CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/11 Paper 1 (Reading Passages – 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.

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Note 1: 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 (20 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions
R4 demonstrate understanding of how writers achieve effects

Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1 (a)	R1	2
1 (b)	R1	2
1 (c)	R1	1
1 (d)	R2	1
1 (e)	R1 and R2	2
1 (f)	R1 and R2	2
1 (g)	R1	1
1 (h) (i)	R1 and R2	3
1 (h) (ii)	R3 and R4	6
Total		**20**

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1 (a) *Using your own words*, explain who Kuttapan is *and* why he is part of the expedition (paragraph 1, 'It's early morning...'). [2]

The keeper/driver/owner of the elephant/looks after the elephant [1]

he is an expert on the tigers in the area – reference to tigers needs to be clearly implied for a mark to be awarded [1]

N.B. *Do not penalise selective lift of appropriate vocabulary taken from the passage but an extended lift that does not convey understanding = 0*

(b) *Using your own words*, explain how the writer and his companions learn that a tiger was recently present in the area (lines 7–10 'Kuttapan gets...the night.'). [2]

The shape of the body (where it has been lying down) is present (in the dust) [1]

It is only recent because it has not been (covered by dust or otherwise) disturbed [1]

N.B. *Accept reference to paw prints if it is clear that 'imprint' has been understood.*

(c) Which six-word phrase in paragraph 2 tells you that the chital is warning of the danger of being hunted? ('Off to the right...') [1]

'announcing the presence of a predator' **or** 'the alarm call of the chital'

(d) What does the phrase 'knuckles begin to whiten as grips tighten on the seats...' (line 18) suggest about the feelings of the people in the jeep? [1]

It suggests they are feeling scared/worried or acceptable synonym. 'Excited' alone is insufficient

(e) *Using your own words*, describe the behaviour *and* attitude of the wolves in paragraph 4 ('When the tiger...'). [2]

They are showing fear/clearly disturbed by the sense of danger [1]

standing/sitting upright and unmoving/yelping at the tiger/making commotion [1]

(f) 'We park the jeeps and watch a silent drama unfold.' (line 30). What does this sentence suggest about the behaviour of the writer *and* his companions at this point? [2]

(Literal explanation) They stop and watch [1]

(Understanding of the image) As if in a theatre / cinema / in an audience / curious as to what happens next [1]

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(g) Which of the tiger's actions causes the wolf to run away (paragraph 6, 'As the tiger turns...')? [1]

The tiger's muscles begin to twitch **or** the tiger turns his head

(h) (i) Explain *using your own words* what the writer means by the word in *italics* in *three* of the following phrases:

1. 'tourist *forays* into the jungle' (line 5)

2. 'The tiger continues his *casual* stroll' (line 19)

3. '*Suspension* of all breathing is the easiest thing' (lines 21 – 22)

4. '*scampers* up to within a few metres' (line 32)

forays: raids / ventures / expeditions / excursions etc. (enters = 0)

casual: aimless / offhand / random / normal / unconcerned / everyday etc .

suspension: withholding / holding breath / pausing / stopping etc.

scampers: scurries / darts / flits / skitters / dashes / runs lightly/swiftly/ quickly etc. (runs without a qualifier = 0) **[3]**

(ii) Explain *how* the words and language *in each of the three phrases you have chosen in Question 1(h)(i)* help to suggest the behaviour of the humans or the animals. You should refer to the *whole phrase* in your answer and not just the words in *italics*.

1. *'Forays'* suggests that the tourists are conducting a guerilla/pillaging raid against the creatures of the jungle / invading the animals' territory.

2. The tiger is portrayed as having no fears – he is seen to be taking a gentle, innocent walk for pleasure.

3. Answers should make some reference to <u>the effect</u> of the use of litotes (understatement used for effect) in this phrase – suspension of breathing is easy because the tourists have their hearts in their mouths.

4. *Scamper* is a word associated with young creatures such as puppies – by portraying the wolf in this way, the writer successfully personifies the tiger as a mature, civilised adult in comparison to the wolf

Award up to 2 marks for each explanation to a maximum of 6

N.B. If candidates choose to comment on the phrase not selected for the previous question, do not penalise but mark as appropriate. **[6]**

[Total: 20]

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Notes on the Task

- Question 1(h)(ii) requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted.
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc. produces the intended response in the reader's mind.
- Look for evidence that candidates have some appreciation of the appropriate associations and suggestions in the writer's choice of words.
- There are, therefore, no specific right or wrong answers to this task. Award marks on the quality of linguistic analysis shown by the candidate in order to support her/his interpretation of the writer's purpose.
- It is not necessary for candidates to show knowledge of the names of different figures of speech (simile, metaphor etc.) to produce a successful answer – look for an *understanding of how* the writer uses any such literary devices.
- Remember that 2 is the maximum mark for any one explanation and that candidates are likely *to comment on each phrase in one or two lines only.* This fact should be borne in mind when applying the descriptors in the table below.
- N.B. This question is marked out of a total of 6 (2 marks for explanation of each phrase). However, 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.

2 marks	There will be a secure understanding of the phrase and of the writer's purpose for choosing the language used in it. There will be an appreciation of how the suggestions and associations of the vocabulary/imagery used contribute to the writer's purpose and a convincing attempt to explain how this effect is achieved. N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.
1 mark	Responses gaining 1 mark will show understanding of the phrase *as a whole* and show some awareness of the writer's purpose for choosing the language used in it. However, this is likely to be only partially explained and an awareness of how this is achieved is likely to be implied rather than specifically explained.
0 marks	Responses gaining 0 marks will either show complete misunderstanding of the phrase or simply list the figure(s) of speech used by the writer without further comment.

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Question 2

This question tests reading assessment objectives R1–R3 (10 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions

AND writing assessment objectives W1–W4 (5 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context

2 Imagine that you are Anil, the guide in *Passage A*. You have been asked to write an article for a local magazine to give an account of your working life.

Write your magazine article.

In your magazine article you should:

- **describe a typical day in your working life**
- **give your impressions of the tourists and visitors to the Bandhavgarh National Park**
- **explain what you find rewarding about working with animals in the park.**

Base your magazine article on what you have read in Passage A but do not copy from it. Be careful to use your own words. Address each of the three bullet points.

Begin your magazine article:
'Every day in Bandhavgarh National Park brings a new experience…'
Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

Table A, READING: Using and understanding the material
Use the following table to give a mark out of 10 for Reading.

Band 1	**9–10**	Uses and develops several ideas, both factual and inferential, from the passage. Consistently reflects Anil's feelings about his work and the visitors to the park and gives developed and appropriate explanation of why he enjoys his work.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to Anil's thoughts about his work and the visitors to the park. Gives some credible, but undeveloped, reason(s) for why he enjoys his work.
Band 3	**5–6**	Repeats some details from the passage about Anil's work in the park and the attitude of the visitors. Shows some incomplete or very limited understanding of what he enjoys about his work. Focuses on the question and on the passage, but uses material simply and partially.

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Band 4	**3–4**	There is some relevance to the question with a tendency to retell the original rather than focus on the bullet points. Makes simple references to what Anil and the visitors do. There is likely to be much irrelevant or inappropriate content.
Band 5	**1–2**	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be misunderstanding or lack of clarity.
Band 6	**0**	There is little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.

N.B. Points about why Anil enjoys his job could well be implied in responses to Bullet Points 1 and 2 and should be rewarded appropriately. However, a response which does not include reference to the Bullet Point 3 will not achieve Band 1 for Reading.

Table B, WRITING: Structure and order, style of language:
Use the following table to give a mark out of 5 for Writing.

Band 1	**5**	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.
Band 2	**4**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.
Band 3	**3**	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.
Band 4	**2**	The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over-dependent on lifted material.
Band 5	**1**	The response is difficult to understand. The response may be almost entirely lifted from the original.
Band 6	**0**	The response cannot be understood.

[Total: 15]

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Question 3

The questions tests reading assessment objectives R1, R2 and R5 (10 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

W1 articulate experience and express what is thought, felt and imagined
W2 sequence facts, ideas and opinions
W3 use a range of appropriate vocabulary

3 Read carefully Passage B, *3,200 Left on Earth,* in the Reading Booklet Insert and then answer Question 3(a) and (b).

Answer the questions in the order set.

(a) *Notes*

What do you learn about why tigers are an endangered species *and* what is being done to try to protect them, according to *Passage B*?

Write your answer using short *notes. Write one point per line*.

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.

Give 1 mark per point listed below, up to a maximum of 10. **[10]**

Why tigers are an endangered species

1. Only 3,200 left in the world / population fallen by 95% <u>in last 100 years</u>.
2. They are hunted / killed (by poachers for their skins / body parts).
3. … because there is a demand in some cultures for luxury / medical items from tigers.
4. The tigers' <u>food supply is reduced</u> / poachers also kill tigers' natural prey.
5. The tigers' habitat is reduced / destroyed by the need for timber, agriculture, road building etc. reduce / tigers are forced into smaller living area.
6. Climate change /rising sea levels.

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What is being done

7. WWF intend to increase pressure...

8. to classify tigers as one of the (ten) most endangered species

9. to increase patrols.

10. (work with governments) to eradicate poaching/illegal trade in tiger skins etc.

11. (work with governments) to enforce better forest management / protect the environment.

12. (work with governments) to compensate farmers whose livestock are killed by tigers.

13. (work with governments) to discourage farmers from hunting tigers that kill livestock.

Note: Although lifting of words and phrases from the passage is acceptable it is important that in such cases candidates show evidence of understanding by clearly focusing on the key details; over-lengthy lifting which does not identify specific points should not be rewarded. Credit responses which attempt to use own words and convey the essence of the point.

(b) Summary

Now use your notes to write a summary of what *Passage B* tells you about why tigers are an endangered species *and* what is being done to try to protect them.

You must use *continuous writing* (not note form) and *use your own words* as far as possible.

Your summary should include all ten of your points *in Question 3 (a)* and must be 100 to 150 words.

Up to 5 marks are available for the quality of your writing. **[5]**

Table A, Writing (concision, focus, use of own words)
Use the following table to give a mark out of 5 for Writing.

Band 1	**5**	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's own words (where appropriate) throughout.
Band 2	**4**	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused but may have a redundant introduction or conclusion.
Band 3	**3**	There are some areas of conciseness. There may be occasional loss of focus or clarity. Own words (where appropriate) are used for most of the summary. Responses may be list-like or not well sequenced.
Band 4	**2**	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.

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Band 5	**1**	The summary is unfocused or wordy. It may be answered in the wrong form (e.g. narrative, commentary or as notes). There may be frequent lifting of phrases and sentences.
Band 6	**0**	Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.

[Total: 15]

Notes on the Task

- In 3(a), if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct.
- In 3(a), if a candidate lists more than one point per line and one of these points is incorrect, they can receive the mark for the other/correct point.
- In 3(a), whole sentences lifted from the passage which contain a number of points will not be credited, as they are not showing selection of points, and are not conveying the essence of the point.
- In 3(a), additional points added on to the bottom of the list (in addition to the 10) should not be credited unless earlier points have been removed/crossed out
- In 3(a), if a point has been crossed out and not replaced with another (and it can still be read and is correct) it should be credited.
- In the Writing Mark Scheme descriptors for 3(b), the length of the candidate's response is no longer specifically referred to, however, it can still be borne in mind when considering the use of concision, or lack of, in the candidate's response. The purpose of the assessment is the candidate's focus on the topic and the question, and this is partly related to length, although it's not necessarily the case that an unfocused response will be over-long. There is no requirement to count words.
- Candidates are assessed for Reading in 3(a) and for Writing in 3(b). They cannot be given marks for Writing for their response to 3(a), nor can they be given marks for Reading for their response to 3(b).

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