CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/12 Paper 1 (Reading Passages – Core), maximum raw mark 50

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Note 1: 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.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

1 This question tests Reading Objectives R1–R4 (20 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions
R4 demonstrate understanding of how writers achieve effects

Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1 (a)	R1	1
1 (b)	R1	2
1 (c)	R1 and R2	2
1 (d) (i)	R1	1
1 (d) (ii)	R2	2
1 (e)	R1	1
1 (f)	R1	1
1 (g) (i)	R1 and R2	3
1 (g) (ii)	R3 and R4	6
Total		**20**

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(a) Which feature of the landscape tells you that the summer in Gibraltar had been a hot one (paragraph 1, '*The Three Brothers* was soon…')? [1]

- Shrubs/grassland had been burnt brown/down by the sun

(b) State *two* things, noticed by Bresciano, that tell you that the ship was still close to the shore (paragraph 1 lines 4–6). [2]

- He could see the goats grazing [1]
- he could see the goatherds watching the ship [1]

(c) *Using your own words*, explain why the dolphins stop following the boat (lines 8–9). [2]

- They went off to look for food/fish/(shoals of) mackerel to eat

(d) From paragraph 2, (lines 10–14) explain *in your own words:*

(i) *one* thing that Bresciano wanted to do

- He wanted an adventure/to go into the interior/beyond the coast
- He would like to know more Arabic **[1]**

1 mark for either point

(ii) *two* things about which he was concerned.

- He was concerned about his sister (and aunt)/wanted to protect her/take her back
- he was concerned about his father's health
- knew he was needed to help run/concerned about the family business/business in Tangier.

1 mark for each point up to a maximum of 2 marks **[2]**

(e) Why is Bresciano *not* concerned about the change in sea conditions (paragraph 4, 'As the boat…')? [1]

- He was accustomed to rough waters from childhood [1]
- when he used to go fishing with his father [1]

1 mark for either point

(f) State *two* things that you learn about Lempriere when he was younger (paragraphs 5 and 6, 'How long will…he said'). [2]

- He wanted to be/thought about being a sailor
- He spent his childhood in (the island of) Jersey.

1 mark for each point up to a maximum of 2 marks

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(g) (i) Re-read *Passage A*. Explain *using your own words*, what the writer means by the words in italics in three of the following phrases:

(1) 'an *exhilarating* escort that eventually tired of its sport' (line 8)
(2) 'To travel into the heart of Morocco, that wild and *enigmatical* land!' (lines 15–16)
(3) 'he buttoned his jacket, pulled up his collar and prepared to *endure*' (lines 18–19)
(4) 'Eventually their conversation *petered out* as Lempriere concentrated on trying to subdue his heaving stomach' (lines 28–29)

- (1) thrilling/exciting/inspiring
- (2) puzzling/inscrutable/secret/like a riddle
- (3) undergo/go through/put up with
- (4) died out – the idea of the conversation slowly dying is required. **[3]**

1 mark for each explanation, up to a maximum of 3.

N.B: the definitions above contain the essence of an answer. Be careful not to credit a word actually used in the quoted phrase. However, accept that candidates may respond in different ways, e.g. at greater length.

(ii) Explain *how* the words and language *in each of the phrases you have chosen* help to convey Bresciano's thoughts and feelings while on his sea journey.

(a) 'an exhilarating escort that eventually tired of its sport'

Response should show a clear appreciation of the Bresciano's appreciation of the uninhibited exuberance of the dolphins and some awareness of the implications of their role as 'escorts'.

(b) 'To travel into the heart of Morocco, that wild and enigmatical land'

Response should show a clear appreciation of Bresciano's fascination with the untamed nature of the country and the implication that it contains exotic mysteries.

(c) 'he buttoned his jacket, pulled up his collar and prepared to endure'

Response should show an appreciation of Bresciano's phlegmatic response to the sea conditions, both in his actions and his mind.

(d) 'Eventually their conversation petered out as Lempriere concentrated on trying to subdue his heaving stomach'
Response should show some appreciation of how Lempriere's dying conversation makes Bresciano aware of the effect of the sea-sickness on him.

1 mark for each reason up to a maximum of 2. **[6]**

Award 1 mark for a partial explanation of each phrase.

Award 2 marks for an explanation of each phrase which shows clear appreciation of the effect of the writer's use of language.

Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.

[Total: 20]

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2 This question tests reading assessment objectives R1–R3 (10 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–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 that you are Bresciano from *Passage A* and have now arrived in Tangier.
Write a letter to your father in Gibraltar.

In your letter you should:
- **describe your journey**
- **say what you did when you first arrived in Tangier**
- **state your plans for the rest of your time in Morocco.**

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 Father…'.
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 are likely to show a clear appreciation of the details of the journey, including the conversation with Lempriere. There will be convincing and developed consideration of Bresciano's concerns about his sister, his plans to meet with Abraham and some attempt to describe Tangier and his impressions of it. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there or concentrate on repeating details from the passage without providing convincing or appropriate development.

Look for and credit an attempt to write in an appropriate register.

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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.

Band 1	**9–10**	Uses and develops several ideas, both factual and inferential, from the passage. There will be a clear understanding of the voyage, Bresciano's impressions of Tangier and convincing and appropriate development of his intentions while in Morocco.
Band 2	**7–8**	Refers to several details from the passage and shows some understanding of the voyage, and of Bresciano's impressions of Tangier. There is an attempt to produce development of his intentions while in Morocco.
Band 3	**5–6**	Repeats some details from the passage about the voyage. Shows incomplete understanding of what Bresciano thought about Tangier and either omits reference to, or makes unconvincing suggestions as to his intentions while in Morocco.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the passage rather than focus on the requirements of the question. Is likely to contain much repeated detail from the passage with little relation to the requirements of the question.
Band 5	**1–2**	May retell the passage or give occasional relevant details. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
Band 6	**0**	Very little/no relevance. General misunderstanding of task and passage.

Table B, WRITING: Structure and order, style of language:

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

Band 1	**5**	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.
Band 2	**4**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.
Band 3	**3**	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.
Band 4	**2**	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.
Band 5	**1**	The response is difficult to understand. The response may be almost entirely lifted from the original.
Band 6	**0**	The response cannot be understood.

[Total: 15]

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3 The questions tests reading assessment objectives R1, R2 and R5 (10 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 do you learn about the architect's plans for the bridge over the Gibraltar Straits *and* the main features of its design, 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*.** **[10]**

(b) Summary

Now use your notes to write a summary of what Passage B tells you about the architect's plans for the bridge over the Gibraltar Straits and the main features of its design.

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]**

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Reading content for Question 3(a)

Give 1 mark per point listed below, up to a maximum of 10.

Information about the architect's plans for the bridge over the Gibraltar Straits *and* the main features of its design

1. Designed by Eugene Tsui
2. Longest bridge in the world
3. Revolutionary design/unlike any other bridge
4. Involves both conventional bridge and underwater tunnels (N.B. Do not allow statements that the bridge 'floats' without evidence of further understanding.)
5. Man-made island in the middle will be created
6. About 14.5 km in length
7. Has ecological features – windmills/underwater turbines/wind and water power farm
8. This will provide power for (12 billion kilowatts) for the mainland
9. Does not disturb natural ecology of the region
10. Stretches from Spain to Morocco/links to Africa and Europe/Links Tarifa and Point Cires
11. Shipping lanes will be undisturbed
12. Will carry motor vehicles/trains and pedestrians/cyclists etc.
13. Pedestrian areas will have garden features etc.

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.

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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.

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 a 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.

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