

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers

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, 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.

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

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	02

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 Imagine you are Aunt Pegg. After one week of looking after the children, you write a letter to their parents in which you:

- **give your impressions of the children;**
- **give an account of your progress with them so far;**
- **tell your plans for the next week.**

Write your letter. Base it on what you have read in Passage A.

You should write between 1½ 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

Note: there are **two** parts to a complete answer.

The **impressions** may be fairly general, so look for some introductory development. The main part will be about **progress**, and the best candidates will try to make some sense of what is meant by her philosophy to tie it all together. Clever candidates will use the reading clues well to predict next week's programme.

The final mark is based on the **quality** of the answer.

It is most important to reward a consistent letter. Remember, Aunt Pegg may be at least partially right – for all we know, the children may be little devils. Also, some very clever candidates might tone down what she says for fear of alienating the parents – this should be made obvious in the wording. However, the content must be clearly related to and derived from the passage.

Candidates may use the following ideas:

Mark A (Impressions)

- ☐ **lazy** ('sitting doing nothing'/getting up in the morning/maybe slow to do tasks (her explanation of 'like zombies')
- ☐ **naughty/indisciplined** (fights/what she thinks is swearing/episode of bags in the street)
- ☐ **spoilt** (over-indulgent/allowed to eat sugary foods/leave food)
- ☐ **untidy** ('making my tidy room messy')

NB Look for overview and good development.

Mark B (Progress)

- ☐ **keeping watch/control** (eyes in the back of her head!; blowing whistle)
- ☐ **punishments** (extra cleaning/stand in corner/early to bed/no proper food)
- ☐ **tasks/keeping occupied** (cleaning/sweeping/tidying)
- ☐ **education** (cooking/arithmetic/'good' books/nature study)
- ☐ **diet** (lock away salty and sugary foods/make them eat lettuce)

NB Reward references to and exploration of 'philosophy' and 'morals'.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	02

Mark C (Plans for the next week)

- ❑ **reward more of the same** e.g. extensions of education programme, tightening of discipline, more dietary ideas
- ❑ **or** what Aunt Pegg sees as some relaxing of the regime, realising that the parents will be returning; perhaps she has some ideas of rewards
- ❑ **or** some other, invented happening that Aunt Pegg has lined up for the children which relates to her expectations of them as shown in the passage
- ❑ make sure that you can discern some relation to the content of the passage before rewarding

NB Allow candidates' interpretations of the time scale e.g. the visit to town and all of paragraphs 7–10 may be used as content for the next week.

A: CONTENT (EXTENDED TIER)

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

Band 1: 13–15	The answer reveals a thorough reading of the passage. There is an appropriate amount of supporting detail, which is well integrated into the letter, contributing to a strong sense of purpose and approach. Candidates create a consistent attitude for Aunt Pegg and make some reference to her 'philosophy'. Candidates take on the role/character of the writer. Original ideas are consistently well related to the passage.
Band 2: 10–12	There is evidence of a competent reading of the passage. The candidate does well to represent Aunt Pegg's attitude and some character, and to integrate some of the material with occasional effectiveness, and without repeating the passage. There is some development, but the ability to sustain may not be consistent. There is some supporting detail throughout.
Band 3: 7–9	The passage has been read reasonably well , but there may be some weakness in assimilating material. There may be evidence of a mechanical use of the passage. There is focus on the task and satisfactory reference, but opportunities for development and interpretation are not always taken.
Band 4: 4–6	Some reference to the text is made without much inference or more than brief, factual development. Answers may be thin, lack originality or in places, lack focus on the text, but there is some evidence of general understanding of the main points of the passage.
Band 5: 1–3	Answers are either very general with little specific reference to the text OR lift sections of the original. Content is insubstantial and 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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	02

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

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

Band 1: 5	The language of the letter has character and sounds real, possibly as Aunt Pegg might write or speak. Comments are very clearly expressed and enhanced by a wide range of effective and/or interesting language. Structural presentation is sound throughout.
Band 2: 4	Language is mainly fluent and there is clarity of explanation. There is a sufficient range of vocabulary to express thoughts and feelings with some precision. There are occasional hints of character or appropriate voice. The letter is mainly well structured.
Band 3: 3	Language is clear and appropriate, but comparatively plain, expressing little character. Individual points are rarely extended, but explanations are adequate. There may be flaws in structural presentation, such as very plain beginnings and ends.
Band 4: 2	There may be some awkwardness of expression and language is too limited to express shades of meaning. Look for structural weakness in presentation of material.
Band 5: 1	There are problems of expression and structure. Language is weak and undeveloped. There is little attempt to explain ideas.
Band 6: 0	Sentence structures and language are unclear and the work is difficult to follow.

2 Re-read the descriptions of:

(a) Aunt Pegg in paragraphs 2 and 3;

(b) the children in paragraph 5.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.

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 good candidates **might** say about the words they have chosen. They are free to make **any sensible comment**, but only credit those that are relevant to the correct meanings of the words and that have some viability.

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

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	02

(a) Aunt Pegg in paragraphs 2 and 3

Most candidates should give an overview of Aunt Pegg as utterly unpleasant to the point of savagery, and the best will wonder whether the description is an exaggeration, perhaps representing the point of view of the two disaffected children. Candidates in Band 1 must make valid comments about the images, starting with the image and applying it to the meaning in the passage.

The description starts with an outpouring of hatred. Candidates should pick out the strength of **vile**. The ugly rhyming **leering, sneering, peering** that follows should suggest that the list of rhymes is for unusual emphasis (like a chant) but good candidates will unravel the meanings, which are appropriate to the rest of the description. For example, **peering** goes with **eyes on sticks**. Candidates should be careful to see the strange visual image here, but also explain it as being able to see in all directions and particularly out in front, so she saw everything. **Leering and sneering** go with the lack of a smile and the **upside-down new moon**. This is a strongly visual image, the opposite of a happy smile. The third image is that of **pounce like a cat**. To get the strength of this they must start with the cat, consider its strength, the way it preys and the sharpness of its steel claws. In fact this is another exaggeration, as is **snarl**, which prolongs the cat image and the sneer. An alternative interpretation has to do with a cat that watches the children all the time. It is unlikely that she was literally '**on top of us**' though it might mean no escape because she was so near. These words all fit together, leaving **wizened** and **muscular strength**, which can only really be explored for meaning.

(b) The children in paragraph 5

Note that there is less in **(b)** than in **(a)** so do not be strict about balance. However, there are two good images and candidates should discuss **mournful** and **nostalgia**. There is more exaggeration here, as if the children had been transformed from their former state into something lifeless.

Mournful sounds as if something has died, and that 'something' is the happier past. So the children grieve for it. **Nostalgia** is another way of looking at the same thing. It is an odd word to use since you would expect it to apply to a faraway past, but perhaps a few days in Aunt Pegg's company are like a different age. Give plenty of reward for any candidate who gets to grips with this word in any depth. Similarly, reward candidates who discuss the image **little zombies** with some success. Zombies are animated bodies without souls (or more popularly, undead corpses). In voodoo they cannot exist without a master – in this case, undoubtedly Aunt Pegg. So they mooch around doing their chores under control, without any reaction. A result of this is their new habit of being **uncommunicative**, suggesting that they were too miserable, or traumatised by the woman, even to talk to each other. Candidates should also refer to the **barred doors of our prison**, barred because there was no one to turn to, ironic because it was their own house, perhaps like a prison because they had a warder and were under constant surveillance.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	02

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 group examples to demonstrate overview of meaning/inference/attitude. The candidate tackles imagery with some precision and imagination. There is evidence that the candidate understands how language works.
Band 2: 7–8	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 candidate goes some way to justify 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. Candidates mostly give meanings of words and any attempt to suggest and explain effects is weak. One half of the question may be better answered than the other. Candidates may identify linguistic devices but not explain why they are used. Explanations are basic or in very general terms (or may be virtually ignored).
Band 4: 3–4	Candidates select 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.
Band 5: 1–2	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 offer a few words and make very slight, generalised comments. The answer is very thin.
Band 6: 0	The answer does not fit the question. Inappropriate words and phrases are chosen.

3 Summarise:

(a) what makes a good uncle, as described in *Passage B*, and

(b) what the children disliked about their aunt, 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.

What makes a good uncle (Passage B)

- 1 Give **love and attention**/spend time with them
- 2 Don't find children **irritating**/enjoy their company
- 3 Bring **presents**
- 3a Take them to places they like
- 4 Let children have burgers etc./favourite **food**/junk food

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	02

- 5 Let you do **daring** things/have to **rescue** you/take risks – CHILDREN
- 6 Keen on **ball games**/games in general
- 6a Are **energetic**
- 7 Not interested in **reading books**
- 8 Live **exciting lives**
- 9 Can make up **stories**
- 10 **Cheerful on departure**/indicate more of the same next time/promise to return
- 11 Make **suggestions to your parents** on your behalf
- 11a Disobey rules/ignore notices/reckless/risk takers – UNCLES

What the children disliked about their aunt (Passage A)

- 12 **Verbally unpleasant**/snarls/tells off/snaps
- 13 Never **smiles**/always **grumpy**/in a bad mood
- 14 **Spies** on children/sneaks up
- 15 Gives out **jobs**/cleaning/weeding/daily tasks
- 16 Gives horrid, chewy **food**/food they dislike (lettuce)/eating rules/locks up treats
- 17 **Educational programme**/mental arithmetic/boring books/names of plants
- 18 Makes them carry **heavy shopping bags**
- 19 Gives **punishments**/sends them to bed without proper meal/stand in corner/hands on head
- 20 Her **whistle/military** style
- 21 Goes on and on/**her 'philosophy'/'morals'**/lectures children
- 21a Forbids fighting

NB Not just 'strict' which covers most of the above.

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	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.
Band 2: 4	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).
Band 3: 3	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.
Band 4: 2	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.
Band 5: 1	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.
Band 6: 0	Over-reliance on lifting; insufficient focus for Band 5. Grossly long.