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

0500/12 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) Explain, *using your own words*, the phrase 'a film run backward' (line 4). [2]

Reference to going back in time; the speed of time passing; incorrectly sequenced recorded images.

1 mark for each point in own words, up to a maximum of 2.

(b) What effect does the writer achieve by writing 'The sun stopped in the sky.' as a separate paragraph (line 7)? [2]

It emphasises the sudden cessation of movement; they had definitely reached their destination; it highlights the speed at which they had been travelling; shocks by describing an unnatural event.

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

(c) Give *two* facts about the path which are mentioned in lines 12–18 (Mr. Travis pointed...without my permission'). [2]

- It floats 15 cms above the ground/doesn't touch anything growing.
- It is made of anti-gravity metal.
- Its purpose is to prevent the hunters touching the world of the past.

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

(d) Re-read lines 8–21 (The fog that had enveloped...the colour of blood.). Choose *three* short phrases used by the writer to describe the world in the distant past.

Explain how each of these phrases helps the reader to imagine such a world. [6]

- a very old time indeed/jungle of sixty million, two thousand and fifty-five years ago
- mankind isn't born yet/pyramids are still in the earth/Caesar…Napoleon – none of them exists yet
- the (ancient) wilderness
- steaming swamp
- giant ferns and palms
- in the distance, birds' cries blew on a wind
- smell of tar and an old salt sea
- (moist) grasses, and flowers (the colour of blood)

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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 'distant birds' cries blew on a wind' = 1 mark. An explanation such as 'this suggests that the world is empty and deserted with only a few living creatures' would qualify for the second mark. Some candidates may produce better explanations than this.*

(e) Which word in lines 32–36 ('So what?…very foundations.') suggests that Travis feels scorn towards Eckels? [1]

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(f) Re-read from the beginning of the passage to the end of line 24 (…in a growing species'). Write a summary of what Eckels saw and heard during his journey to the past and after he arrived there.

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

1 the noises of the machine (roared, howled, scream fell to a murmur)
2 the moving suns and moons/changes of days and nights
3 the stopped sun
4 the fog (dispersing)
5 the metal path
6 the green wilderness/ferns, palms/jungle
7 the swamp
8 the moist grasses
9 the cries of the birds
10 flowers, the colour of blood

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

(g) Explain, *using your own words*, what Travis says may be the possible effects of accidentally killing one mouse while they are visiting the past (lines 22–41, 'We don't want to change...we're being careful.'). [4]

3 possible, linked outcomes:
- Future families of this mouse will not exist.
- Animals which need these mice for survival will not have them to feed off.
- There could be untold effects on the future of the planet.

Award 4 or 3 marks to responses that show a clear explanation of 2 or 3 of the above points; 2 marks to responses that show an understanding of 1 or 2 of the above points and 1 mark for partial understanding.

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

(i) 'struck off into green wilderness' (line 13); [2]

- Stretched/went into the jungle/undergrowth or appropriate synonym.

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

(ii) 'with a stamp of your foot, you annihilate first one' (lines 29–30); [2]

- Treading heavily on one, you will (completely) destroy it.

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

(iii) 'this particular era' (line 44). [2]

- This specific period of time.

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.

[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 Travis and you have returned to your own time. Your safari did *not* go to plan. *Write a report* for your manager at *Time Safari*.

In your report you should describe:
- **what went wrong;**
- **who was responsible;**
- **what you fear might be the possible outcomes.**

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, develop on the clues given about Eckels's character and show an understanding of the possible consequences of his actions based on the ideas explained in the passage. 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 detailing what happened without including reference to Travis's fears as to the outcomes.

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 went wrong and shows understanding of Eckel's involvement and of Travis's concerns.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to what may happen next. Responses show appropriate awareness of Eckel's involvement but may not deal confidently with Travis's fears.
Band 3	**5–6**	Repeats some details from the passage about the journey. Focuses on the question and on the passage, but uses material simply and partially. May develop material into own 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 journey.
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 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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