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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0500 FIRST LANGUAGE ENGLISH

0500/12 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.

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

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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 alternative 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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1 (a) *Using your own words*, explain the writer's feelings when he found himself a metre away from a Black Rhino (paragraph one, 'I love animals…').

- He was wary/scared/excited/aware that it was a powerful and dangerous animal
- He was also aware (surprised) that it was apparently very vulnerable (because of its endangered status)

1 mark for each point [2]

(b) Why was the writer unable to state the location of the nature reserve where he saw the rhino (paragraph two, 'I am not able…')?

The reserve had asked him not to so that poachers would not gain the information [1]
*(**Note**: candidates needs to say more than just 'because of poachers')*

(c) *Using your own words*, explain what the writer means by: 'they seem like relics that somehow survived from prehistory…' (line 22).

- They appear to be something left over from a time before mankind existed

2 marks for a clear answer in own words; 1 mark for a partial understanding [2]

(d) Explain why the writer feels that it was 'an honour' to be able to watch the rhinos (line 23).

- He was able to see them living freely in their natural habitat/not in a zoo
- As 'relics'/something very rare they possess an iconic status so it is a privilege or honour to be in their presence [2]

(e) Give *two* ways in which the nature reserve is trying to protect the Black Rhinos (paragraph five, 'On the way back…').

- The park is securely protected by guards and gates
- The rhinos' horns are regularly trimmed to take away the purpose of poaching
- (The park attracts the rhinos to treat troughs in order to be able to) check their physical condition

1 mark for each of the above points to a maximum of 2 [2]

(f) *Using your own words*, explain why the writer uses the word 'gloriously' to describe the way in which the rhinos ignored the jeep full of tourists (line 34).

- The rhinos showed almost an arrogant contempt for the tourists which enhanced their status in the eyes of the writer
- By ignoring the tourists the writer was able to view the rhinos in their true natural glory

1 mark for each partial explanation of either or both points. 2 marks for a complete explanation of either point. [2]

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(g) Re-read paragraphs three to six ('The sun was setting... into the future').

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

(1) 'There, happily *munching* away...were three Black Rhinos' (line 18)
(2) ''listening to the *husky* sounds of their eating' (line 21)
(3) 'alert to any sign of forcible *intrusion* through Jurassic Park-style gates...' (line 26)
(4) 'the giant jeep with *camera-toting* foreigners' (line 34) [3]

(ii) Explain <u>how</u> the words and language *in each of the phrases you have chosen* help to suggest the writer's thoughts and feelings about his encounter with the rhinos in the park. [6]

(i) The meaning of the words in italics
(ii) How the words and language in the phrase suggest this

Examiner Guidance

(1) Munching: Eating noisily/with relish
There should be some appreciation that the phrase implies that the rhinos were unconcerned with the surrounding world and were innocently enjoying their food (like humans at a picnic).

(2) Husky: A sound that is rasping/harsh/like heavy breathing
There should be some appreciation of strength/heavy build/wildness of the rhinos and how this is reflected in the sound they make while eating.

(3) Intrusion: An illegal or unexpected entrance
There should be some appreciation of the reference to the film/novel *Jurassic Park* and that the rhinos, being 'relics...from prehistory' are associated with dinosaurs and other such extinct creatures.

(4) Toting: To carry something (heavy or awkward)
There should be some appreciation that the tourists main concern was their (large) cameras and that the word toting carries implications of either frivolity or danger (if associated with guns).

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Examiners should observe the following principles when assessing candidates' responses to this question:

- Part **(i)** requires an explanation of the meaning of the *italicised word or short phrase* only.
- Part **(ii)** requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted and not just the italicised word(s).
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc produce the intended response in the reader's mind.
- When marking these responses, 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 these 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.

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 or do no more than repeat the explanations of the vocabulary already given in answer to **(i)**.

[Total: 20]

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Question 2

Imagine that you are the Secretary of a Campaign Group concerned with protecting endangered species such as the Black Rhino.

***Write a formal letter to a well-known public figure in your country*, asking for his/her support for your campaign. For example, you could write to a sports person, musician, politician etc. In your letter you should:**

- **explain why the Black Rhino is an endangered species**
- **explain what people are doing at present to protect the rhinos**
- **suggest ways in which the person to whom you are writing can support your campaign.**

Base your letter 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 letter:
'Dear…
I would like to draw your attention to a matter of serious concern...'
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. **[15]**

General Notes
The most successful responses will be written in a fully appropriate formal style with a clear focus on the need to engage and persuade. There will be an attempt to generalise from the specific details of the passage and to make some developed and thoughtful suggestions as to how a well-known public figure can use his/her influence to assist in the campaign to save the rhinos and why he/she should do so.

Marking criteria for Question 2

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 the feelings of the writer and makes developed and convincing suggestions as to how the recipient can help.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the present attempts to protect rhinos. Shows some awareness of what the recipient can do to help and makes some suggestion(s).
Band 3	**5–6**	Repeats some details from the passage about why the rhino is endangered. Shows some incomplete understanding of what is being done to protect it and makes limited and/or impractical suggestion(s) as to how the recipient can help. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the original rather than to develop ideas contained in it. Makes simple references to the dangers suffered by rhinos and some awareness of what is being done to help them.

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Band 5	**1–2**	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be examples of 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.

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

Answer the questions in the order set.

(a) Notes

What do you learn about why the illegal killing of rhinos is increasing in Southern Africa *and* what is being done to combat this, according to *Passage B*?

Write your answers 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.

Information about why the illegal killing of rhinos is escalating in Southern Africa *and* what is being done to combat this

- **Poaching gangs are becoming highly organised**
- **Park covers a large area/(some parts are) inaccessible**
- **Park cannot be patrolled by vehicles**
- **There are very few observation posts to pick up the poachers**
- **The park has insufficient rangers to pursue and capture poachers**
- **<u>Poachers</u> have highly sophisticated communication equipment (to warn them)**
- **Poachers wear Parks' uniform to prevent recognition**
- **Poachers use helicopters**
- **Poachers have sophisticated (tranquilising) dart guns**
- **The Park has to ensure that it is one step ahead of the poachers**
- **It needs to increase staff numbers/more patrols**
- **<u>HiP</u> is improving its security systems/improving technology**
- **Better training for/improve expertise of staff**
- **Intelligence gathering/more pro-active operations/quicker response to emergencies**

[10]

(b) Summary

Now use your notes to write a summary of what *Passage B* tells you about why the illegal killing of rhinos is increasing in Southern Africa *and* what is being done to combat this.
You must use *continuous writing* (not note form) and *use your own words* as far as possible.

Your summary should include all 10 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]**

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.

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Marking criteria for Question 3(b)

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.
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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