

# English IGCSE Exam

## Academic year 2015-16

**Prepare** The exam is on Tuesday 3<sup>rd</sup> May 2016 You should use the time from now to then productively by spending **an hour** or so a night (a couple of hours a day at the weekends) quietly in your room reading through your work, making notes, completing past paper questions and revising text type conventions. The more preparation you do now means the less worry you will have later.

**During the exams:** have the right equipment; have the right amount of sleep (8 hours) and have the right attitude – you can do it!

**Exam Materials:** pencils, rubber, sharpener, pen, back up pen (in case one runs out), highlighters

### **English IGCSE Exam Timetable:**

Exam date	Exam type
Tuesday 3 <sup>rd</sup> May 2016	Paper 12 - Reading Passages (Core)
Tuesday 3 <sup>rd</sup> May 2016	Paper 22 – Reading Passages (Extended)

### **Topics to revise for exam:**

- How to write a:
  - Letter
  - Report
  - Journal
  - Speech
  - Interview
  - Newspaper report
  - Magazine article
- Each text type has specific conventions and rules associated with it. You need to show the examiner that you know these by the way that you: structure your answer; the language you choose; the detail you include and the “voice” and degree of formality you use (remember your answers should always be in Standard English – no “gimmies” or “gonnas” please!).
- How to comment on a **writer’s use of language**. You need to be able to identify powerful words and phrases that the writer uses and be able to comment on **why** the writer chose them and what **effect** it has on the reader.
- How to select and write bullet points of information on a given topic detailed on the exam paper. Each bullet point must give different information, no over-lapping, if you are not sure pick a different one. You are usually able to take the words directly from the text, without using your own.
- How to write a summary using your own words.

# The difference between the Core & Extended Papers

## Core Paper – Paper 12

- Information retrieval/**finding the right information** from the text.
- Explaining the meaning of vocabulary identified in the text.
- Explaining the **writer's language choices & the effect on the reader.**
- You write your own extended text of **200-300 words.**
  - Letter
  - Report
  - Journal
  - Speech
  - Interview
  - Newspaper report
  - Magazine article
- Finding the right information from the text & organising it into **10 bullet points.**
- Writing a summary **in your own words.**



## Extended Paper – Paper 22

- You write your own extended text of **250-350 words.**
  - Letter
  - Report
  - Journal
  - Speech
  - Interview
  - Newspaper report
  - Magazine article
- Select information** which meets the requirement of a purpose explained on the paper. E.g. powerful words & phrases.
  - Usually **4 examples from 2 paragraphs** = 8 examples in total.
  - Comment on the **writer's language choices, identify any imagery used** (metaphor, simile or personification) & **explain the effect on the reader.**
- Finding the right information from the text & organising it into **15 bullet points.**
- Writing a summary **in your own words**



The papers test students in a similar way, however, the order of the questions is different and the complexity and length of the texts varies - the Core paper text is shorter, less complex and you are required to write less in response to it.

## Answers

No matter how good your grades are, you can always do better. When reading the question, make sure you read it properly. Re-read it, and make sure you've understood it. Pick out the key words and highlight them.

- It is recommended that you **read the questions before reading through the texts** on the paper. This will help you start to pick out the information that you need on your first reading.

- Essay question tips

- Identify the **PAF** in your essay question:

**Purpose** – why is the writing being done? Is it to inform, explain, describe, persuade?

**Audience** – who is the writing being done for? Consider your language choices, voice and formality.

**Form** – how should the text be presented? What should it look like on the page?

What conventions/rules are there for this particular piece of writing?

- Figure out whose perspective you are writing from.
- Plan – use each of the bullet points to structure your ideas **before** you start writing.
- Write a very brief introduction using the sentence start which is recommended to you on the exam paper.
- Make sure you cover all the bullet points given to you in the question in good detail (this is actually marking criteria specified in the mark scheme), if you have written detailed paragraphs for bullet point one and two, a sentence is not enough for paragraph three.
- Write a brief conclusion.

When you have written your answer STOP! Go back and re-read the question and ask yourself, “Does my answer actually answer the entire question?”

Always allow 10 minutes at the end of the exam to **check your answers carefully**.

CANDIDATE  
NAME

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CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**FIRST LANGUAGE ENGLISH**

**0500/12**

Paper 1 Reading Passages (Core)

**May/June 2015**

**1 hour 45 minutes**

Candidates answer on the Question Paper.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper. The Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **9** printed pages, **3** blank pages and **1** Reading Booklet Insert.



Read carefully **Passage A, *Meeting a Black Rhino in Africa***, in the Reading Booklet Insert and then answer **Questions 1** and **2** on this Question Paper.

Answer all questions using your own words as far as possible.

**Question 1**

- (a) **Using your own words**, explain the writer’s feelings when he found himself a metre away from a Black Rhino (paragraph one, ‘I love animals...’).

.....  
.....  
.....  
.....[2]

- (b) Why was the writer unable to state the location of the nature reserve where he saw the rhino (paragraph two, ‘I am not able...’)?

.....  
.....[1]

- (c) **Using your own words**, explain what the writer means by: ‘they seem like relics that somehow survived from prehistory...’ (line 22).

.....  
.....  
.....[2]

- (d) Explain why the writer feels that it was ‘an honour’ to be able to watch the rhinos (line 23).

.....  
.....[2]

- (e) Give **two** ways in which the nature reserve is trying to protect the Black Rhinos (paragraph five, ‘On the way back...’).

- .....
- ..... [2]

- (f) **Using your own words**, explain why the writer uses the word ‘gloriously’ to describe the way in which the rhinos ignored the jeep full of tourists (line 34).

.....  
.....[2]

(g) Re-read paragraphs three to six ('The sun was setting ... into the future').

(i) Explain **using your own words**, what the writer means by the words in *italics* in **three** of the following phrases:

- 1. 'There, happily *munching away*...were three Black Rhinos' (line 18)
- 2. 'listening to the *husky* sounds of their eating' (line 21)
- 3. 'alert to any sign of forced *intrusion* through Jurassic Park-style gates...' (line 26–27)
- 4. 'the giant jeep with camera-*toting* foreigners' (line 34)

Phrase selected: 1, 2, 3 or 4 .....

Meaning of the words in *italics*: .....[1]

Phrase selected: 1, 2, 3 or 4 .....

Meaning of the words in *italics*: .....[1]

Phrase selected: 1, 2, 3 or 4 .....

Meaning of the words in *italics*: .....[1]

(ii) Explain **how** the words and language **in each of the phrases you have chosen in Question (g)(i)** help to suggest the writer's thoughts and feelings about his encounter with the rhinos in the park.

Phrase selected: 1, 2, 3 or 4 .....

Explanation .....  
.....[2]

Phrase selected: 1, 2, 3 or 4 .....

Explanation .....  
.....[2]

Phrase selected: 1, 2, 3 or 4 .....

Explanation .....  
.....[2]

**[Total: 20]**







Read carefully **Passage B, *Flying high for the rhinos***, in the Reading Booklet Insert and answer **Question 3 (a)** and **(b)** on this Question Paper.

**Question 3**

Answer the questions in the order set.

**(a) Notes**

What do you learn about why the illegal killing of rhinos is increasing in Southern Africa **and** what is being done to combat this, according to **Passage B**?

Write your answers using short **notes**. **Write one point per line.**

You do not need to use your own words.

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

<p><b>Information about why the illegal killing of rhinos is increasing in Southern Africa <u>and</u> what is being done to combat this:</b></p> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <p>6 .....</p> <p>7 .....</p> <p>8 .....</p> <p>9 .....</p> <p>10 .....</p> <p style="text-align: right;"><b>[10]</b></p>
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**FIRST LANGUAGE ENGLISH**

**0500/12**

Paper 1 Reading Passages (Core)

**May/June 2015**

READING BOOKLET INSERT

**1 hour 45 minutes**

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**READ THESE INSTRUCTIONS FIRST**

This Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper.

You may annotate this Insert and use the blank spaces for planning.

This Insert is **not** assessed by the Examiner.



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This document consists of **3** printed pages and **1** blank page.



**Part 1**

Read **Passage A** carefully, and then answer **Questions 1** and **2** on the Question Paper.

**Passage A: *Meeting a Black Rhino in Africa***

I love animals and the opportunity to go on game drives in Africa was a once in a lifetime experience I'll never forget.

**Content removed due to copyright restrictions.**

That means that they're behaving naturally and hopefully it is those natural instincts which will help them survive well into the future.

## Part 2

Read **Passage B** carefully, and then answer **Question 3** on the Question Paper.

**Passage B: *Flying high for the rhinos***

With 333 rhinos killed in Southern Africa in 2010 (compared with only 13 in 2007), one of the most important strongholds for both black and white rhinos, Hluhluwe-iMfolozi Park (HiP), has recently taken a hard look at how to step up its rhino security. The poaching gangs have become highly organised using helicopters and sophisticated equipment. The Park has, therefore, had to upgrade its security systems. 5

Both Black and White Rhino species are abundant in HiP and the Park is committed to rhino conservation. Unfortunately, despite the incredible dedication of all those involved in the protection of the Park's rhinos, this area of Southern Africa has lost more than 33 rhinos since the current poaching crisis started in January 2008, many of which have been from HiP.

The large Wilderness Area which covers a significant proportion of the area of the Park is very inaccessible, making it hard to patrol by vehicle. As a result illegal operations taking place in the Reserve have been unchecked, because of the restrictions imposed by the terrain and the fact that vehicles cannot access the area. Although suspected poachers have been pursued hard and fast on foot, a shortage of observation posts and park rangers has led to most of these pursuits being unsuccessful. 10 15

Today's poachers use sophisticated communication equipment, wear Park uniforms to prevent identification, and often receive warnings of patrols in the area from people living near the Park boundaries. In addition, poachers in other areas in Southern Africa have started to use helicopters from which they can fire tranquillising darts. There is a very real threat that these methods will start to be used within HiP. The Park therefore needs to prepare itself for such methods. It plans to install more sophisticated technology, and to improve the expertise, morale and discipline of its staff. The rangers also need to gain the upper hand over illegal operators by concentrating on pro-active operations and quick, effective responses to emergency situations. It is crucial to gather detailed intelligence and increase the number of patrols, in order to stay ahead of the poachers. 20 25

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**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0500 FIRST LANGUAGE ENGLISH**

**0500/12**

Paper 1 (Reading Passages – Core),  
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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2015</b>	<b>0500</b>	<b>12</b>

**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.

**Bulleted points provided in the mark scheme each indicate a point**

**Forward slash/oblique (/) indicate alternative points**

**Words underlined in the answers to the questions are required for the full mark(s) to be awarded.**

**Words placed in brackets are not required for a correct answer. They are not sufficient alone to receive a mark.**

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	0500	12

1 (a) **Using your own words, explain the writer’s feelings when he found himself a metre away from a Black Rhino (paragraph one, ‘I love animals...’).**

- He was wary/scared/excited/aware that it was a powerful and dangerous animal
- He was also aware (surprised) that it was apparently very vulnerable (because of its endangered status)

1 mark for each point [2]

(b) **Why was the writer unable to state the location of the nature reserve where he saw the rhino (paragraph two, ‘I am not able...’)?**

The reserve had asked him not to so that poachers would not gain the information [1]  
*(Note: candidates needs to say more than just ‘because of poachers’)*

(c) **Using your own words, explain what the writer means by: ‘they seem like relics that somehow survived from prehistory...’ (line 22).**

- They appear to be something left over from a time before mankind existed

2 marks for a clear answer in own words; 1 mark for a partial understanding [2]

(d) **Explain why the writer feels that it was ‘an honour’ to be able to watch the rhinos (line 23).**

- He was able to see them living freely in their natural habitat/not in a zoo
- As ‘relics’/something very rare they possess an iconic status so it is a privilege or honour to be in their presence [2]

(e) **Give two ways in which the nature reserve is trying to protect the Black Rhinos (paragraph five, ‘On the way back...’).**

- The park is securely protected by guards and gates
- The rhinos’ horns are regularly trimmed to take away the purpose of poaching
- (The park attracts the rhinos to treat troughs in order to be able to) check their physical condition

1 mark for each of the above points to a maximum of 2 [2]

(f) **Using your own words, explain why the writer uses the word ‘gloriously’ to describe the way in which the rhinos ignored the jeep full of tourists (line 34).**

- The rhinos showed almost an arrogant contempt for the tourists which enhanced their status in the eyes of the writer
- By ignoring the tourists the writer was able to view the rhinos in their true natural glory

1 mark for each partial explanation of either or both points. 2 marks for a complete explanation of either point. [2]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	0500	12

(g) Re-read paragraphs three to six ('The sun was setting... into the future').

(i) Explain *using your own words*, what the writer means by the words in *italics* in *three* of the following phrases:

- (1) 'There, happily *munching* away...were three Black Rhinos' (line 18)
- (2) "listening to the *husky* sounds of their eating' (line 21)
- (3) 'alert to any sign of forcible *intrusion* through Jurassic Park-style gates...' (line 26)
- (4) 'the giant jeep with *camera-toting* foreigners' (line 34) [3]

(ii) Explain how the words and language *in each of the phrases you have chosen* help to suggest the writer's thoughts and feelings about his encounter with the rhinos in the park. [6]

- (i) The meaning of the words in italics
- (ii) How the words and language in the phrase suggest this

### Examiner Guidance

(1) *Munching: Eating noisily/with relish*

There should be some appreciation that the phrase implies that the rhinos were unconcerned with the surrounding world and were innocently enjoying their food (like humans at a picnic).

(2) *Husky: A sound that is rasping/harsh/like heavy breathing*

There should be some appreciation of strength/heavy build/wildness of the rhinos and how this is reflected in the sound they make while eating.

(3) *Intrusion: An illegal or unexpected entrance*

There should be some appreciation of the reference to the film/novel *Jurassic Park* and that the rhinos, being 'relics...from prehistory' are associated with dinosaurs and other such extinct creatures.

(4) *Toting: To carry something (heavy or awkward)*

There should be some appreciation that the tourists main concern was their (large) cameras and that the word toting carries implications of either frivolity or danger (if associated with guns).

Page 5	Mark Scheme	Syllabus	Paper
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Examiners should observe the following principles when assessing candidates' responses to this question:

- Part **(i)** requires an explanation of the meaning of the *italicised word or short phrase* only.
- Part **(ii)** requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted and not just the italicised word(s).
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc produce the intended response in the reader's mind.
- When marking these responses, look for evidence that candidates have some appreciation of the appropriate associations and suggestions in the writer's choice of words.
- There are, therefore, no specific right or wrong answers to this task. Award marks on the quality of linguistic analysis shown by the candidate in order to support her/his interpretation of the writer's purpose.
- It is not necessary for candidates to show knowledge of the names of different figures of speech (simile, metaphor etc) to produce a successful answer – look for an *understanding of how* the writer uses these literary devices.
- Remember that 2 is the maximum mark for any one explanation and that candidates are likely to comment on each phrase in one or two lines only. This fact should be borne in mind when applying the descriptors in the table below.

2 marks	<p>There will be a secure understanding of the phrase and of the writer's purpose for choosing the language used in it. There will be an appreciation of how the suggestions and associations of the vocabulary/imagery used contribute to the writer's purpose and a convincing attempt to explain how this effect is achieved.</p> <p>N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.</p>
1 mark	<p>Responses gaining 1 mark will show understanding of the phrase <i>as a whole</i> and show some awareness of the writer's purpose for choosing the language used in it. However, this is likely to be only partially explained and an awareness of how this is achieved is likely to be implied rather than specifically explained.</p>
0 marks	<p>Responses gaining 0 marks will either show complete misunderstanding of the phrase or simply list the figure(s) of speech used by the writer without further comment or do no more than repeat the explanations of the vocabulary already given in answer to <b>(i)</b>.</p>

**[Total: 20]**



Page 6	Mark Scheme	Syllabus	Paper
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## Question 2

Imagine that you are the Secretary of a Campaign Group concerned with protecting endangered species such as the Black Rhino.

*Write a formal letter to a well-known public figure in your country, asking for his/her support for your campaign. For example, you could write to a sports person, musician, politician etc. In your letter you should:*

- explain why the Black Rhino is an endangered species
- explain what people are doing at present to protect the rhinos
- suggest ways in which the person to whom you are writing can support your campaign.

Base your letter on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Address each of the three bullet points.

Begin your letter:

‘Dear...

I would like to draw your attention to a matter of serious concern...’

Write about 200 to 300 words.

*Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.* [15]

### General Notes

*The most successful responses will be written in a fully appropriate formal style with a clear focus on the need to engage and persuade. There will be an attempt to generalise from the specific details of the passage and to make some developed and thoughtful suggestions as to how a well-known public figure can use his/her influence to assist in the campaign to save the rhinos and why he/she should do so.*

### Marking criteria for Question 2

#### Table A, READING: Using and understanding the material

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

<b>Band 1</b>	<b>9–10</b>	Uses and develops several ideas, both factual and inferential, from the passage. Consistently reflects the feelings of the writer and makes developed and convincing suggestions as to how the recipient can help.
<b>Band 2</b>	<b>7–8</b>	Refers to several details from the passage and makes some reference to the present attempts to protect rhinos. Shows some awareness of what the recipient can do to help and makes some suggestion(s).
<b>Band 3</b>	<b>5–6</b>	Repeats some details from the passage about why the rhino is endangered. Shows some incomplete understanding of what is being done to protect it and makes limited and/or impractical suggestion(s) as to how the recipient can help. Focuses on the question and on the passage, but uses material simply and partially.
<b>Band 4</b>	<b>3–4</b>	There is some relevance to the question with a tendency to retell the original rather than to develop ideas contained in it. Makes simple references to the dangers suffered by rhinos and some awareness of what is being done to help them.

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<b>Band 5</b>	<b>1–2</b>	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity.
<b>Band 6</b>	<b>0</b>	There is 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.

<b>Band 1</b>	<b>5</b>	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.
<b>Band 2</b>	<b>4</b>	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.
<b>Band 3</b>	<b>3</b>	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.
<b>Band 4</b>	<b>2</b>	The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over-dependent on lifted material.
<b>Band 5</b>	<b>1</b>	The response is difficult to understand. The response may be almost entirely lifted from the original.
<b>Band 6</b>	<b>0</b>	The response cannot be understood.

**[Total: 15]**

Page 8	Mark Scheme	Syllabus	Paper
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### Question 3

Answer the questions in the order set.

#### (a) Notes

What do you learn about why the illegal killing of rhinos is increasing in Southern Africa *and* what is being done to combat this, according to *Passage B*?

Write your answers using short notes. Write one point per line.

You do not need to use your own words.

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

Information about why the illegal killing of rhinos is escalating in Southern Africa *and* what is being done to combat this

- Poaching gangs are becoming highly organised
- Park covers a large area/(some parts are) inaccessible
- Park cannot be patrolled by vehicles
- There are very few observation posts to pick up the poachers
- The park has insufficient rangers to pursue and capture poachers
- Poachers have highly sophisticated communication equipment (to warn them)
- Poachers wear Parks' uniform to prevent recognition
- Poachers use helicopters
- Poachers have sophisticated (tranquilising) dart guns
- The Park has to ensure that it is one step ahead of the poachers
- It needs to increase staff numbers/more patrols
- HiP is improving its security systems/improving technology
- Better training for/improve expertise of staff
- Intelligence gathering/more pro-active operations/quicker response to emergencies

[10]

#### (b) Summary

Now use your notes to write a summary of what *Passage B* tells you about why the illegal killing of rhinos is increasing in Southern Africa *and* what is being done to combat this.

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

Your summary should include all 10 of your points *in Question 3 (a)* and must be 100 to 150 words.

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

[5]

**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.

<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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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.

<b>Band 1</b>	<b>5</b>	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.
<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 but may have a redundant introduction or conclusion.
<b>Band 3</b>	<b>3</b>	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.
<b>Band 4</b>	<b>2</b>	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.
<b>Band 5</b>	<b>1</b>	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.
<b>Band 6</b>	<b>0</b>	Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.

**[Total: 15]**

#### Notes on the task:

In 3(a), if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct.

In 3(a), if a candidate lists more than one point per line and one of these points is incorrect, they can receive the mark for the other/correct point.

In 3(a), whole sentences lifted from the passage which contain a number of points will not be credited, as they are not showing selection of points, and are not conveying the essence of the point.

In 3(a), additional points added on to the bottom of the list (in addition to the 10) should not be credited unless earlier points have been removed/crossed out.

In 3(a), if a point has been crossed out and not replaced with another (and it can still be read and is correct) it should be credited.

In the Writing Mark Scheme descriptors for 3(b), the length of the candidate's response is no longer specifically referred to, however, it can still be borne in mind when considering the use of concision, or lack of, in the candidate's response. The purpose of the assessment is the candidate's focus on the topic and the question, and this is partly related to length, although it's not necessarily the case that an unfocused response will be over-long. There is no requirement to count words.

Candidates are assessed for Reading in 3(a) and for Writing in 3(b). They cannot be given marks for Writing for their response to 3(a), nor can they be given marks for Reading for their response to 3(b).



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**FIRST LANGUAGE ENGLISH**

**0500/22**

Paper 2 Reading Passages (Extended)

**May/June 2015**

**2 hours**

Candidates answer on the Question Paper.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

Do **not** use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** questions on the Question paper. The Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **12** printed pages and **1** Insert.



A series of horizontal dotted lines for writing, spanning the width of the page.





**[Turn over for Question 2]**





Read carefully **Passage B, *The Panama Canal***, in the Reading Booklet Insert and then answer **Questions 3(a)** and **3(b)** on this Question Paper.

**Question 3**

Answer the questions in the order set.

**(a) Notes**

What were the challenges faced during the entire construction of the Panama Canal, according to **Passage B**?

Write your answer using short **notes**. **Write one point per line.**

You do not need to use your own words.

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

<p><b>The challenges faced during the entire construction of the Panama Canal:</b></p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>4.....</p> <p>5.....</p> <p>6.....</p> <p>7.....</p> <p>8.....</p> <p>9.....</p> <p>10.....</p> <p>11.....</p> <p>12.....</p> <p>13.....</p> <p>14.....</p> <p>15.....</p> <p style="text-align: right;"><b>[Total: 15]</b></p>
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**[Total: 5]**







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**FIRST LANGUAGE ENGLISH**

**0500/22**

Paper 2 Reading Passages (Extended)

**May/June 2015**

**2 hours**

READING BOOKLET INSERT

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**READ THESE INSTRUCTIONS FIRST**

This Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper.

You may annotate this Insert and use the blank spaces for planning. This Insert is **not** assessed by the Examiner.



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This document consists of **4** printed pages.

**Part 1**

Read **Passage A** carefully, and then answer **Questions 1** and **2** on the Question Paper.

**Passage A: Canal Holiday**

*Zelda and her husband, Bob, begin a week's holiday on a narrowboat.*

All I want from a holiday is a 5-star hotel, glitzy shops and top-class entertainment. When Bob announced a surprise 'treat' – a week on a canal boat in the country – I was taken aback. He declared that peace and quiet would do us good: I didn't think so.

We must have been the last people to take over a boat that Saturday. It took an age to decant everything from the car into this tube with windows. The boatyard owner said it was both cosy and luxurious. What nonsense! I need more than a shower and a microwave to feel pampered. Bob insisted that canal-boating was a popular pastime; some famous acting couple owned a boat they kept on this canal. More fool them. As I tried in vain to get a phone signal, I could hear the man telling Bob about 'watering up' and 'approaching locks with care' and 'thrusting the tiller' a particular way when reversing.

All this took too long. Bob kept plying the owner with questions. The old chap bemoaned various 21st century changes: the old canal maintenance yard next door was no longer used for repairs to lock-gates, instead housing some fancy artists' studios; the town which gave its name to the canal allowed modern music at its annual festival. Yawn. The light was fading, but there was no way I would spend our first night in that smelly boatyard next to a diesel pump. I told Bob we must leave.

There was now a nasty breeze. 'Isn't it bracing!' Bob declared as he neatly avoided colliding with a passing canoeist. Then my darling enthusiastically pointed out a graceful spire a couple of fields away, evidently of a church designed by a famous 19th century architect. Never mind the 19th century; I was longing for a decent supper, but the engine had to be kept on tick-over as fishermen sat along the towpath with fishing rods nearly touching the opposite bank. These were only lifted as our prow came level with them. Bob kept giving matey greetings, unaffected by their blank stares.

Thank goodness we came upon a village after two hours. Earlier Bob had told me of a restaurant in the area with a fine reputation. The village inn was certainly not in that league, though Bob did rave about his fish and chips. When we stumbled out afterwards, I nearly tripped over. I just don't understand how country people manage without street lighting. While Bob was fiddling in the dark trying to find the key, a man came past with several big dogs, none on leads. Now I have dirty paw marks all over my white trousers.

No sooner were we inside than there was this hammering on the roof, like machine gun fire. It was rain. Then the wind rose, shrieking through the trees. The boat pitched at its mooring and I feared the ropes would not hold. I made Bob go out and check the knots. Branches of trees on the opposite bank were bent double, their leaves snatched from them and tossed into the air as if by a manic juggler. The canal was an angry agitation.

Having only managed a few hours' sleep, I was roused early by a crowing cockerel. I opened the curtains to a transformation. The sun seemed to be smiling on the oak trees wearing their spring foliage like new coats, and feathery clouds were dabbed across the pale blue sky. A little distance off a heron stood motionless in the shallows with an air of grey, religious solemnity. Droplets of water hung from flower stems like tiny translucent pearls. Suddenly, the heron's head shot downward and he speared a fish which wriggled in his beak. Attractive as it was, I would have appreciated the sight more had I enjoyed eight hours' sleep.

Later as we were unravelling knots in the mooring ropes, our ears were assailed by a cacophony of sounds. Round a corner came an unruly bunch of teenagers bearing clipboards, pushing and shoving each other, and once even me, apparently conducting a survey for geography. So much for Bob's peace and quiet.

After several unsuccessful attempts, we manoeuvred away from the bank and headed further up the canal. I stayed inside, but heard Bob exchanging pleasantries with passers-by. When we stopped for coffee, he told me excitedly of a bird-watcher who claimed to have just spotted a lesser-ring-necked-green-headed-flycatcher, or some such thing. 'Maybe we'll see one!' he enthused. 'Let's hope not,' I thought. 'And this is only day two.'

## Part 2

Read **Passage B** carefully, and then answer **Question 3** on the Question Paper.

### Passage B: The Panama Canal

*At the official opening of the Panama Canal in 1914, ships sailed under the banner, 'The Land Divided: The World United'.*

A trip along the Panama Canal enables travellers to appreciate one of the greatest undertakings of all time, marvelling at engineering feats that some regard as the eighth wonder of the world.

A Spanish explorer found the Panama Isthmus in 1513, at its narrowest point about 50 kilometres wide, and 20 years later Charles I of Spain ordered a survey for a canal route. Then the only known international trade route between the Atlantic and Pacific Oceans was the treacherous journey around Cape Horn at the tip of South America.

More than three centuries later, the French began construction of a sea-level canal. However, there were three major problems: engineering, sanitation and organisation. It was costly and difficult to build a canal in the rain-soaked tropics through unstable mountains. Health risks in the mosquito-infested Panamanian jungle, principally malaria and yellow fever, cost thousands of lives. Excavation was conducted at such a steep angle that rain-induced landslides poured nearly as much material into the canal as had been removed. In nine years 22,000 lives had been lost and the company was bankrupt.

The US gained control and began working on a lock-based canal in 1904. Locks are water lifts, compartments with entrance and exit gates. On this canal, locks were needed to raise and then lower ships from sea level at both the Pacific and the Atlantic ends. It took a long time and many thousands of dollars to excavate these, as well as all the necessary cuttings. Railways had to be built to access all these different parts of the route.

Organisational problems were solved by using experienced army personnel as managers. A far-sighted sanitation officer saw the link between mosquitoes and disease. Ponds and swamps had to be drained, fumigation, mosquito netting and decent living quarters introduced. Up to 50,000 workers at a time carved through 82 kilometres of earth and granite. Industrialisation also provided advanced machinery for digging, and constructing the giant sets of locks. The gates at the Pacific end had to be 25 metres high to allow for the extreme tidal variation of that ocean. The Americans spent \$387 million on the project.

At the Atlantic end of the Canal is the huge 2.5 kilometres long Gatun Dam, the largest built at that time, which holds water back in Gatun Lake, 26 metres above sea level. This lake was the largest man-made lake in the world, and islands in it are actually the tops of mountains that were not flooded. Water for the locks is taken from the lake by opening and closing gates and valves. Gravity propels the water from the lake. The Gatun Dam also generates the electricity to run the motors which operate the Canal as well as the locomotives in charge of towing ships through the locks. Thus, the Panama Canal is self-sufficient.

Having passed through the Lake, ships arrive at the Culebra Cut, a 13 kilometres long excavated gorge through a mountain. This was probably the most challenging section of the entire project. Workers

laboured in extraordinarily high temperatures with drills, steam shovels and dynamite to shift vast quantities of material. Mud slides were common – one continued for years – pouring back millions of cubic yards into the excavation. The Cut was originally only 90 metres wide and, even with constant dredging, was insufficient to take modern ships. In the early 1970s, its width was increased by about 50%, and more recently the Canal Authority completed the monumental task of increasing the width to 192 metres in places.

The canal is 80 kilometres long and voyages take approximately nine hours. Ships sailing from New York to San Francisco through the Canal versus around Cape Horn save approximately 12,875 kilometres. A vessel carrying bananas from Ecuador to Europe saves around 8,046 kilometres. A key route wanted in the 1500s is still vital to world trade in the 21st century.

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**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0500 FIRST LANGUAGE ENGLISH**

**0500/22**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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### 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

Imagine you are Zelda's husband, Bob. **Write a letter** to your brother who lives abroad, telling him about your vacation.

In your letter you should comment on:

- your expectations of the trip
- your feelings about Zelda's behaviour on the first two days of the holiday
- what happened during the rest of the trip.

Base your letter on what you have read in Passage A, but be careful to use your own words.

Address each of the three bullet points.

Begin letter: 'Dear Brian, We've just come back from a trip I arranged for Zelda as a surprise...'

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 below) and **develop** them relevantly, supporting what they write with **details** from the passage and judging the appropriate register for the genre which is a letter to a relative. Look for a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

**Annotate A1** for references to Bob's expectations of the trip

**Annotate A2** for references to Bob's feelings about Zelda's behaviour

**Annotate A3** for references to what happened in the rest of the trip.

Page 3	Mark Scheme	Syllabus	Paper
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Responses *might* use the following ideas:

### A1: Trip and Bob's expectations

Reward an idea related to:

- **TREAT** to go on a canal boat det. popular pastime, famous acting couple own a boat dev. expected it to appeal to Zelda if celebrities did it
- **PEACE and QUIET** det. no glitzy shops / hotels dev. need to relax / calm down a bit / enjoy contrast with city / enjoy nature and/or wildlife
- **HANDS ON** det. tilling up, thrusting the tiller dev. keen to learn technicalities
- **COSY / LUXURIOUS / WELL-EQUIPPED** boat det. microwave, shower dev. fun, like luxury camping
- **HISTORY** canals, old buildings / area det.name of town dev. nostalgia, get back to old days
- **MEET PEOPLE** det. fishermen / boatyard owner dev. sense of camaraderie with other river users
- **FOOD** good en-route det. restaurant with fine reputation

### A2: Zelda's behaviour and Bob's feelings about

Reward an idea related to:

- **IDEA / PLAN** for trip in first place det. taken aback, prefers hotels, didn't want to steer dev. disappointed / thought she'd have liked a change / might have known she wouldn't like it
- **PACKING** det. lots to transfer from car to boat / moaned about time taken dev. defence of it (need to be well equipped) or criticism of amount if possessions are mostly Zelda's
- **FACILITIES** det. nonsense, wanted more / more luxurious / trying to get a phone signal dev. meant to be relaxing holiday not on phone
- **BOATYARD** insisted on leaving / wouldn't spend night in boatyard det. moaned re smell / bored (yawn) by details of town and lock gates / disinterested in local architecture dev. disappointed at her reaction
- **CHURCH** det. famous 19th Century architect
- **WEATHER** det. nasty breeze, storm keeping her awake
- **COUNTRY LIFE** det. inn food not up to her standards, lack of street lighting dev. never satisfied (det. he loved the fish and chips) dev. more of a townie than a country person
- **CLOTHES** det. wearing white trousers, paw prints from dogs dev. unsuitable attire/ over concerned with appearances / no need to dress up
- **SCENERY** det. heron, oak trees, complained re cockerel dev. hope she is beginning to soften possibly / disappointed she's not appreciating it fully
- **PEOPLE** det. unruly teenagers, anglers, canoeist dev. judgemental / not sociable

(Point = what Zelda did / how she reacted in relation to each idea; det. in support dev. = Bob's feelings / reactions to that )

### A3: What happened during the rest of the trip

Reward ideas related to:

- **ENGAGING with OTHER PEOPLE** e.g. met the famous theatrical couple dev. Zelda impressed by that / arguments with other river users e.g. canoeists or fishermen due to inexperience
- **AREA** visited nearby buildings of architectural interest, e.g. church, attended the annual music festival
- **SHOPPING** e.g. purchases in / visited artists' studios
- **MEALS** e.g. found the restaurant with a fine reputation
- **WILDLIFE / SCENERY**, e.g. saw lesser-ring-necked flycatcher

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- **RIVER**-related activities e.g. tried fishing, canoeing, or persuaded Zelda to steer
- **WEATHER** continued to improve (or if negative and cutting it all off another storm)
- **ACCIDENT** det. Bob not an expert – had one narrow miss with canoeist dev. connected to a lock / engine / ran into another river user
- **ABANDON the boat trip** e.g. go home or to hotel

Ideas and opinions must be derived from the passage, developing the implications e.g. trip cut short / Zelda did relax a little and enjoy it (grudgingly).

**Note 1:** Overall, feelings (inferred) from Bob will depend on a candidate's interpretation of Bob e.g. he might be a deluded optimist, a self-righteous man, or a realist who has come to terms with his mistake in booking the holiday.

### Marking Criteria for Question 1

#### A: CONTENT (EXTENDED TIER)

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

<b>Band 1:</b> 13–15	The response reveals a <b>thorough</b> reading of the passage. Developed ideas are sustained and well related to the passage. A wide range of ideas is applied. There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. All three bullets are well covered. A consistent and convincing voice is used.
<b>Band 2:</b> 10–12	The response demonstrates a <b>competent</b> reading of the passage. A good range of ideas is evident. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent, helpful supporting detail, contributing to a clear sense of purpose. All three bullets are covered. An appropriate voice is used.
<b>Band 3:</b> 7–9	The passage has been read <b>reasonably</b> well. A range of straightforward ideas is offered. Opportunities for development are rarely taken. Supporting detail is present but there may be some mechanical use of the passage. There is uneven focus on the bullets. The voice is plain.
<b>Band 4:</b> 4–6	There is some evidence of <b>general understanding</b> of the main ideas, although the response may be thin or in places lack focus on the passage or the question. Some brief, straightforward reference to the passage is made. There may be some reliance on lifting from the text. One of the bullets may not be addressed. The voice might be inappropriate.
<b>Band 5:</b> 1–3	The response is either <b>very general</b> , with little reference to the passage, or a reproduction of sections of the original. Content is either insubstantial or unselective. There is little realisation of the need to modify material from the passage.
<b>Band 6: 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.

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 Objective R4 (10 marks):

**R4** demonstrate understanding of how writers achieve effects

Re-read the descriptions of:

- (a) the storm and its effects in paragraph 6, beginning ‘No sooner were we inside...’;
- (b) what Zelda enjoyed about the morning in paragraph 7, beginning ‘Having only managed...’.

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 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 storm and its effects**

*The general effect is of a ferocious storm, feeling of being under attack*

**hammering (image):** the rain has the force of a metal implement which can alter the surface of what it hits, potential for damage

**like machine gun fire (image):** destructive, continuous, loud, rapid sound of a weapon, dangerous / would hurt a person who went outside

**shrieking (image):** personification – shrill, piercing noise as though the wind is in pain or angry, sense of fear

**bent double:** extreme angle into which the branches have been forced, like a very old person, suggests power of storm

**snatched (image):** the leaves have been taken by force, personifying the wind as a callous thief **tossed** into the air: thrown up, careless action as if wilfully discarded

as if by a **manic juggler (image):** the leaves are whirling around crazily in all directions, extremely fast, up into the air and then down again

**an angry agitation (image):** violent disturbance, the surface of the water is stirred up by the force of the rain

**(b) What Zelda enjoys about the morning**

*The general effect is of an awe-inspiring scene*

sun seemed to be **smiling (image):** the sun is warm and benevolent

**wearing their spring foliage like new coats (image):** the oaks covered with fresh green leaves, like clothing worn ostentatiously/proudly

**feathery clouds:** light, wispy, delicate

**dabbed (image):** here and there, as though an artist has lightly marked the sky with the clouds air of grey, **religious solemnity (image):** austere, sober, serious, an aura of formality, the grey plumage is like the clothing worn by someone clerical/devout/spiritual

**like tiny translucent pearls (image):** the water droplets are small, round, shiny with light passing through them, beautiful and precious

**speared (image)** sudden attack suggesting precision/violence

Only credit comments on stylistic effect where explicitly linked to choices.

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### Marking Criteria for Question 2

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

<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. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
<b>Band 2: 7–8</b>	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.
<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.
<b>Band 4: 3–4</b>	The response provides a mixture of appropriate choices and words that communicate less well. The response may correctly identify linguistic devices but not explain why they are used. Explanations may be few, general, slight 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 rarely relevant. Any comments are inappropriate and the response is very thin.
<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

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 were the challenges faced during the entire construction of the Panama Canal, according to Passage B?**

**Write your answer using short notes. Write one point per line.**

**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 challenges faced during the entire construction of the Panama Canal.**

**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 answer.**

**[5]**

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### Reading Content for Question 3(a)

Give 1 mark per point in 3(a) up to a maximum of 15.

#### Reward a point about:

- 1 **engineering** / difficult to build
- 2 **sanitation** / needed decent living quarters
- 3 **organisation** / lack of experience / had to use army to organise
- 4 **health risk(s) / disease(s)** (allow example malaria or yellow fever)
- 5 **take action against** mosquitoes (allow example fumigation, draining, netting)
- 6 rain-induced **landslides** were a problem / mudslides / steep angle
- 7 **costly** to build / bankrupted one company / Americans spent 387 million dollars
- 8 **needed locks** (to raise boats ) / water lifts / difference in sea level/lock-based canal
- 9 **slow process** / took a long time began in 1800s still building in 1970s
- 10 needed to be able to access different parts of routes / had to **build railways** for access
- 11 **huge numbers of people** involved / (up to) **50 000 workers** (at a time)
- 12 vast **quantities of earth** to be excavated / dredged / 82 km of earth
- 13 extreme **tidal variation** of Pacific / need for 25 m high gates
- 14 had to construct a (huge) **dam**/make a (huge) lake
- 15 Needed electricity / needed a **power supply**
- 16 **extreme length of canal** (allow, e.g. 80 km long)
- 17 tropical **weather** / high temperature(s) / heavy rain
- 18 before industrialisation only basic **tools** / needed more advanced machinery
- 19 had to **increase width** to take modern ships
- 20 **unstable mountains** / cutting through mountains / cutting through granite / 13 km long excavated gorge

Notes:

Only one point per numbered bullet in an answer can be credited.

Additional incorrect information negates.

Credit responses in 3(a) which convey the essence of the point.

Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by **clearly focusing** on the key details.

Over-lengthy lifting (e.g. of **whole** sections containing a number of points) should not be credited.

Where errors of grammar/spelling seriously affect the accuracy of an idea, the point should not be awarded.

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Marking criteria for question 3(b)

**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>	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.
<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 but may have a redundant introduction or conclusion.
<b>Band 3</b>	<b>3</b>	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.
<b>Band 4</b>	<b>2</b>	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.
<b>Band 5</b>	<b>1</b>	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.
<b>Band 6</b>	<b>0</b>	Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.