**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**International General Certificate of Secondary Education**

# MARK SCHEME for the May/June 2014 series

# 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 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 2014 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.**

**Bulleted points provided in the mark scheme each indicate a point**
**Forward slash/oblique (/) indicate alternate points.**

**Words underlined in the answers to the questions are required for the full mark(s) to be awarded. Words placed in brackets are not required for a correct answer. They are not sufficient alone to receive a mark.**

**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 (We rise…) give *two* details about the writer's state of mind.**

- He is happy / Accept he is grinning
- Unaware of the distance from Australia
- Mesmerised by the dolphins

*1 mark per point to a maximum of 2* **[2]**

**(b) From paragraph one (We rise…) to paragraph two (…unexpected treasures), give *two* details about Tetepare's location.**

- In the South Pacific
- 1600 kilometres from Queensland / Australia
- In a (large) chain of islands

*1 mark per point to a total of 2* **[2]**

**(c) How did the Solomon Islands get their name (paragraph three: How fitting…)?**

- (The Spanish discoverers) thought it was the origin of King Solomon's gold. **[1]**

**(d) Explain, *using your own words*, why the writer believes the ecosystems of the Solomons are so special (paragraph 4: The Solomon Islands' real…).**

- able to get a close up view of nature
- not disturbed by/share with hordes of tourists with cameras / tourists taking photographs

*1 mark for each point clearly explained; selective lift of 'close encounters' to 'camera-toting tourists' = 1. Lift of complete first sentence = 0* **[2]**

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**(e) From paragraph 5 (The jumping-off point…) give *one fact* the writer provides about *Fatboys* and *one opinion* he has of the resort.**

Fact:
- (mid-range) dive resort
- 10 minutes from Gizo / the capital by boat
- there is a reef beneath it / under the jetty **[1]**

Opinion:
- popular
- mid-range (dive resort)
- world class
- castaway feel **[1]**

*1 mark for each (note: only award facts for the first bullet and only opinions for the second bullet point).*

**(f) Explain, *using your own words* what the TDA did in the 1980s and what the TDA does now (paragraph seven: Leaving the dolphins…)**

1980s:
- opposed landowners who wanted to cut down (and sell) trees; **[1]**

Now:
- protects the (many) varieties of trees (growing there)
- keeps (careful) watch on species/wildlife

*1 mark per point to a total of 2. Accept selective lifts* **[1]**

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

**(i) 'both *terrestrial* and *marine*' (line 17)** **[2]**
*land* / *sea*

**(ii) 'a *mosaic* of volcanic islands *fringed* by coral reefs' (lines 21–22)** **[2]**
*collection / patchwork / edged*

**(iii) 'the *abundance* of creatures that *thrive* there' (line 30)** **[2]**
*the large number of / plentitude / flourish / live*

*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.*
*Be careful not to 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; that is 1 mark per definition of each word.*
*1 mark for a partially correct explanation up to a maximum of 6 marks.*

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**(h) Re-read paragraphs two (Even though…), paragraph five (The jumping-off point…) and paragraph seven (Leaving the dolphins…). The writer uses the following phrases to describe the scenery and atmosphere of the islands. Choose *three* of the phrases and explain how each one of them helps you to gain an impression of their atmosphere: [6]**

- **the Solomons today are a sleepy backwater (line 9)**

*'The islands are very remote and quiet' would = 1 mark;*

*'the words "sleepy backwater" suggest that time has passed the Solomon Islands by and they have yet to awake and be part of the 21st century' = 2 marks.*

- **An unremarkable stretch of shop fronts with a lively fish market (line 25)**

*'This describes the seafront as being nothing very impressive apart from the fish market' would – 1 mark;*

*'the life and energy of the fish market is emphasised by the contrast with the unremarkable nature of the functional seafront buildings' = 2 marks*

- **has a castaway feel to it (line 27)**

*'This suggests that the resort is a long way from civilisation' would = 1 mark;*

*'the word "castaway" not only emphasises how far the resort is from other places but also suggests that there is something romantic about it' = 2 marks*

- **Etched in sharp relief against a pale blue sky (lines 34–35)**

*'This tells us that the coastline is very clear against the blue of the sky' would = 1 mark;*

*'the word "etched" suggests that the coastline has been burnt into the surrounding blue and conveys its permanence' = 2 marks*

*N.B. The examples given of 1 and 2 mark responses are indicative and not definitive. Examiners should use their professional judgement when marking this question. 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.*

*It is fully acceptable to award a holistic mark for this question (e.g. a maximum 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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**(i) Re-read paragraph 5 (The jumping-off point…) to the end of the passage. Write a summary of what you learn about the features of Tetepare.**

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

1. Many concrete buildings/shops/offices
2. (lively) fish market
3. Diving resort/Fatboys
4. Reef/jetty
5. Remote/only few visitors
6. Abundance of wildlife
7. Large/uninhabited rain forest
8. Protected waters
9. Home to endangered species (accept names)
10. Black sand beaches
11. Lagoon

*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 are a journalist for a national newspaper. Write the words of an interview that you had with Allen Bero, a guide on the Solomons working for the TDA.**

**You ask the following three questions only:**

- **What are the benefits of living in the Solomons?**
- **What are the challenges of living there?**
- **How do you think the area will develop in the next few years?**

**Begin your interview with the first question.**

**Interviewer: What are the benefits of living in the Solomons?**

**Bero: Where do I begin, there are so many...**

**You should base your ideas on what you have read in the passage, but do not copy from it. Address each of the three bullet points.**
**Write between 1 and 1 ½ 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]**

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**General notes on task**

The most successful responses are likely to show a clear appreciation of both the attractions and the drawbacks of living in the Islands. There will be a perceptive appreciation of the likely developments there, in particular picking up on the references to the likely increase in tourism and its subsequent problems. Less successful responses are likely to be over reliant on the contents of the original passage and to lift sections of it with little or no attempt to develop the points in any original way.

Look for and credit an attempt to write in an appropriate register.

**N.B.**

(1) The question asks for 'the words of an interview'. Both narrative accounts and verbatim reports are equally acceptable. For the Writing mark, be prepared to give credit to the use of an appropriate register.
(2) It is important not to allow the quality of a candidate's writing to influence the Reading mark (and vice versa). Reading points must be tethered to the passage, and derive from it.
(3) No penalty should be applied to responses that omit the opening sentence provided.

**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. Perceptively draws ideas from the passage as to the likely developments over the coming ten years. |
| **Band 2** | **7–8** | Refers to several details from the passage and shows secure awareness of the benefits and challenges and some understanding of what the likely developments are likely to be. |
| **Band 3** | **5–6** | Repeats some details from the passage about the benefits. Shows incomplete understanding of the challenges and what the developments are likely to be. 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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