CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0500 FIRST LANGUAGE ENGLISH

0500/13 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.

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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) (i) What time of day is being described in paragraph one (As the sun…)? [1]

Evening / sunset
(note: do not award the mark if the candidates gives two – or more – times of day which are not compatible; e.g. 'midday, sunset')

(ii) Which phrase tells us the time of day? [1]

'sun dips low' / 'Lengthening shadows (sharpens the lines) ;

(b) By referring to details from paragraph 3 (Standing in the Great Hall today…), *using your own words*, explain what the writer likes about the temple as it is in the present day.

- the ruin (compared to the former temple)
- the silence / solitude it offers/freedom to wander
- the thoughts that it provokes
- searching for signs of the original colours (of the plaster)

1 mark per point clearly expressed in own words to a total of 3.
Direct lift of some or all of the words 'I can't...crumbling, evocative, silent' with no other attempt to explain 1 mark.
Do not accept lift of complete sentence 'Standing...silent'. **[3]**

(c) *Using your own words*, explain why the writer had expected to find Karnak 'underwhelming' (line 17)

- reason for the expectation: 'over-saturated by Hollywood images' / having seen them too many times before in films
- contrast of expectations: weak with actual experience strong

2 marks for a clear explanation in own words which shows understanding of the contrast; 1 for a partial explanation. Lift of 'over-saturated by Hollywood images' = 1 **[2]**

(d) What does the use of the word '*despite*' suggest about the writer's response to the existence of a fast-food restaurant (line 19)?

- it seemed so out of place / did not expect to find it there
- it did not spoil her experience of the site

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

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(e) ***Using your own words,*** **explain what the writer means by saying 'But they are just that: paintings' (line 34).**

- despite their beauty they are no more than / only paintings
- they would normally have been carved and then painted

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

(f) ***Using your own words*****, explain what the writer means by the words in italics in the following phrases:**

(i) 'thin *stream* of visitors *trickles*' (line 11)

A continuous line / moves slowly

(ii) 'I felt *keenly* the *starkness*' (lines 23–24)

acutely / sharply / bleakness / emptiness (not: loneliness)

(iii) 'almost *impossibly slight*' (line 32)

(very) difficult to believe / so small / insubstantial

NB: 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. **[6]**

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(g) Re-read paragraph three (Standing...millennia-old plaster) and paragraph five (I couldn't...these stones). The writer uses the following phrases to describe the atmosphere of the ancient ruins. Choose three of the following phrases and explain how each one of them helps you to gain an impression of this atmosphere: [6]

- **'crumbling, evocative, silent' (line 11)**
  'falling down, quiet, calling up memories' would = 1 mark; 'the use of present participles rather than main verbs helps to suggest the lingering permanence of the experience and the memories it calls up' would = 2 marks

- **'I find myself alone, free to wander in solitude' (line 12)**
  'being able to walk around freely alone' = 1 mark'
  'the word "solitude" implies the complete isolation felt by the writer and reinforces the sense of being alone with echoes of the past' would = 2 marks

- **'traces of the original colours have managed to cling to millennia-old plaster' (lines 13–14)**
  'The walls retain the colours painted on them thousands of years ago' = 1 mark;
  'the word "cling" suggests the tenacity and strength of the colours which remain on the walls centuries after they were painted' would = 2 marks.

- **'I found the temples magnificent and mysterious' (lines 19–20)**
  'The temples were both highly impressive and slightly eerie' would = 1 mark;
  'the repetition of the "m" sound at the beginning of the two words links them together and emphasises the way the effect of the visit lingers in the writer's mind' = 2 marks.

  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.
  N.B. 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.

(h) Re-read paragraphs one to five (As the sun...these stones.). Write a summary of what you learn about the architectural features of Karnak. [7]

Write a paragraph of about 50–70 words

1. Sandstone / carved columns / (Do not accept) carved mural
2. More than one building / complex
3. Great Hall / chamber
4. 134 columns / capitals of columns in flower shapes (accept different types of columns from point 1)
5. Vaulting roof (now collapsed)
6. Marble floor
7. Statues with faces / statues
8. The sanctuary
9. The courtyard
10. Main walkway
11. Stone floors (in temples)

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.

You have been on a family holiday to Karnak and the Valley of the Kings. You were very impressed and want to persuade your headteacher that it would make a good school trip. *Write a letter to the headteacher*.

You should include:

- **what you saw and what most impressed you**
- **what you have learned**
- **what your fellow students would gain from the visit.**

Begin your letter: 'Dear Headteacher, I have just got back from my holiday in Egypt and would like you to….'.
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.
You should write between 1 and 1 ½ 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. [20]

General notes on task

The most successful responses are likely to show a clear appreciation what impressed you, in particular the sense of the past and the wealth of the tombs. There will be a sensible and convincing appreciation of what can be learnt and what others can gain from such a visit. 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 'a letter to the headteacher'. 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.

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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 what was impressive about the visit and what other visitors can gain from going there.
Band 2	**7–8**	Refers to several details from the passage and shows some understanding of what the writer found impressive about the visit. There is an attempt to make convincing suggestions as to what others can gain from it.
Band 3	**5-6**	Repeats some details from the passage about the temple and the tombs. Shows incomplete understanding of what future visitors can gain from a visit. 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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