

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

**MARK SCHEME for the May/June 2008 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 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.

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.

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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.

**1 Imagine that you are Donovan Webster. You are being interviewed for a television programme about your visit to Diudiu in Mongolia.**

Your interviewer asks the following questions:

- Could you start by telling the viewers a little about Diudiu's lifestyle?
- What do you admire most about Diudiu?
- How has your meeting with her made you consider your own lifestyle and values?

Write the words of the interview.

Begin as follows:

**Interviewer:** Could you start by telling the viewers a little about Diudiu's lifestyle?

**Donovan Webster:** Yes, of course. I think the first thing I noticed was...

(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 **three** parts to a complete answer.

Good candidates will cover all three sufficiently to make a valid and relevant discursive commentary on Diudiu's lifestyle. Less good candidates will be more likely to repeat the details of the passage mechanically and to treat the two questions thinly. Their answers will be more informative.

The content must be clearly related to and derived from the passage.

**Candidates may use the following ideas:**

**Mark A: Could you start by telling the viewers a little about Diudiu's lifestyle?**

Reward candidates who provide sound overviews such as: frugal, healthy, satisfying, lonely AND who support their judgements from the text.

Reward candidates who prioritise details that they have noticed.

Less good candidates will rehearse the text, sometimes at undue length.

**Mark B: What things do you admire most about Diudiu?**

Reward candidates who infer qualities from what they have read, such as independence, cheerfulness, doggedness, etc. Two would be enough, but they require explanation and support from the text to score highly.

Less good candidates list, or provide only loosely relevant ideas.

**Mark C: How has your meeting with her made you consider you own lifestyle and values?**

Allow any relevant viewpoint and allow from the variety of candidate backgrounds.

- 1 Candidates may take up the final paragraph and agree that Diudiu is the last of her kind.
- 2 They may discuss the **simple** life and how theirs is complex and hectic: How to be satisfied with little ('Everything she needs').
- 3 Some may be attracted by her connection with animals and birds.
- 4 They may discuss her ideas of entertainment and company (there is a hint that she might have occasional company from visitors).
- 5 Candidates may decide that their life has been proved to be greedy and selfish.

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## A CONTENT (EXTENDED TIER)

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

<b>Band 1</b>	<b>13–15</b>	The answer reveals a <b>thorough</b> reading of the passage. All three sections are pertinent and, within the limitations of time, satisfactorily developed. Candidates take on the role of the writer. Original ideas are consistently well related to the passage. There is plenty of supporting detail.
<b>Band 2</b>	<b>10–12</b>	There is evidence of a <b>competent</b> reading of the passage. The candidate answers two of the three sections sensibly and with occasional originality of thought, without rehearsing the passage. There is some development, but the ability to sustain arguments may not be consistent. There is some supporting detail throughout.
<b>Band 3</b>	<b>7–9</b>	The passage has been read <b>reasonably well</b> , but there may be some weakness in drawing conclusions from the text. There is satisfactory reference, but opportunities for development and interpretation are not always taken. Supporting detail is used, especially in A, but not consistently in B and C.
<b>Band 4</b>	<b>4–6</b>	Some reference to the text is made without much inference or more than brief, straightforward development. Answers may lack originality or, in places, focus on the text, but there is some evidence of general understanding of the main points of the passage.
<b>Band 5</b>	<b>1–3</b>	Answers are either very general with little specific reference to the text OR a mechanical reproduction of sections of the original. Content is insubstantial, especially in Sections B and C, and 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.

## 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.

<b>Band 1</b>	<b>5</b>	The language of the interview has character and sounds real. Contributions vary in length and some are well sequenced and substantial. Explanations are strong. Comments are very clearly expressed and enhanced by a wide range of positive and/or interesting language.
<b>Band 2</b>	<b>4</b>	Language is fluent and there is clarity of explanation. There is a sufficient range of vocabulary to express thoughts and feelings with some precision. Contributions are sufficiently extended to explain viewpoints.
<b>Band 3</b>	<b>3</b>	Language is clear and appropriate, but comparatively plain, expressing little character. Individual contributions are rarely extended, but explanations are adequate.
<b>Band 4</b>	<b>2</b>	There may be some awkwardness of expression and language too limited to express shades of meaning. The conversation may consist mostly of short contributions.
<b>Band 5</b>	<b>1</b>	There are problems of expression. Language is weak and undeveloped. There is little attempt to explain ideas.
<b>Band 6</b>	<b>0</b>	Sentence structures and language are unclear and the work is difficult to follow.

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## 2 Re-read the descriptions of:

- (a) the countryside in paragraph 1;
- (b) Diudiu in paragraph 6.

**By selecting words and phrases from these paragraphs to support your answer, explain the effects the writer creates in using these descriptions.**

For this question, 10 marks are allocated to assessment of Reading Objective R4 (see syllabus).

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

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

#### (a) The countryside in paragraph 1

*Credit candidates who mention the contrasts in colours between the dunes, the grass and the amazing lake. They might also suggest a contrast in shapes between the dunes and the 'bowl-shaped' lake.*

**Giant sand dunes:** credit candidates who see this as a suggestion of the extreme (not just 'big' or even 'huge', but it makes you think of a giant, out of all proportion to a human).

**Bowl-shaped valley:** an image that makes you think of shape and possibly smoothness (imaginative rather than exact).

**Fringed:** perhaps as of hair, suggesting round the perimeter and neat – the grasses were perhaps of regular height.

**Rich:** again a partial image, giving ideas of well-being, in this case, supplied with water and nutrients and growing particularly well.

**Saturated:** useful scientific word, again extreme, suggesting that the water could not take any more.

**Glittering:** visual effect suggesting that it catches the eye, perhaps dazzles the sight; an attractive effect.

**Vermilion:** to say 'red' would be general and the word would have no special effect. To say 'vermillion' makes you think of the exact shade, which is remarkably bright and out of place for a lake. A bit of a shock word.

**Drifts:** of the sheep – establishes a peaceful atmosphere.

**Sit:** of the blockhouses; sounds out of place as if they had just settled there for a moment.

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**(b) Diuidu in paragraph 6.**

*The general effect is of a lively person, used to living a hard, outdoor life.*

**Loose trousers...blue cotton:** is a good example of how a few well chosen simple words can give a clear picture of how someone looks.

**Bandanna:** we are not told the colour, but it seems to add a touch of liveliness (the sound of the word itself) and one might think that it had some brightness.

**Dark eyes sharp and quick:** suggests that she would notice anything, is intelligent, lively, certainly not depressed or on her last legs.

**Broad planes of cheek-bones:** we are already aware that her face is 'wide': this helps to define the shape of her face.

**Weathered into a map of wrinkles:** good image emphasises her outdoor life, but also suggests there are many wrinkles (like rivers or other details on a map) and that they all go in different directions. They may stress her age.

**READING**

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

<b>Band 1</b>	<b>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 group examples to demonstrate overview of meaning/inference/attitude. There is evidence that the candidate understands how language works.
<b>Band 2</b>	<b>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. There is a little evidence that the candidate understands how language works.
<b>Band 3</b>	<b>5–6</b>	A satisfactory attempt is made to identify appropriate words and phrases. The answer tends to give meanings of words and rarely suggests effects, or they are 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.
<b>Band 4</b>	<b>3–4</b>	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.
<b>Band 5</b>	<b>1–2</b>	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 give very few words and make very slight, generalised comments. The answer is very thin.
<b>Band 6</b>	<b>0</b>	Answers do not fit the question. Inappropriate words and phrases are chosen.

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### 3 Summarise:

(a) the things that make the writer's lifestyle difficult in Passage B;

(b) the things that enable Diudiu to cope with the challenges of her lifestyle 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.

Writer's lifestyle a challenge (Passage B)

- 1 It is very cold
- 2 Has to sleep in his clothes/extra clothing
- 2a Wakes up early in the morning
- 2b Long/2 hour journey to work
- 3 He gets too hot when he runs for the bus
- 4 His workmates tease him/say he is mad
- 5 Uses his energy to keep warm at night
- 6 The heating at work makes him feel ill
- 7 Has to concentrate on survival
- 8 Difficult to get to the gym so often/is not fit/needs to be fit
- 9 Gets clothes mixed up/in wrong places/hangs them up in woods/laundry/only a few clothes
- 10 Exhausted/tired/sleeps many hours
- 11 Interference with his social life
- 12 Ill from badly cooked food/unfiltered water/bronchitis
- 13 Gets grimy at weekends
- 14 Frightened by noises/sound of branch breaking/fear of axe murderers/animals

Things that enable Diudiu to cope with her lifestyle (Passage A)

- 16 The solar collector
- 17 Her animals/their meat/their hair
- 18 Her stove (ready for winter or summer use)
- 19 Fuel for the winter/camel dung for burning
- 20 Her rice drink
- 21 Her tea kettle for warm drink/visitors
- 22 Plenty of storage space for food
- 23 The swallow family (for company)
- 24 Blankets and extra clothes (for the winter)
- 25 Natural deep freeze/shady spot for hanging meat

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## **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>	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.
<b>Band 2</b>	<b>4</b>	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).
<b>Band 3</b>	<b>3</b>	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.
<b>Band 4</b>	<b>2</b>	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.
<b>Band 5</b>	<b>1</b>	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.
<b>Band 6</b>	<b>0</b>	Over-reliance on lifting; insufficient focus for Band 5. Grossly long.