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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 Vic tells us about the job of a stuntman in the past **and** how he thinks it has changed in the present, 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

What Vic tells us about the job of a stuntman in the past **and** how he thinks it has changed in the present, according to Passage B.

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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Q3(a) READING CONTENT

What Vic tells us about the job of a stuntman in the past **and** how he thinks it has changed in the present, according to Passage B.

Give 1 mark per point listed below, up to a maximum of 15.

- 1 Stunts took a **long** time to prepare
- 2 Stunt performers resembled the actor
- 3 Stunt performers **retired young/early** (do not accept 'retired at 43')
- 4 **Negative physical effect** (accept an example: injuries or aches & pains)
- 5 **Positive mental effects** (accept an example: (strange) calm, enjoyed dicing with death/ enjoying creating hair-raising sequences)
- 6 Training/working with horses/animals (**not** bonding; incorrect to say no longer use horses)
- 7 Fatalities/risk of death
- 8 Involves **height** (accept an example: flying, jumping off viaducts, between tall buildings)
- 9 **Dangerous driving** (accept an example: crash buses, drive cars through hotels)
- 10 Hated **fire**/can go wrong/least popular/most dangerous stunt
- 11 Stunting has **lost** its magic/sense of awe/artistry
- 12 Stunts **replaced by special effects**/CGI used instead in present/(thick) wires erased by computer
- 13 Old **stunts** re-used/**digitally spliced** into films now (no longer unique)
- 14 **Autonomy** – sense of achievement/risks/experiment/own decisions
- 15 Audiences expect the impossible/less easy to impress nowadays
- 16 Stunt team used to be part of the film set/on set for **weeks**
- 17 Called in for a few days
- 18 Stunt performers **made their own** devices (accept the example fan to reduce speed of a fall)
- 19 Stunt equipment provided
- 20 Job is more dangerous/less safe (H&S rules not working).

Notes:

- **Only one point per numbered bullet in an answer can be credited.**
- **Additional incorrect information negates.**
- **Credit responses in 3a 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)

Table A, Writing (concision, focus, use of own words):
Use the following table to give a mark out of 5.

Band 1 5	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.
Band 2 4	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused but may have an redundant introduction or conclusion.
Band 3 3	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.
Band 4 2	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.
Band 5 1	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.
Band 6 0	Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.