Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/02**

Paper 2 Reading Passages (Extended) **For Examination from 2015**

SPECIMEN MARK SCHEME

2 hours

MAXIMUM MARK: 50

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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 assessment objectives R1 to R3 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

and writing assessment objectives W1 to W4 (5 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context

You are Nicole Panteli, the journalist. Write a newspaper article for the local newspaper based on your visit to the moor, with the title 'Big Cat or Tall Story?'.

In your newspaper article you should comment on:
- **what the local people believe about the 'beast'**
- **your own memories and your experience while driving across the moor**
- **your opinions on the 'beast' and the locals, and predictions for the future.**

Base your newspaper article on what you have read in Passage A, but be careful to use your own words. Address each of the three bullets.

Begin the newspaper article: 'Last week I went on a trip down memory lane to investigate a long-standing mystery…'.

Write about 250 to 350 words.

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

Candidates should select **ideas** from the passage (see page 3) and **develop** them relevantly, supporting what they write with **details** from the passage. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

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Responses *might* use the following ideas:

A1 Beliefs of the locals

- Livestock being destroyed by a non-native predator.
- The farming community is in crisis because of the beast.
- Predator does not resemble pony, boar or dog.
- Tracks identified by local experts prove it's a puma.
- Video shows big cats roaming.
- Method of killing distinctively feline / scratch marks / no mess.
- Night sounds are those of a puma mating call (matches recording).
- Unnatural behaviour of other animals prove existence of beast.
- Hair analysis wasn't returned in order to prevent panic.
- It should be controlled but not killed.

A2 Journalist's own memories and experiences

- Reference to childhood memories and what she was told.
- Saw large black cat moving smoothly and quickly.
- Cat was very strongly built.
- Cat had large and frightening eyes; stared at her.
- Cat had short rough coat and long curved tail.
- Journalist was frightened by the vision.
- Journalist thought she may have seen a phantom creature.

A3 Opinions and predictions

- The moor is a mysterious place and anything could be true.
- Locals are sceptical people therefore probably telling the truth.
- Locals will continue to believe until proved otherwise.
- There are always such myths in isolated areas.
- Continued sightings over long period suggest beast really exists.
- Large cat could have escaped from local zoo.
- Myth perpetuated down generations; children are told the story.
- Future investigations will / will not find satisfactory evidence.
- Light was poor so she may have seen some other animal / mistaken identity.
- She might have imagined seeing the animal because she had been thinking about it.
- Economic crisis in the area so something needs to be done / official response necessary.
- Farmers are carrying guns and there may be a tragic accident in future.
- Locals are over-reacting and creating hysteria: the battered sign.

The discriminator is the development of the writer's opinions and predictions for the future, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

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Marking Criteria for Question 1

Table A, Reading:
Use the following table to give a mark out of 15 for Reading.

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.
Band 2	**10–12**	There is evidence of a **competent** reading of the passage. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well.
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.
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.
Band 5	**1–3**	The response is either very general, with little reference to the passage or the question, 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 very little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.

Table B, Writing: Structure and order, style of language:
Use the following table to give a mark out of 5 for Writing.

Band 1	**5**	The language of the response 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. The response is mainly well structured and well sequenced.
Band 3	**3**	Language is clear 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**	Expression and structure lacks clarity. Language is weak and undeveloped. There is very little attempt to explain ideas. There may be frequent copying from the original.
Band 6	**0**	The response cannot be understood.

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Question 2

This question tests reading assessment objective R4 (10 marks)

R4 demonstrate understanding of how writers achieve effects

Re-read the descriptions of:

(a) the appearance of the beast in paragraph 3, beginning 'As she rounded…'

(b) the appearance of the farmer and his farm in paragraph 4, beginning 'A little further...'.

Select four powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer. **[10]**

General notes

This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words (listed in the mark scheme on page 6) that carry connotations additional to general meaning.

Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not take marks off for inaccurate statements; simply ignore them.

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. Credit comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices. They must be additional to comments on vocabulary.

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(a) the appearance of the beast in paragraph 3

The general effect is one of threat, as if there is something powerful and alien watching the area. There is recurring alliteration on 's' which may evoke the idea of snakes and therefore evil.

large, black feline: gives the idea of size and danger; black cats associated with horror / witchcraft
sinuous, fluid movement: these words suggest the elusiveness of snakes; that the creature is at home in its environment
thick, sinewy shoulders / massive strength: these phrases give the animal a force which belies its slinkiness and stress its potential violence
like that of engine pistons (image): this simile evokes the smooth mechanical nature of the movement and the sheer power of the predator
great, yellow, black-slitted orbs: this description suggests a monster from a fairy tale or horror story; yellow eyes with black slits are associated with the devil; 'orbs' makes the eyes seem unnaturally large and round, alien and terrifying
pricked, tufted ears: 'pricked' indicates an alert animal, listening for danger; 'tufted' suggests a wild rather than a tame creature
coarse, raven-black coat: the texture and colour are unpleasant to touch and sight; the animal is far from being domestic and cuddly; ravens have connotations of evil and torture
curved snake of a tail (image): continues the serpent metaphor of 'sinuous'
victory salute (image): battle flags are introduced with 'raising and waving'; the beast seems conscious of its supremacy
spectral vision / supernatural manifestation: these phrases give the unwelcome feeling of an unnatural and frightening creature which could not be captured

(b) the appearance of the farmer <u>and</u> his farm in paragraph 4

The overall impression is that the farmer is the product of his surroundings, and that these are either threatening or decaying.

rickety, rotting footbridge: a fairy tale idea; emphasises decay and danger to humans caused by the elements and possibility of something unpleasant lurking underneath
battered sign: an indication of age, decay and neglect; caused by the elements
ominous: the sign is a reminder of the threat; warning is futile since beast can't read
shiny: suggests red-faced and sweating, signs of stress and/or over-exposure to the weather
weather-beaten: associates him with the landscape; suggests he is at the mercy of natural phenomena, just like buildings and trees.
tremendous whiskers: impressive because of their size; could be an indication of old age / an allusion to a feline creature; gives him a cartoonish aspect
crusty hat...over-cooked pie (image): this rustic, domestic image is in surprising contrast to the rifle, as if he has had to adopt a different and more vigilant persona because of needing to be always on guard
stained oak table: although 'stained' can just mean coloured (as in varnished) here it has the added connotation of years of use in a farmhouse kitchen; the place and its owner are linked by the ideas of age, dirtiness and brownness (continuation of 'crusty' and 'pie' image)

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Marking Criteria for Question 2

Table A, Reading: Language analysis:
Use the following table to give a mark out of 10 for Reading.

Band 1	**9–10**	Wide ranging and closely focused discussion of language with some high quality comments that add associations to words in both parts of the question, and demonstrate the writer's reasons for using them. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2	**7–8**	Explanations are given of appropriately selected words and phrases, and effects are 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, vague 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 or literary devices but not explain why they are used. Explanations of meaning 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 insufficient 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 assessment objectives R1, R2 and R5 (15 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary

(a) Notes

What are the reasons for not believing in the existence of unicorns and yetis, according to Passage B?

Write your answer using short notes.

You do not need to use your own words.

Up to 15 marks are available for the content of your answer. **[15]**

(b) Summary

Now use your notes to write a summary of what Passage B tells you about the reasons for not believing in the existence of unicorns and yetis.

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should include all 15 of your points in Question 3(a) and must be 200 to 250 words.

Up to 5 marks are available for the quality of your writing. **[5]**

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Reading content for Question 3(a)

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

The reasons for <u>not</u> believing in the existence of unicorns and yetis

Give 1 mark for a point about:

1 appeal / acceptability of idea
2 similarity to / confusion with real animals
3 power of popular culture
4 ancient traditional belief
5 research not supportive of possibility
6 authors seek fame / commercial success
7 people want to believe
8 travellers keep legend alive
9 lack of evidence
10 photo of footprint inconclusive
11 ritual hair belonged to a goat
12 primate hand of unknown origin
13 mummified bodies fake / not traceable
14 apes formerly inhabited region
15 little-known local animals
16 Sherpa stories
17 resembles a bear
18 legends exaggerate / distort facts

Note: Although lifting of words and phrases from the passage is acceptable it is important that in such cases candidates show evidence of understanding by clearly focusing on the key details; over-lengthy lifting which does not identify specific points should not be rewarded. Credit responses which attempt to use own words and convey the essence of the point.

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Marking criteria for Question 3(b)

Table A, Writing (concision, focus, use of own words):
Use the following table to give a mark out of 5 for Writing.

Band 1	**5**	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's 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 a redundant introduction or conclusion.
Band 3	**3**	There are some areas of conciseness. 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.
Band 5	**1**	The summary is unfocused or wordy. 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. The response cannot be understood or consists entirely of the words of the passage.

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