* use the following ideas:

**A What were your thoughts and feelings when you found the boy?**

- Not surprised, because of previous experience/this was a likely area for coming across wild children.
- Could immediately tell from the squealing that it was a human sound.
- Felt that it was his duty to stop and rescue the child.
- Crept up quietly so as not to frighten him away.
- Believed he would be able to capture him, as he had done it four times before.
- Was immediately certain that this was a wolf-child.
- Felt sorry for the boy, who could not keep up with the cubs running away.
- Was afraid the mother wolf might appear and attack him/relieved she didn't.
- Was not put off by being bitten, although it hurt.
- Was determined to get the boy home on his bicycle, though it was difficult.

**B Why are you so sure that he was brought up by wolves?**

- Was playing with wolf cubs.
- Fingernails had become claws.
- Had callouses on hands and knees.
- Had scars on head caused by mother wolf's mouth.
- Was afraid of humans and wanted to escape.
- Ran quickly on all fours.
- Had wolf's teeth/unusually pointed and sharp/carnivorous teeth.
- Was quick to bite him to try to avoid capture.

**C How do you think the boy will develop?**

- Might always prefer night and dark places (hated the sun; grew restless after dark).
- May have difficulty playing with other children/too rough/prefers animals.
- Might always be suspicious/feel threatened (peers into shadows).
- May never give up wanting meat (attracted by scent of blood; used to eating raw flesh).
- May never be able to walk properly ('tottered unsteadily').
- Might never be able to talk (evolved his own sign language; growls).
- May always need supervision when with other children (violent if they get too close).

BUT: he has made progress with diet and walking and ability to use sign language, therefore he could develop further in all these areas, and might be able to do simple jobs in future, especially those involving animals.

Candidates can infer whether Narsingh Singh believes Shamdeo would rather stay in the home (pack life) or return to the family.

Accept other relevant ideas derived from the passage and relevant to the question as a basis for the interview.

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### Marking Criteria for Question 1

#### A CONTENT (EXTENDED TIER)

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

<b>Band 1:</b> <b>13–15</b>	The response reveals a <b>thorough</b> reading of the passage. A wide range of ideas is applied, modified and developed. There is an appropriate amount of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. The response creates a consistent voice for the character. The three sections are balanced.
<b>Band 2:</b> <b>10–12</b>	There is evidence of a <b>competent</b> reading of the passage. Some ideas are developed, but the ability to sustain content may not be consistent. Expect some attempt to make the interview realistic and the voice convincing. There is some supporting detail throughout. The response deals well with some of the ideas.
<b>Band 3:</b> <b>7–9</b>	The passage has been read <b>reasonably well</b> , but the response may not reflect the range and detail of the original. There may be some mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development are not always taken. Some supporting detail is used, but not consistently. Ideas are simply formulated. One section may be less well developed.
<b>Band 4:</b> <b>4–6</b>	Some reference to the passage is made with little development. The response may be thin or in places lack focus on the passage, but there is some evidence of <b>general understanding</b> of the main ideas.
<b>Band 5:</b> <b>1–3</b>	The response is either very general with little specific reference to the passage or a <b>reproduction</b> of sections of the original. Content is insubstantial or there is little realisation of the need to modify material from the passage.
<b>Band 6:</b> <b>0</b>	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.

<b>Band 1:</b> <b>5</b>	The language of the response has character, and sounds convincing and consistently formal. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence is sound throughout.
<b>Band 2:</b> <b>4</b>	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express ideas with some subtlety and precision. The response is written appropriately. It is mainly well structured and sequenced.
<b>Band 3:</b> <b>3</b>	Language is clear and appropriate, but comparatively plain, expressing little opinion. Individual ideas are rarely extended but explanations are adequate. There may be flaws in structure but some sections are well sequenced.
<b>Band 4:</b> <b>2</b>	There may be some awkwardness of expression and some inconsistency of appropriate style. Language is too limited to express shades of meaning. There is structural weakness and there may be some copying.
<b>Band 5:</b> <b>1</b>	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.
<b>Band 6:</b> <b>0</b>	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 area and its wildlife in paragraph 2, beginning 'It was the dry season...';**

**(b) Shamdeo's behaviour while he was living with Narsingh Singh in paragraph 4, beginning 'At first Shamdeo...'.**

**Select words and phrases from these descriptions, and explain how the writer has created effects by using this language. [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 and to ordinary vocabulary. Alternative acceptable explanations should be credited.

Mark for the overall quality of the response, not for the number of words chosen. Responses **could** score full marks for excellent comments on comparatively few choices for each part of the question, provided that they are quality choices which include imagery. 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 selected words. They can make any **sensible** comment, but only credit comments that are relevant to the correct meanings of the words and that have some validity.

#### (a) The area and its wildlife, in paragraph 2

*The general effect is one of artistry mixed with nature; a place where the human meets the wild.*

**Sliced through thickets:** vegetation is dense and the track cuts through it as if a knife has been used.

**Stately bamboo:** gives the impression of the height and rigidity of the bamboo poles.

**Statuesque thorn trees:** the thorns are like artefacts; sculpted statues with a kind of nobility.

**Carved:** links with 'sliced' and also with the idea of wooden statues; suggests human intervention in nature.

**Placed there to pose:** continues idea of human interference; suggests artificiality of the landscape.

**Spiky fingers pointing:** personifying skeletal branches; links with posing of models.

**Blinding blue background:** alliterative phrase suggesting expanse (and heat) and brightness of the sky; 'background' links with other art terminology.

**Flamboyantly-beaked hornbills:** an image of brightness in contrast to the dry thorns they are sitting on, as though they are competing with or merging into the colourful sky.

**Perched on their pinnacles:** alliterative phrase suggesting the birds are the meeting point between earth and sky, the dead brownness of the former and the blinding light of the latter, belonging to both.

**Boom a warning:** the loud noise, as if amplified by a megaphone, of the sentry hornbills could be construed as a warning to the wolves of someone's approach, or to the human interloper to keep away.

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**(b) Shamdeo's behaviour while he was living with Narsingh Singh, in paragraph 4**

*The overview is that his physical movements are very canine, and that he is out of his natural habitat.*

**Cowered:** describes how, like a beaten dog, he fears being hurt by humans.

**Growling:** an aggressive warning noise associated with dogs guarding territory.

**Cuffed:** an action performed by animals with paws.

**Tottered unsteadily:** sounds like a dog walking on its hind legs.

**Wary:** shows he feels insecure in these strange surroundings.

**Peering:** an alert, exaggerated way of looking out for potential danger.

**Lurked in the shadows:** describes how he stayed hidden but alert for danger, like a wolf in the forest.

**Curl up:** another dog image, as if sleeping in a basket or a den.

**Howled like vampires:** links with pointed teeth, following scent of blood, hating sun, and attraction of full moon; emphasises that the boy belongs with wolves and responds to the call of the wild.

**Scamper:** a verb used to describe the quick, playful, uncontrolled movement of puppies or cubs.

**Marking Criteria for Question 2**

**READING**

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

<b>Band 1: 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 give an overview of the paragraph's combined effect. Tackles images with some precision and imagination. There is clear evidence that the candidate understands how language works.
<b>Band 2: 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. Images are recognised as such and the response goes some way to explain them. There is some evidence that the candidate understands how language works.
<b>Band 3: 5–6</b>	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. The response may correctly identify linguistic devices but not explain why they are used.
<b>Band 4: 3–4</b>	The response provides a mixture of appropriate choices and words that communicate less well. Explanations may be few, slight and/or only partially effective. They may repeat the language of the original or do not refer to specific words.
<b>Band 5: 1–2</b>	The choice of words is sparse or only partly relevant. While the question has been understood, comments are generalised, the response is very thin or only one part of the question has been attempted.
<b>Band 6: 0</b>	The response does not relate to the question. Inappropriate words and phrases are chosen or none are selected.

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### Question 3

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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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#### Summarise:

(a) the typical behaviour of feral children, as described in Passage B;

(b) the physical characteristics of the wolf-boy, 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.

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

### A CONTENT

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

#### (a) Typical behaviour of feral children (Passage B)

1. **Wear no clothes/naked.**
2. **Never wash/dirty.**
3. Run on **all fours**/walk like wolves/animals.
4. **Nocturnal**/active at night/sleep during day.
5. Make **animal noises.**
6. **Play** with animals/have fun with animals.
7. Show **aggression towards humans**/bite them.
8. Prefer **company** of animals/get on better.
9. Do not **talk**/don't learn human speech.
10. Eat **raw meat**/dead flesh.
11. **Agile**/can move quickly.
12. Hate **confinement**/seek open spaces.
13. **Sleep on the ground**/don't like beds.

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**(b) Physical characteristics of wolf-boy (Passage A)**

14. Darkened **skin**.
15. Claw-like **fingernails**.
16. Long matted **hair**.
17. Pointed **teeth**.
17. **Callouses** on hands, elbows and knees.
18. **Scar tissue** on head.
19. **Unstable** on feet.
20. Peering/**eyes** investigate shadows.
21. Strong sense of **smell**/could smell blood from a distance.
22. Used **hands** to communicate/signal.

**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.

<b>Band 1:</b> <b>5</b>	Both parts of the summary are well focused on the passage and the question, and are expressed concisely, clearly and fluently, and in own words throughout (where appropriate).
<b>Band 2:</b> <b>4</b>	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused on the passages and question but may have an inappropriate introduction or conclusion.
<b>Band 3:</b> <b>3</b>	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. Response may be list-like or not well sequenced.
<b>Band 4:</b> <b>2</b>	The summary is occasionally focused, but there may be examples of comment, repetition, unnecessarily long explanation and/or some quotations in lieu of explanation. The response may exceed the permitted length.
<b>Band 5:</b> <b>1</b>	The summary lacks focus and is wordy, or is over long. It may be answered in the wrong form (e.g. a narrative or a commentary or as notes). There may be frequent lifting of phrases and sentences.
<b>Band 6:</b> <b>0</b>	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 5 words per line, average handwriting is 8/9 words per line, and small handwriting is 11 and more. Typed scripts consist of approximately 15 words per line.

**Note:** A few candidates will copy the passage word for word or almost so or write in note form. These candidates will be penalised.