



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**FIRST LANGUAGE ENGLISH**

**0990/02**

Paper 2 Reading Passages (Extended)

**For examination from 2019**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document consists of **13** printed pages and **1** blank page.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Note:** All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.

**Question 1**

This question tests Reading 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** organise facts, ideas and opinions

**W3** use a range of appropriate vocabulary

**W4** use register appropriate to audience and context.

| Question | Answer   | Marks |
|----------|--|-------|
| 1        | <p data-bbox="320 248 1289 315"><b>You are the jumpmaster delivering a talk to a new group of skydiving students to prepare them for their first jump.</b></p> <p data-bbox="320 353 719 387"><b><u>Write the words of your talk.</u></b></p> <p data-bbox="320 423 767 456"><b>In your talk you should explain:</b></p> <ul data-bbox="320 459 1241 593" style="list-style-type: none"> <li>• <b>what the students will do on their first jump <u>and</u> why</b></li> <li>• <b>the experience of fear <u>and</u> how to overcome it</b></li> <li>• <b>the rewards of skydiving <u>and</u> why they will want to repeat the experience.</b></li> </ul> <p data-bbox="320 631 1289 698"><b>Base your talk on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.</b></p> <p data-bbox="320 734 1177 768"><b>Begin your talk: ‘Welcome everyone. Now listen carefully ...’</b></p> <p data-bbox="320 804 740 837"><b>Write about 250 to 350 words.</b></p> <p data-bbox="320 873 1310 940"><b><u>Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.</u></b></p> <p data-bbox="304 981 1225 1048">Use the Marking Criteria for Question 1 (Table A, Reading and Table B Writing)</p> <p data-bbox="304 1084 504 1117"><b>Notes on task</b></p> <p data-bbox="304 1153 1321 1355">Candidates should select <b>ideas</b> from the passage (see below) and <b>develop</b> them relevantly, supporting what they write with <b>details</b> from the passage and judging the appropriate register for the genre which is a talk to a new group of skydiving students to prepare them for their first jump. 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.</p> <p data-bbox="304 1393 1267 1460"><b>Annotate A1</b> for references to what the students will do on their first jump <b>and</b> why</p> <p data-bbox="304 1462 1315 1496"><b>Annotate A2</b> for references to the experience of fear <b>and</b> how to overcome it</p> <p data-bbox="304 1498 1262 1565"><b>Annotate A3</b> for references to the rewards of skydiving <b>and</b> why they will want to repeat the experience.</p> <p data-bbox="304 1603 895 1637"><b>Responses <i>might</i> use the following ideas:</b></p> <p data-bbox="304 1673 1102 1706"><b>A1: What the students will do on their first jump and why</b></p> <ul data-bbox="304 1709 951 1984" style="list-style-type: none"> <li>• will carry a <b>parachute</b></li> <li>• jump one at a time/wait for your <b>turn</b> to jump</li> <li>• <b>crawl out</b> of the aeroplane door</li> <li>• <b>hold on</b> to the wing strut</li> <li>• <b>obey commands</b> to jump/let go</li> <li>• correct <b>position</b></li> <li>• <b>free-fall</b></li> <li>• <b>parachute opens</b> (by itself)</li> </ul> | 20    |

| Question | Answer   | Marks |
|----------|--|-------|
| 1        | <p><b>A2: The experience of fear and how to overcome it</b></p> <ul style="list-style-type: none"> <li>• <b>Terror/most frightening thing ever experienced</b></li> <li>• <b>watching</b> someone jump before you</li> <li>• <b>not wanting/hesitant</b> to let go of the plane/follow instruction to jump</li> <li>• being <b>out of control</b>/feeling their body flatten/go into a spin</li> <li>• the <b>speed</b> of the initial descent/freefall</li> <li>• <b>die/be injured</b></li> <li>• instinctive <b>physical reactions</b></li> <li>• trust <b>jumpmaster</b>/expert</li> <li>• <b>focus</b> on the positives arising from first jump</li> </ul> <p><b>A3: The rewards of skydiving and why they will want to repeat the experience</b></p> <ul style="list-style-type: none"> <li>• <b>chasing the initial feeling/adrenalin rush</b></li> <li>• <b>silence/peace</b> as they float down</li> <li>• feeling of <b>achievement</b>/conquering fear</li> <li>• feeling of <b>exhilaration</b>/happiness</li> <li>• <b>sharing experience</b> with other members of the group/friends group,</li> <li>• to <b>perfect their technique/skills</b></li> <li>• realise it's <b>safe</b></li> <li>• to enjoy the <b>sensation of flying</b></li> <li>• it's addictive/people get <b>hooked on the sport</b> itself</li> </ul> |       |

**Marking Criteria for Question 1****Table A, Reading:**

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

|                                |  |
|--------------------------------|--|
| <b>Band 6:</b><br><b>13–15</b> | <ul style="list-style-type: none"> <li>• The response reveals a <b>thorough</b> reading of the passage.</li> <li>• Developed ideas are sustained and well related to the passage.</li> <li>• A wide range of ideas is applied.</li> <li>• There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach.</li> <li>• All three bullets are well covered.</li> <li>• A consistent and convincing voice is used.</li> </ul> |
| <b>Band 5:</b><br><b>10–12</b> | <ul style="list-style-type: none"> <li>• The response demonstrates a <b>competent</b> reading of the passage.</li> <li>• A good range of ideas is evident.</li> <li>• Some ideas are developed, but the ability to sustain them may not be consistent.</li> <li>• There is frequent, helpful supporting detail, contributing to a clear sense of purpose.</li> <li>• All three bullets are covered.</li> <li>• An appropriate voice is used.</li> </ul>  |
| <b>Band 4:</b><br><b>7–9</b>   | <ul style="list-style-type: none"> <li>• The passage has been read <b>reasonably</b> well.</li> <li>• A range of straightforward ideas is offered.</li> <li>• Opportunities for development are rarely taken.</li> <li>• Supporting detail is present but there may be some mechanical use of the passage.</li> <li>• There is uneven focus on the bullets.</li> <li>• The voice is plain.</li> </ul>  |
| <b>Band 3:</b><br><b>4–6</b>   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Some brief, straightforward reference to the passage is made.</li> <li>• There may be some reliance on lifting from the text.</li> <li>• One of the bullets may not be addressed.</li> <li>• The voice might be inappropriate.</li> </ul>                                    |
| <b>Band 2:</b><br><b>1–3</b>   | <ul style="list-style-type: none"> <li>• The response is either very general, with little reference to the passage, or a <b>reproduction</b> of sections of the original.</li> <li>• Content is either insubstantial or unselective.</li> <li>• There is little realisation of the need to modify material from the passage.</li> </ul>  |
| <b>Band 1:</b><br><b>0</b>     | <ul style="list-style-type: none"> <li>• There is very little or no relevance to the question or to the passage.</li> </ul>  |

**Table B, Writing: Structure and order, style of language:**

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

|                           |  |
|---------------------------|--|
| <b>Band 6</b><br><b>5</b> | <ul style="list-style-type: none"> <li>• The language of the response sounds convincing and consistently appropriate.</li> <li>• Ideas are firmly expressed in a wide range of effective and/or interesting language.</li> <li>• Structure and sequence are sound throughout.</li> </ul>             |
| <b>Band 5</b><br><b>4</b> | <ul style="list-style-type: none"> <li>• Language is mostly fluent and there is clarity of expression.</li> <li>• There is a sufficient range of vocabulary to express ideas with subtlety and precision.</li> <li>• The response is mainly well structured and well sequenced.</li> </ul>           |
| <b>Band 4</b><br><b>3</b> | <ul style="list-style-type: none"> <li>• Language is clear but comparatively plain and/or factual, expressing little opinion.</li> <li>• Ideas are rarely extended, but explanations are adequate.</li> <li>• Some sections are quite well sequenced but there may be flaws in structure.</li> </ul> |
| <b>Band 3</b><br><b>2</b> | <ul style="list-style-type: none"> <li>• There may be some awkwardness of expression and some inconsistency of style.</li> <li>• Language is too limited to express shades of meaning.</li> <li>• There is structural weakness and there may be some copying from the passage.</li> </ul>            |
| <b>Band 2</b><br><b>1</b> | <ul style="list-style-type: none"> <li>• Expression and structure lack clarity.</li> <li>• Language is weak and undeveloped.</li> <li>• There is very little attempt to explain ideas.</li> <li>• There may be frequent copying from the original.</li> </ul>  |
| <b>Band 1</b><br><b>0</b> | <ul style="list-style-type: none"> <li>• The response cannot be understood.</li> </ul>   |

**Question 2**

This question tests Reading Objective R4 (10 marks):

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

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>Re-read the descriptions of:</b></p> <p>(a) <b>what the narrator sees as the woman makes her first jump in paragraph 3, beginning ‘On that first jump ...’</b></p> <p>(b) <b>the narrator’s first experience of parachuting in paragraph 5, beginning ‘Nevertheless, I didn’t go into ...’</b></p> <p><b>Select <u>four</u> 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.</b></p> <p><b>Write about 200 to 300 words.</b></p> <p><b><u>Up to 10 marks are available for the content of your answer.</u></b></p> <p><b>Notes on task</b></p> <p>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/phrases (listed in the mark scheme on pages 7–8) that carry connotations additional to general meaning.</p> <p>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.</p> <p>The following notes are a guide to what good responses <i>might</i> say about the selections. They can make any <i>sensible</i> 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. These must be additional to comments on vocabulary.</p> <ul style="list-style-type: none"> <li> <p><b>what the narrator sees as the woman makes her first jump in paragraph 3, beginning ‘On that first jump ...’</b></p> <p><i>The general effect is uncontrollable speed and that the jump is unattractive / undignified, but transforms into an image of beauty and elegance as the parachute opens.</i></p> <p><b>hurtle:</b> a verb of violent motion suggestive of uncontrolled speed/danger/fear.</p> </li> </ul> | 10    |



| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>empty space:</b> this tautology stresses that there is nothing to break her fall or reduce her speed/vastness; stresses her vulnerability and isolation.</p> <p><b>a sack of cement (image):</b> weighty, inelegant, inanimate lump or dead weight (may be seen as humorous).</p> <p><b>exaggerated belly flop (image):</b> attempting and failing to dive elegantly (normally into water), out of control; lack of grace (may be seen as humorous).</p> <p><b>spread-eagled like a frog (image):</b> all four limbs extended; undignified, flailing, ludicrous, out of her element; may be seen as humorous.</p> <p><b>a tiny speck:</b> emphasises the vastness of the sky/their insignificance/ stresses how far they fall.</p> <p><b>flowers blooming in time-lapse photography:</b> the parachute opening/ filling with air resembles petals opening; elegance replaces the undignified fall at this point; the parachute opening at abnormally fast speed establishes control/sense of beauty; can represent birth/growth/ rejuvenation.</p> <ul style="list-style-type: none"> <li><b>the narrator's first experience of parachuting in paragraph 5, beginning 'Nevertheless, I didn't go into ...'</b></li> </ul> <p><i>The general effect is that fear is followed by a liberating joy at having jumped.</i></p> <p><b>splendidly:</b> suggests both that it opened without a hitch and also that it must have looked impressive/suggests relief.</p> <p><b>floated slowly (image):</b> being suspended, supported, drifting effortlessly/weightlessly; suggests a feeling of safety.</p> <p><b>utter silence (image):</b> complete quietness, change to tranquillity and calm, peaceful.</p> <p><b>punctuated by the bass drumbeat of my heart (image):</b> pulse is pounding with a deep low sound, emphasising contrast between sound and silence; periodic interruption of silence; primal fear, physical reaction.</p> <p><b>defeating fear:</b> viewing fear as an enemy to be beaten; a challenge to be overcome.</p> <p><b>boldly breaking through the bars (image):</b> escaping from imprisonment, image representing a sense of escapism, new found freedom, pushing the boundaries, courage.</p> <p><b>giddy and ecstatic:</b> disorientated and delirious with joy and relief/silly with happiness.</p> <p><b>a group of children getting off a roller coaster (image):</b> shared exhilaration of completing a new (seemingly uncontrolled) experience, stresses the extremes/highs &amp; lows of the emotional turmoil; recaptured youth, rejuvenation.</p> <p><b>fuelled (image):</b> their excitement is prolonged, energised/nourished by the achievement.</p> |       |

**Marking Criteria for Question 2****Table A, Reading: Language analysis:**

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

|                         |   |
|-------------------------|---|
| <b>Band 6:<br/>9–10</b> | <ul style="list-style-type: none"> <li>• Wide ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the question, and demonstrate the writer's reasons for using them.</li> <li>• Tackles imagery with some precision and imagination.</li> <li>• There is clear evidence that the candidate understands how language works.</li> </ul>       |
| <b>Band 5:<br/>7–8</b>  | <ul style="list-style-type: none"> <li>• Explanations are given of carefully selected words and phrases.</li> <li>• Explanations of meanings within the context of the passage are secure and effects are identified in both parts of the question.</li> <li>• Images are recognised as such and the response goes some way to explaining them.</li> <li>• There is some evidence that the candidate understands how language works.</li> </ul> |
| <b>Band 4:<br/>5–6</b>  | <ul style="list-style-type: none"> <li>• A satisfactory attempt is made to select appropriate words and phrases.</li> <li>• The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general.</li> <li>• One half of the question may be better answered than the other.</li> </ul>  |
| <b>Band 3:<br/>3–4</b>  | <ul style="list-style-type: none"> <li>• The response provides a mixture of appropriate choices and words that communicate less well.</li> <li>• The response may correctly identify linguistic devices but not explain why they are used.</li> <li>• Explanations may be few, general, slight or only partially effective.</li> <li>• They may repeat the language of the original or do not refer to specific words.</li> </ul>               |
| <b>Band 2:<br/>1–2</b>  | <ul style="list-style-type: none"> <li>• The choice of words is sparse or rarely relevant.</li> <li>• Any comments are inappropriate and the response is very thin.</li> </ul>  |
| <b>Band 1:<br/>0</b>    | <ul style="list-style-type: none"> <li>• The response does not relate to the question.</li> <li>• Inappropriate words and phrases are chosen or none are selected.</li> </ul>   |

**Question 3**

This question tests reading assessment objectives R1, R2 and R5 *and* writing assessment objectives W2, W3 and W5:

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

**R5** select for specific purposes

**W2** organise facts, ideas and opinions

**W3** use a range of appropriate vocabulary

**W5** accurate use of spelling, punctuation and grammar

| Question | Answer  | Marks |
|----------|---|-------|
| 3        | <p><b>What did the job of a stunt performer involve in the past and how has it changed in the present, according to <u>Passage B</u>?</b></p> <p><b>You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.</b></p> <p><b>Your summary should <u>not</u> be more than 250 words.</b></p> <p><b><u>Up to 15 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u></b></p> <p><b>INDICATIVE READING CONTENT</b></p> <p>Candidates may refer to any of the points below:</p> <p>The job in the past:</p> <ol style="list-style-type: none"> <li>1 Stunts took a long time to prepare</li> <li>2 Stunt performers retired young/early</li> <li>3 Negative physical effect/injuries/aches and pains</li> <li>4 Fatalities/risk of death</li> <li>5 Involved height</li> <li>6 Dangerous driving</li> <li>7 Fire was most dangerous stunt</li> <li>8 Could experiment/make own decisions</li> <li>9 Stunt team used to be part of the film set for weeks</li> <li>10 Stunt performers made their own devices</li> </ol> <p>How it has changed in the present:</p> <ol style="list-style-type: none"> <li>11 Stunts replaced by special effects/CGI</li> <li>12 Old stunts re-used/digitally spliced into films now (no longer unique)</li> <li>13 Audiences expect the impossible/less easy to impress nowadays</li> <li>14 Stunt performers only on set for few days</li> <li>15 Stunt equipment is now provided</li> <li>16 H&amp;S rules not working/Job is more dangerous/less safe</li> </ol> | 20    |

**Marking criteria for Question 3****Table A, Reading:**

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

|                               |  |
|-------------------------------|--|
| <b>Band 5</b><br><b>13–15</b> | <ul style="list-style-type: none"> <li>• A very effective response that demonstrates a thorough understanding of the requirements of the task.</li> <li>• Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused.</li> <li>• Points are skilfully selected to demonstrate an overview.</li> </ul> |
| <b>Band 4</b><br><b>10–12</b> | <ul style="list-style-type: none"> <li>• An effective response that demonstrates a competent understanding of the requirements of the task.</li> <li>• Demonstrates understanding of a good range of relevant ideas with a clear focus.</li> <li>• Points are carefully selected, and there is some evidence of an overview.</li> </ul>  |
| <b>Band 3</b><br><b>7–9</b>   | <ul style="list-style-type: none"> <li>• A partially effective response that demonstrates a reasonable understanding of the requirements of the task.</li> <li>• Demonstrates understanding of ideas and is mostly focused.</li> <li>• Some evidence of selection of relevant ideas, but may include excess material.</li> </ul>         |
| <b>Band 2</b><br><b>4–6</b>   | <ul style="list-style-type: none"> <li>• A basic response that demonstrates some understanding of the requirements of the task.</li> <li>• Demonstrates general understanding of some relevant ideas.</li> <li>• There may be some indiscriminate selection of ideas.</li> </ul>   |
| <b>Band 1</b><br><b>1–3</b>   | <ul style="list-style-type: none"> <li>• A response that demonstrates a limited understanding of the task.</li> <li>• The response may be a simple list of unconnected ideas.</li> <li>• There is limited evidence of selection.</li> </ul>  |
| <b>Band 0</b><br><b>0</b>     | <ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>   |

**Notes**

- Overview demonstrates a candidate's ability to summarise carefully selected key points in relation to the focus of the question rather than to paraphrase the passage. Candidates should give a focused response, drawing ideas from the passage provided; they should demonstrate clear understanding of both explicit and implicit meanings.

**Table B, Writing:**

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

|                       |   |
|-----------------------|---|
| <b>Band 3<br/>4–5</b> | <ul style="list-style-type: none"> <li>• A relevant response that is expressed clearly, fluently and mostly with concision.</li> <li>• The response is well organised.</li> <li>• The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning.</li> <li>• Spelling, punctuation and grammar are almost always accurate.</li> </ul>  |
| <b>Band 2<br/>2–3</b> | <ul style="list-style-type: none"> <li>• A relevant response that is generally expressed clearly, with some evidence of concision.</li> <li>• There may be some lapses in organisation.</li> <li>• The response is mainly expressed in the candidate's own words (where appropriate), but there may be reliance on the words of the passage.</li> <li>• There may be errors in spelling, punctuation and grammar but they do not impede communication.</li> </ul> |
| <b>Band 1<br/>1</b>   | <ul style="list-style-type: none"> <li>• A relevant response that lacks clarity and concision.</li> <li>• There may be excessively long explanations or the response may be very brief.</li> <li>• The response may include lifted sections.</li> <li>• Frequent errors of spelling, punctuation and grammar, which may occasionally impede communication.</li> </ul>   |
| <b>Band 0<br/>0</b>   | <ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>  |

**Notes**

Mark holistically for writing using the mark grid above, using a 'best fit' approach.

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