UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/11 Paper 1 (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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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. Nonetheless, the content must be clearly related to and derived from the passage.

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) Give *two* reasons why the men felt like birds in the sky (paragraph 1). [2]

They were very high up/could see for miles; surrounded by space/feeling of independence (far from land).

1 mark for each reason, up to a maximum of 2.

(b) Give *two* reasons why the gulls are like scattered playing cards (line 6). [2]

There were very many/flock of seagulls (1 mark); scattering at random/in all directions (as/when deck of cards are dropped) (1 mark). Also reward reference to colour (white with splashes of black) (1 mark).

1 mark for each reason, up to a maximum of 2.

(c) Explain, *using your own words*, what McDunn says about the mysteries of the sea in paragraph 4 ('The mysteries...down under there.'). [2]

- Man has not yet explored it.
- It is a magical/terrifying place/mystery.
- It is a world that is millions/300,000 years old /extremely old.

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

(d) Why did McDunn switch off the room lights (paragraph 7, We ascended...fifteen seconds)? [1]

In order that the lights would not reflect on the glass/allow them to see (the surface of the sea) clearly.

1 mark for each point (maximum of 1); ***no penalty for a lift.***

(e) What effect does the writer achieve by writing 'The Fog Horn blew.' as a separate paragraph (line 34)? [2]

It emphasises the suddenness of the sound; dramatic; a further stage in the story.

2 marks for a clear explanation of any two of the above effects (accept other appropriate comments as well as those mentioned); 1 mark for partial understanding.

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(f) Explain, *using your own words*, the point McDunn makes in the last two lines of the passage. [2]

The monster (creature that lived at the bottom of the sea) has not changed (or stayed as it was) for millions of years as the world below the sea has not changed; life on the surface has evolved during this time. From the monster's point of view, impossible things have happened.

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

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

(i) 'bumbling in the high throat of the tower' (lines 8–9); [2]

- A rumbling, burbling sound coming from the upper part of the lighthouse.

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

(ii) 'studying the murk and fog' (line 27); [2]

- Looking closely at/through the dim, foggy darkness (must include more than 'fog').

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

(iii) 'drip up from the subterranean' (line 45). [2]

- Dropping water as it rose from beneath the surface/underneath/from below/deep sea.

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

NB: the definitions above contain the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.

(h) Re-read paragraphs 2 and 3 (It was a quarter past seven…nothing and nowhere.). Choose *three* short phrases used by the writer which suggest the remoteness of the lighthouse and its surroundings.

Explain how each of these phrases helps to convey an atmosphere of loneliness and mystery. [6]

- wasn't a town for a hundred miles
- a road, which came lonely
- the dead country
- few cars
- stretch of two miles of cold water
- only occasional ships
- long grey lawn of the sea
- stretching away into nothing and nowhere

Accept part of the phrase above. Be prepared to award references to valid 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 'long grey lawn of the sea' = 1 mark. An explanation such as 'this suggests that the sea was smooth, empty and unusually colourless' would qualify for the second mark. Some candidates may produce better explanations than this.*

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(i) Re-read from paragraph 4 ('The mysteries of the sea...') to the end of the passage. Write a summary of what you learn about McDunn's thoughts and feelings about the sea monster and the appearance of the sea monster itself.

Write a paragraph of about 50–70 words. [7]

McDunn:
1 nervous/excited
2 anticipating something special
3 afraid Johnny might think he is mad

The monster:
4 a large head
5 is dark in colour
6 huge eyes
7 a very long/slender/beautiful neck
8 a body covered in coral/shells/crayfish/like an island
9 has a (long) tail
10 is (at least) 25 metres in length
11 has been unchanged for millions of/10 million years

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.

Imagine you are Johnny. *Write a letter* to your sister in which you describe the events of the night.

In your letter you should describe:
- **the atmosphere in the lighthouse before the monster appeared;**
- **your thoughts and feelings at different times during the night;**
- **what happened after the monster appeared.**

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 1½ 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 show a clear understanding of the details of the passage and convey the writer's thoughts and feelings about the remoteness of the lighthouse and McDunn's character and attitudes. There will be a convincing account of the writer's own thoughts at the sight of the monster and a plausible resolution to the story. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there or involve unconvincing descriptions of a man versus monster battle.

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 what happened after the monster appeared clearly drawn from the details of the original passage.
Band 2	**7–8**	Refers to several details from the passage and makes some acceptable reference to what happened after the monster appeared, showing some awareness of the original passage.
Band 3	**5–6**	Repeats some details from the passage about the meeting. Focuses on the question and on the passage, but uses material simply and partially. It may be all fiction or a straight telling of the story.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the original rather than to develop. Makes simple references to details of the meeting.
Band 5	**1–2**	May retell the original 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.

(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 and letter format is established.
Band 2	**7–8**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. 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. The response may be over-dependent on lifted material.
Band 5	**1–2**	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning. The response may be almost entirely lifted from the original.
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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