UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/11 Paper 11 (Reading Passage – 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 must be read in conjunction with the question papers and the report on the examination.

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Note: All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Question 1

This question tests Reading Objectives R1–R4 (30 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes
- understand how writers achieve effects.

(a) In what country would you find Efteling*?* **[1]**

Holland/The Netherlands.

(b) Give *two* words from the second paragraph ('Floating through ... legs of a giant') which tell you that what you can see from the boat is not real. **[2]**

Fictional; robotic.

1 mark for each word up to a maximum of 2.

(c) *Using your own words*, explain fully the purpose of the talking litter bins, (paragraph 4, 'These state-of-the-art ... winter cobwebs'). **[2]**

They are there to keep children interested (while walking from one attraction to another) (1 mark).

They are there to encourage children to put their litter in them (1 mark).

(d) Give *two* effects that the Bird Rok roller coaster ride had on the writer (paragraph 7, 'The next morning ... again immediately'). **[2]**

It made her feel sick; she lost her sense of direction (disorientated); her face went pale/she looked funny.

1 mark for any point up to a maximum of 2.

(e) Apart from the Bird Rok roller coaster, state *four* things on which visitors can ride within Efteling. **[4]**

A boat; cable cars/Dream Flight/state of the art rides; Flying Pagoda; Carnival Festival Ride/roller coasters; white knuckle rides; steam train; (steam) carousel; miniature railway; snow slide.

1 mark for each point up to a maximum of 4.

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(f) In the introduction, the writer describes Efteling as 'eccentric'. Choose *three* words or phrases used by the writer and explain how each conveys the unusual and unexpected nature of the park. [6]

- floating through the bazaar of the fictional Arabian town Fata Morgana
- apart from the camels and crocodiles
- fairy tale scenes were cheesy but charming
- talking litter bins
- creaky magic carpet
- grotesque-looking little folk called Laafs
- the Flying Pagoda ... like a UFO
- a glorious 150-year-old steam carousel
- not a TV or computer screen in sight
- the smells and temperature changed (as we moved)

Be prepared to award references to phrases other than those above for which convincing explanations are given. Award 1 mark for each phrase identified up to a maximum of 3, and a further mark for a clear explanation of the effect. If the same explanation is given for more than one phrase, then reward each quotation, but give only 1 mark in total for explanation. e.g. the phrase 'creaky magic carpet' = 1 mark. An explanation such as 'you usually imagine magic carpets to be exciting and impressive; calling this one "creaky" makes it sound a little odd as the word suggests that it isn't very safe' would qualify for the second mark. Some candidates may produce better explanations than this!

(g) Explain, *using your own words*, what the writer means by:

(i) 'blow away the winter cobwebs' (lines 16–17) [2]

Freshen you up in mind and body during the gloom of winter.

2 marks for a clear explanation in own words, 1 mark for some understanding.

(ii) 'grotesque-looking little folk' (lines 21–22) [2]

Fantastically formed little people, ugly/scary in appearance.

2 marks for a clear explanation in own words, 1 mark for some understanding.

(h) From the whole passage, write a summary of what parents would particularly like about Efteling. Write a paragraph of about 50–70 words. [7]

1 it is less artificial than other theme parks
2 litter bins are aimed at keeping children occupied
3 the hotel (is geared to children)
4 it has a large play area
5 Efteling is somewhere to take children in winter (when other parks are closed)
6 the skating rink is focused on allowing children to skate safely
7 parents can relax with a drink (while children are skating)
8 it provides good value for money
9 there is much to keep children occupied undercover if it rains
10 the whole park is child-oriented/there is not the commercial cynicism of other parks
11 no TV/computer games

1 mark for each point up to a maximum of 7.

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(i) What effects does the writer achieve by ending her article with the statement, 'Now that's magic!'? [2]

The phrase is an effective conclusion leaving the reader with something to think about; she is being ironic/satirical/sarcastic by claiming that the park undermines the assumption that children must have technological devices to keep them happy.

1 mark for a comment referring to the intention to emphasise/make effective conclusion/ use short sentence for effect. Award a further mark for identification of/valid comment about the writer's tone e.g. ironic/approving.

[Total: 30]

Question 2

This question tests Reading Objectives R1–R3 (10 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (10 marks):

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Your class is planning a trip to Europe and will be staying near Efteling. You have written to your cousin who lives in the area asking for details about the park and if it would be a suitable place for your class to visit. Write the letter your cousin sends in reply.

You should include:

- **details of what Efteling contains**
- **what would appeal to people of your age group**
- **when it is best to visit and why.**

Start your letter, 'Dear...'.

You should base your ideas on what you have read in the passage, but do not copy from it.

You should write between 1 and 1 ½ sides, allowing for the size of your handwriting.

Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing.

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General notes on the task:

The most successful responses are likely to give a clear summary of the attractions that the park has to offer, followed by convincing reasons (taken from the clues in the passage) as to why a visit there is likely to appeal (or not appeal) to people of the candidate's age and background. These responses will reveal a good appreciation of the suitability (or otherwise) of the attractions and will make sensible suggestions as to what is on offer at different times of the year and when it would be best to visit. Less successful responses are likely to lift sections of the original and then either continue with an inappropriate description of the writer's own visit there or resort to generalised comments about what is on offer with little attempt to apply details from the passage to the specific requirements of the task.

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

Marking criteria for Question 2:

(a) READING (Using and understanding the material)

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

Band 1 9–10	Uses and develops several ideas, both factual and inferential, from the passage. Demonstrates and develops suggestions about the suitability of the park to the age group considering the visit and makes balanced comments about the best time of year to go. Responses at this level may well consider that the park is not suitable for the age group concerned and will provide good reasons why, based on material in the passage.
Band 2 7–8	Refers to several details from the passage and refers to the suitability of the park for those considering a visit and attempts to suggest the best time of year to go. Responses at this level are more likely to consider the park suitable for the proposed age group and make only limited reference to its less suitable qualities.
Band 3 5–6	Uses some details from the passage as to what the park has to offer but makes only a limited attempt to evaluate its suitability for the age group concerned. Tends to describe what is on offer in winter (not always accurately) rather than to explain clearly reasons for visiting at any particular time of the year.
Band 4 3–4	There is some relevance to the question with a tendency to retell the content of the passage rather than to comment. Makes simple references to what the park has to offer.
Band 5 1–2	May retell the content of the passage or give occasional relevant facts. 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.

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(b) WRITING (Core tier)

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

Band 1 **9–10**	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established.
Band 2 **7–8**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.
Band 3 **5–6**	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.
Band 4 **3–4**	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.
Band 5 **1–2**	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
Band 6 **0**	The answer cannot be understood.

Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.

[Total: 20]

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