CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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.

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) From paragraph one (Only two centuries...) what do we learn about the population of Hawaii since it was first discovered by Captain Cook? [2]

- The number of people in the islands has remained about the same.
- However, only a small number/under 10 000 are native Hawaiians. (Accept lift of 'pure blood').

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

(b) What are the *two* meanings that are conveyed by the phrase 'blew me away – almost literally' in line 7? [2]

- Literal: Blown over (by the wind/power of the volcano). (N.B. Answers which use the words 'literal/literally' should not be credited)
- Metaphorical: He was amazed (or acceptable synonym e.g. 'stunned' would be acceptable but 'surprised' would not qualify for the mark as it is not strong enough).

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

(c) When the writer saw the crater of Kilauea in paragraph four (We were at the crater...), explain:

(i) why he was at first disappointed? [1]

- It appeared to be no more than a desert landscape. (Accept lift of 'desert landscape').

(ii) why he was told he was 'lucky'? [1]

- (In fact) it was erupting into the sea/he could watch it erupt as it happens.

(Do not accept a reference to what Mark Twain didn't see without further clarification.)

1 mark for either point. Maximum 1 mark.

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(d) Why can no one be sure where the towns on Hawaii are buried (line 24)? [1]

- The towns are under volcanic material/have been engulfed by volcanic material/no town left.
- It is not possible for surveyors to get their bearings/because the landscape frequently changes.

(N.B. do not accept 'because they were/are buried' as this simply repeats the question. Reference to 'survivors' = 0 as it is **not** an acceptable spelling error.)

1 mark for a clear explanation (accept lift of relevant phrase).

(e) Give *two* reasons why the writer did not find the leaflet 'reassuring' (line 28). [2]

It is **not** reassuring because:

- the surface may collapse (at any time).
- of (inhaling) the clouds of (hydrochloric) acid.(N.B. 'steam' is not acceptable; it is not the result of the acid).
- Some candidates may explain that the word 'reassuring' is <u>used ironically</u> as the leaflet apparently <u>contains only negative content</u>. Such a response can be awarded both available marks if it clearly explains both points. Reference to the 'negative content' alone = 1.

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

(f) From paragraph seven (I parked my car...), give *two* things that made the writer's walk from where he parked his car to the 'hot spot' so dangerous. [2]

- There is no path/there are jagged/rough slabs of rock.
- The surface on which you are walking can rip your skin to shreds/you risk falling over.
- You risk being scalded by hot steam.

1 mark for each point, up to a maximum of 2 (accept lift of relevant phrases).

(g) Explain, *using your own words,* what the writer means by the words in italics in the following phrases.

(i) 'the *unique* and *traditional* culture' (line 4) [2]

- Unlike/different from <u>anything else</u>/only one of its kind; long-standing/long-established way of life.

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

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(ii) '*successive* eruptions of *submarine* volcanoes' (line 10) [2]

- (Eruptions coming) one after the other (of volcanoes/continuous/(very) many/a lot of; under water/under the sea.

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

(iii) 'a *sluggish* river of orange and yellow rock *churned* into the water' (line 34) [2]

- Moving (very) slowly/inertly; moved around/agitated (the water)/mixed.

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

N.B. the definitions above contain the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length. For example, 'old' on its own would not be an adequate definition of 'traditional' but 'a custom that has been practised by people for a long time' would be acceptable.

(h) Re-read paragraph eight from line 35 beginning 'I stayed there...' to the end of the passage.
The writer uses the following phrases to describe his experience of being close to a volcanic eruption.
Choose *three* of the following phrases and then explain how each one of them helps you to understand what this experience was like: [6]

- ***'fiery pool, gently bubbling and popping'* (lines 39–40)**
- ***'sudden thud made my knees buckle'* (lines 41–42)**
- ***'slow-motion nightmare'* (line 44)**
- ***'bright orange on the black moonscape'* (line 47)**

Award 1 mark for an explanation which shows literal understanding of each phrase and 2 marks for an explanation which shows some appreciation of the writer's use of language, up to a maximum of 6 marks.

An explanation for the phrase 'fiery pool, gently bubbling and popping' such as 'the words "bubbling and popping" are onomatopoeic and suggest something apparently harmless, but the force of the word "fiery" contrasts with this effect and emphasises the danger of the writer's situation'. A comment that shows understanding of the contrast in the description would qualify for one mark.

An explanation for the phrase 'sudden thud made my knees buckle' such as 'the abrupt noise shocked the writer to the extent that his legs nearly collapsed from the noise and the fear'.

An explanation for the phrase, 'slow-motion nightmare' such as 'this phrase not only suggests the terrifying nature of the experience but also how it seemed to go on forever and to be an unnatural experience'.

An explanation for the phrase 'bright orange on the black moonscape' such as 'it emphasises the writer's wonder at the beautiful contrast between the glowing piece of lava and the dark ground. Rather like the reflection of light on the moon in the dark sky.' A comment that shows understanding of the contrast in the description would qualify for one mark.

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Some candidates may produce better explanations than those above.
If the same explanation is given for more than one phrase, only 1 mark in total can be awarded.

(i) Re-read paragraphs two (But if you go to...) to six (...tidal waves).
Write a summary of what you learn about volcanoes and their effects on the Hawaiian islands.
Write a paragraph of about 50–70 words. [7]

1. Volcanoes are powerful/have primeval power.
2. Islands are formed by eruptions of submarine volcanoes/thrust 6,100 metres up from the ocean floor.
3. Volcanoes die and sink back into the sea.
4. Some are 4,000 metres high.
5. Eruptions lead to a continually changing landscape/can create (new land e.g. jet black strip of sand).
6. The craters can resemble lakes of fire/a desert.
7. Volcanoes are active/alive/erupt (into the sea).
8. They can destroy.
9. They can engulf/bury whole towns/no towns left on the southern coast.
10. They cause tidal waves.
11. The volcanic landscape is beautiful.

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

[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 that you work for the Hawaiian Tourist Board.

Write the words of a leaflet **in which you:**

- **give details about the islands**
- **encourage people with varied interests to visit Hawaii.**

You should base your ideas on what you have read in the passage, but do not copy from it. Address each of the two bullet points.

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. [20]

General notes on the task

The most successful responses are likely to select details from the passage which describe both the conventional holiday features of the island but also those which will appeal to the more independent/adventurous traveller with an interest in natural phenomena. There will be a clear attempt to persuade and a clear focus on the desired audience. Less successful responses are likely to rely on lifting large amounts of the original passage and lose focus on the requirements of the task or to engage in telling a story about volcanic eruptions with little relevance to the passage or question.

Higher level responses are likely to make something out of the black sands, the references to Waikiki, and to Hawaiian culture and history as well as commenting on the appeal of the volcanoes and volcanic landscape. Candidates are required to write in a significantly different genre/register from that of the original passage and the ability to show appreciation of this in the way the content is applied is likely to be a discriminating factor.

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 as to what there is in Hawaii that will appeal to a range of tastes and is appropriate for this purpose.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the range of attractions to be found in Hawaii and is largely appropriate to purpose.
Band 3	**5–6**	Uses some details from the passage to suggest some understanding of the attractions of Hawaii. Focuses on the question and on the passage, but uses material simply and partially with only limited awareness of purpose.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the passage rather than to focus on the requirements of the question. The response is likely to contain much repeated detail from the passage. Makes simple references to the attractions of Hawaii.
Band 5	**1–2**	May retell 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 general follow in sequence. Most full stops are correct and errors are infrequent and minor. Appropriate tone and register are 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 the 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 response 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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