

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2006 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 students, 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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

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**NB: 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.**

**Question 1: Imagine you are the writer of Passage A. Write a diary entry in which you explore your thoughts and feelings about the trip so far. You will be sending your diary to your friends and family.**

**In your entry include**

- the impact of the landscape
- your reactions to people and places.

**You should write between 1½ and 2 sides, allowing for the size of your handwriting.**

**Up to fifteen marks will be given for the content of your answer and up to five marks for the quality of your writing.**

**[20 marks]**

***General notes on possible content***

The important thing about the task is the focus on **thoughts and feelings**, which are noticeable by their absence in the original and are worth exploring. It is too easy to repeat the main points of the passage, in which case it becomes another summary and gains few marks for content. Candidates should **develop their feelings** about the hotel, its décor and its stifling heat (what are the implications of 'no window', and the 'glassed-in courtyard?') Candidates should explain the negative images of the description of the village and contrast them with the beauty and freshness of the scene by the river. Lastly there should be a reaction to the atmosphere of the desert. In a good answer, there are four things to look for; a possible overview of the amazing variety of this most unusual and quite difficult journey. Separate overviews may be made of the people and/or the landscape.

**Candidates may refer to:**

**Using the buses:** The writer describes details of interest in the views that can be seen on this journey.

**The hotels:** The torture of sleepless nights; reactions to the heat and to the garishness.

**The desert landscape of skies and thornscrub:** The best diary entries may refer to the vastness and the atmosphere.

**The village people and their houses:** These appear to have made an impression on the writer. There is a strong feeling of movement and colour but a reaction to the poverty and the dullness of life.

**The farming along the river:** There is plenty of detail that again suggests beauty, goodness and natural life at its simplest and best.

**The wind:** Not much detail, but enough to suggest that it might cause discomfort

**Marking instructions:** Identify main **ideas (landscape, people, places)** in margin; mark 'tf' in margin for relevant **thoughts and feelings** and write **dev** where they are developed. Tick and mark 'd' in the text where **supporting detail** is used.

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**A: CONTENT (EXTENDED TIER):**

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

Band 1	13-15	The reactions to the landscape and to the people and places are well balanced and there is a noteworthy variety of thoughts and feelings. These varied feelings are developed with assurance and the passage is widely used for exemplification. Ideas are developed throughout with understanding and originality. Reactions are consistently well related to the passage. Candidates have a strong sense of overview.
Band 2	10-12	There are some examples of well-developed thoughts and feelings appropriately derived from the evidence of the passage. The passage is well used, although the capacity to sustain the arguments may not be consistent. Candidates may give occasional overviews.
Band 3	7-9	The passage is used satisfactorily, and the answer sometimes adapts material to focus on all three aspects of the question. There is plenty of reference, but opportunities for development are not always taken. The answer may use the text mechanically rather than imaginatively in places, but it shows a reasonably efficient reading.
Band 4	4-6	Reference to the text is made without much accurate inference, thought or more than brief, straightforward development. Answers may lack originality and may be largely narrative, but there is some evidence of general understanding of the main points of the passage.
Band 5	1-3	Answers to the question are given in general terms and may interpret Chatwin's thoughts and feelings inaccurately. There is little specific reference to the passage or parts are paraphrased without any re-focus on the question. The content is insubstantial.
	0	Little or no relevance to the question or the passage.

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**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.**

Band 1	5	The writing is well sequenced and the diary entry is well structured, often demonstrating the changes in reactions clearly. Views and information are clearly and effectively communicated and the diary is enhanced by a wide range of original and appropriate language.
Band 2	4	Most of the diary entry consists of orderly sequences of sentences. The entry is sensibly introduced and clearly structured. Views and information are clearly expressed and there are some examples of effective and appropriate, original language.
Band 3	3	There are examples of well-sequenced sentences and an attempt has been made to structure the diary entry. Views are expressed fairly clearly, and the language is appropriate with occasional effectiveness and originality.
Band 4	2	The structure of the diary entry may be list-like or the sequence of the argument not always clear. Language is simple but correctly used. There may be occasional examples of inappropriate language or language that depends strongly on the passage.
Band 5	1	Sentences are rarely formed into a clear pattern. Language communicates general meaning, but is only adequate, and there may be noticeable lifting.
	0	Sentence structures and language are unclear and the work is difficult to follow.

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**Question 2: Re-read the descriptions of:**

- (a) the hotel in Bahia Blanca and the housing in the village in paragraphs 1 and 4;  
(b) the woman and her son, in paragraph 3.

**By referring closely to the language used by the writer, explain how he makes these descriptions effective.**

**[10 marks]**

***General notes on possible 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 additional to general and to ordinary vocabulary. Alternative, acceptable choices and explanations should be credited. Mark for the quality of the answer, not for the number of words.

**(a) The buildings: the words chosen express the inadequacy of the hotel and the shacks.**

<b>Words</b>	<b>Meaning</b>	<b>Effect</b>
airless	hard to breathe	the room would be too hot and stuffy
purple	a bright colour	implies ugly, tasteless, aggressive
glassed-in	the entire area covered in glass	the effect would be very hot and stifling
brightly lit	not dim	either surprisingly good lighting or possibly lacking atmosphere
tangle of electric wires	as if tied together	very untidy visual effect
shacks	sheds	expresses poverty of Indians
patched out	pieced together	no proper materials – extreme poverty

**(b) The woman: portrayed, rather unfairly, as clumsy and maybe vulgar – at any rate, instantly noticeable by appearance and actions; her son seems ashamed of her.**

<b>Words</b>	<b>Meaning</b>	<b>Effect</b>
bulk	her size	a rather insulting word
chewed garlic	a type of healthy onion/food	some people might react to the strong smell
real gold jangly	a discordant noise	gold = class, but 'jangly' is a coarser sound
braids	plaits	typical hairstyles in those parts
manoeuvred	moved carefully	a complex movement makes us think of her bulk again
hard, white hat	native, pinned to keep in place	very noticeable, stood out
abstract horror	trepidation	credit a good guess at the reason

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### Marking Criteria for Question 2

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 show how they fit the writer's intention.
Band 2	7-8	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.
Band 3	5-6	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.
Band 4	3-4	The candidate selects a mixture of appropriate words but also words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original.
Band 5	1-2	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.
	0	Answers do not fit the question. Inappropriate words and phrases are chosen.

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**Question 3: Summarise the features of the desert areas beyond the village areas and the cultivated plantations, described in:**

- (a) Passage A  
(b) Passage B

You should write about 1 side in total, allowing for the size of your handwriting.

Up to fifteen marks will be given for the content of your answer and up to five marks for the quality of your writing.

[20 marks]

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

**PASSAGE A**

**Chatwin**

- 1 The silver cloud
- 2 The 'whirring' wind
- 3 The indistinct/colourless horizon
- 4 The white dust/salt pans
- 5 Grey-green thornscrub
- 6 Dead grass
- 7 Terraces
- 8 Little life there/only hawks, beetles
- 24 Plantations/orchards
- 25 Melting snow
- 26 Cliffs
- 27 River (when mentioned separately from point 25)

**PASSAGE B**

**National Geographic**

- 9 Remoteness – vast
- 10 Glacial lakes
- 11 Granite peaks/hills/mountains
- 12 Sheep on ranches
- 13 Strong/gentle winds/windswept
- 14 Trees growing flat
- 15 Huge expanse (dome) of sky
- 16 Potholed gravel roads
- 17 Flat steppe lands/plains
- 18 Biscuit coloured
- 19 Land so hot rain evaporates
- 20 Poor quality soil/dust
- 21 Few people/petrol stations far apart/isolated/unpopulated
- 22 Grass and bushes (together)
- 23 Bare rock

**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 and concisely in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.
Band 2	4	Most of the answer is concise and well focused even if there is an inappropriate introduction. Own words are used consistently (where appropriate).
Band 3	3	There are some examples 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.
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.

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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.
	0	Over-reliance on lifting; insufficient focus for band 5.