UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 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 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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.

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

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) Kralefsky lives in an apartment in a large house. Give *two* details from paragraph one (Kralefsky lived…) about the outside of this house. [2]

- (More than) two storeys.
- Square-shaped.
- Mildewed/old
- Grand house/mansion.(N.B. 'Large house' is not acceptable as it is in the wording of the question.)
- Wide staircase (both words required).
- (Front) door with knocker (both aspects required)

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

(b) Give *two* details from paragraph one (Kralefsky lived…) which show that Gerry was not over keen on visiting his new tutor. [2]

- (Rapped) a sharp tattoo on the knocker.
- Glowering to himself.
- Violently digging his heel into the carpet.

N.B. Accept lifting of phrases from the passage; accept first person responses.

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

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(c) Which phrase in lines 13–14 tells you that Kralefsky is both good-natured and correct in his behaviour? [1]

- (Managed to combine) primness with humour.

N.B. Accept lift of the first half of the sentence up to 'with humour' only. (Any more of the sentence = 0.) 'Smile of welcome' = 0.

(d) Re-read paragraph two (I decided…). Choose *three* phrases used by the writer which describe Kralefsky's strange appearance and character.

Explain how each of these phrases helps to convey this sense of eccentricity. [6]

- Not a human being at all
- A gnome…antiquated but very elegant suit
- Large, egg-shaped head with flattened sides
- A smoothly rounded humpback (Although this is **not** evidence of eccentricity, candidates may well see it as an example of 'strange appearance' and it is, therefore, acceptable).
- Curious appearance of being permanently in the middle of shrugging his shoulders/peering up into the sky
- Widely flared nostrils curved out of his face
- Extremely large eyes
- Fixed, far-away look (as though) just waking up out of a trance
- (Thin mouth managed to) combine primness with humour
- Even but discoloured teeth

N.B. (1) Award 1 mark for each phrase identified up to a maximum of 3, and a further mark for a clear explanation of the effect. E.g. the phrase 'large, egg-shaped head' = 1 mark. An explanation such as 'this suggests he looked like the fairy-tale character Humpty Dumpty and not a real human being' would qualify for the second mark. Some candidates may produce better explanations than this. **If the same explanation is given for more than one phrase, then reward each quotation, but give only 1 mark in total for explanation.**

(2) Accept part of any of the phrases above. Be prepared to award references to phrases other than those above for which convincing explanations are given. Accept the single word 'gnome' but no other single word is acceptable for one mark (selection of appropriate phrase). However, it is possible (but unlikely) that an inappropriate single word might be give an acceptable explanation.

(3) If a phrase not mentioned above is chosen, it is possible for the response to be awarded 1 mark if the explanation is convincing.

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

(5) If two of the above phrases occur in the same section of the response, then award 1 mark for each (selection). However, there must be clear evidence that both phrases have been explained for both explanation marks to be awarded. (Be careful not to award 4 marks in total for selection in such cases.

(6) It is fully acceptable to award an holistic mark for this question (e.g. a total of 5 out of 6) especially when a partial understanding of the effects of some of the chosen phrases is implied.

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(e) Explain, *using your own words*, Gerry's reaction to Kralefsky's comment about how they must become friends (line 24). [2]

- He found it very amusing.
- He chewed the inside of his mouth to prevent himself from smiling/laughing.
- He pretended that he agreed with Kralefsky

N.B. For the full 2 marks, the response should show evidence of understanding that Gerry found humour in the situation.

2 marks for a clear explanation in own words; 1 mark for a partial explanation or wholesale lift.

(f) Give *two* reasons why Kralefsky decided to take Gerry to see his birds before they started the lesson. [2]

- He thought it would interest Gerry/they could form a bond/both liked natural history/something they had in common.
- He needed to give some birds fresh water.

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

(g) Explain the writer's deliberate contrast in the phrase 'gates of Paradise in the grubby corridor' (line 40). [2]

- Paradise suggests somewhere bright and beautiful; the corridor is dull and rather mucky.

2 marks for a clear explanation of the contrast; 1 mark for a partial explanation (e.g. understanding of the reference to heaven/something wonderful). A complete response requires clear evidence of the corridor/attic contrast.

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

(i) 'exclaimed rapturously' (line 22) [2]

- Cried out/shouted in excitement/amazement.

(ii) 'volunteered modestly' (line 33) [2]

- Offered to do so in a humble/shy way.

(iii) 'danced nimbly' (line 48) [2]

- Moved/skipped (from cage to cage) in an agile manner.

N.B. (1) The definitions above contain the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.

(2) Do not credit a word actually used in the quoted phrase.

For each of the 3 phrases give 2 marks for a correct explanation in own words; 1 mark for a partially correct explanation up to a maximum of 6 marks.

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(i) Re-read the final paragraph. Write a summary of what you have learnt about the inside of Kralefsky's apartment.

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

1. Creaking staircase (to the top of the house).
2. Green door.
3. Heavy door.
4. Bright/sunny room.
5. Grubby corridor.
6. Huge attic (taking up whole of the top floor).
7. Floor was uncarpeted.
8. Large table (only furniture in attic)/sparsely furnished.
9. Full of caged birds.
10. Floor covered in birdseed.

1 mark for each point up to a maximum of 7. Tick each point to be credited. No penalty for 'lifting'.

[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 Gerry. When you get home you tell your older brother about your lesson with Kralefsky. You should tell your brother:
- **what your impressions of Kralefsky are**
- **what you found amazing about the attic**
- **what you think your future lessons with Kralefsky will be like.**

Write the account of the conversation between Gerry and his brother.

Begin your account: 'Well, it looks as if Mum's found another interesting character to teach me…'.

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 10 marks are available for the content of your answer, and up to 10 marks for the quality of your writing.

General notes on the task

The most successful responses are likely to show a clear appreciation of what the writer found interesting and entertaining in the character of Kralefsky, to develop on his collection of caged birds and the writer's response to them, and to make some convincing deductions as to what his future lessons may be like. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there and concentrate on repeating details from the passage without going beyond the more obvious details.

Look for and credit an attempt to write in an appropriate register. Narrative accounts or answers written as dialogue are both equally acceptable.

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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. Consistently refers to his perceptions of Kralefsky's character, his collection of caged birds and makes convincing deductions about how future lessons may develop.
Band 2	**7–8**	Refers to several details from the passage and shows some understanding of the writer's response to Kralefsky and his birds. There is an attempt to make convincing deductions about how future lessons may develop.
Band 3	**5–6**	Repeats some details from the passage about Kralefsky and his birds. Shows incomplete understanding of the writer's thoughts about his character. Focuses on the question and passage, but uses material simply and partially.
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. The response 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 story 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 response 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 response 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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