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

0500/12 Paper 12 (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) What is the name of the four metre long creature mentioned in the first line, and what type of imaginary creature is it? [2]

Mildred (1 mark); Crocklebog (1 mark)

(b) Give *three* facts from the second paragraph ('Spread over ... bring a picnic') which tell you that the designers of the park are concerned about protecting the environment. [3]

Buildings made from sustainable wood; no pesticides used to protect wetlands; 14,000/many (broad-leaf) trees planted; organic/locally-sourced food

1 mark for each point up to a maximum of 3.

(c) What effects do you think the writer achieves by starting paragraph 3 with the words, 'So far, so green.' [2]

The words sum up what has gone before; they emphasise that the park is eco-friendly; they emphasise that there's more to it than just environmental concerns.

2 marks for a clear explanation; 1 for some understanding.

(d) Give *two* details about the boats on the Scary Lake (paragraph 5, 'Sure enough ... least expecting it.'). [2]

Pink/purple in colour; they run on electricity; they are reclaimed lifeboats; they move very slowly.

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

(e) Explain:

(i) the writer's thoughts about the way her two older children would react to the trip on the lake; [1]

She was afraid they would consider themselves too old for it.

(ii) how the two older children actually reacted. [1]

Excited.

2 marks for a clear explanation; 1 for some understanding.

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(f) Explain, *using your own words*, what surprises visitors have at the Scary Lake. [2]

Mildred the Crocklebog is in hiding so they don't see her (1 mark).
She gives out a sudden noise/surprising jet of water (1 mark).

(g) Choose *three* words or phrases the writer uses that suggest that Bewilderwood provides 'good old-fashioned fun' (paragraphs 1 to 7, 'In the reedy banks ... called Peaceful Paths'). [6]

Any from:
- magical playground of tree-houses/aerial ropewalks/zip wires
- magical forest folk
- it's just not Disneyland
- there's nothing modern/pre-computer/pre-media-player/pre-cell phone
- fireman's pole/zip wires*/slides
- any/all of the activities listed in paragraph 7
- small quiet area called Peaceful Paths

N.B. Reference to 'zip wires' should be credited **only once** (either as bullet point 1 or 5).

Award 2 marks each for any of the words or phrases given above, to a maximum of 6 for the question as a whole, regardless of whether there has been any attempt made by the candidate to justify the selection. If a word/phrase not mentioned in the mark scheme has been chosen and is supported by an explanation, then award 2 marks for a convincing justification or 1 mark for some understanding, again to a maximum of 6 for the question as a whole. If words/phrases not mentioned in the mark scheme are chosen but are not supported by an explanation then 0 marks should be awarded for such attempts.

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

(i) 'real driving force' (line 41); [2]

The detail which most motivated him to open the park.

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

(ii) 'dappled sunshine' (line 47); [2]

Sunshine which casts a speckled pattern on the ground because of the shadows of the leaves.

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

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(i) From paragraphs 2 to 7 ('Spread over … called Peaceful Paths'), write a summary of what parents would particularly like about Bewilderwood. Write a paragraph of about 50–70 words. [7]

1 features in the park (crocklebogs etc.) are aimed specifically at young children
2 it is concerned with protecting the environment
3 the food is suitable for children/unfussy/organic
4 it is possible to bring a picnic
5 features in the park encourage children not to leave litter
6 it isn't a conventional theme park/pre-computer etc.
7 there are traditional/adventurous/healthy activities/zip wires etc.
8 it appeals to older as well as young children/all people
9 there are quiet places
10 the maze is thoughtfully designed
11 it's good value for money

N.B. Some of the above points are inferential. 1 mark for each point up to a maximum of 7.

[Total: 30]

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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.

Last summer, you visited Bewilderwood. Your two cousins, aged 8 and 15, are going there this year. Write a letter to your older cousin.

You should include:

- **what you can see and do in the park**
- **what your cousins might or might not enjoy and why**
- **what makes Bewilderwood unique.**

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.

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 stated age. 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 and what will most appeal/not appeal. 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.

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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 main features. 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 make balanced comments about the attractions. 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 (not always accurately) rather than to explain clearly the suitability of the park.
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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