Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading Passages (Core) **May/June 2016**

MARK SCHEME

Maximum Mark: 50

Published

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1 (a) Give <u>two</u> reasons why the narrator found it difficult to get to the house (paragraph one,' 'My path to the…').

- *(tangled) hedges / bushes*
- *(strange) obstacles*
- *the gloom / darkness / the mist*
- *he felt confused / lost / disorientated*

One mark for each point to a total of 2. (N.B. Lift of 'The path was not an easy one…' without <u>supporting</u> example(s) = 0). [2]

(b) <u>Using your own words</u>, explain what the writer means by: '… this odd and picturesque building made me pause.' (line 6),

The <u>strange</u> but <u>attractive</u> appearance of the house caused him to hesitate.
- *1 mark for responses that show an understanding of one of the underlined words. (Do not accept 'like a picture / photograph etc.' without further qualification.)*
- *1 mark for responses that show an understanding of what the narrator <u>did</u> when he first saw the building. E.g., 'He hesitated / stopped (because he was surprised).*

N.B. These are 2 discrete points. [2]

(c) Why did the narrator decide not to go back to the road (paragraph two, 'The quiet and apparent…')?

He thought it would be foolish to deny himself the <u>comfort offered by the house</u> / the <u>house was comfortable</u> etc. [1]

(d) Re-read paragraph three (But halfway…hurriedly leaving'). What was unusual about the way the man left the house?

- *He did not shut the door.* [1]

(e) Using details from paragraph four, explain, as fully as you can, what caused the narrator to feel 'puzzled' about the behaviour of the man?

- *The man did not seem surprised to see him (despite the remote surroundings)*
- *He raised his hat*
- *he showed <u>greater respect than was expected</u>*
- *He walked past the narrator <u>without any further word</u>*

1 Mark for each of the above points to a maximum of 3 [3]

(f) Explain as fully as you can, what the narrator says about his attempt to speak further with the man (paragraph 8, 'A peculiar greeting…').

- *(They were now) <u>some distance apart</u> (1 mark)*
- *(They) <u>could not hear</u> response <u>clearly</u> (1 mark)*

Lift of 'his voice returned to me…his answer reached me.' Without further explanation = 1 mark only. [2]

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(g) (i) Re-read paragraphs one, two and ten ('My path to the … so invitingly.' and 'The house… more inviting). Explain <u>using your own words</u>, what the writer means by the words underlined in <u>three</u> of the following phrases:

(1) 'I found doors and windows open to the <u>pervading</u> mist' (lines 3–4)
spreading through all parts / getting everywhere

(2) 'the silent room, with its <u>sinister</u> atmosphere' (line 7–8)
evil / <u>threatening</u> harm etc. / scary / creepy / eerie etc.
Do <u>not</u> accept 'scared', 'dangerous', 'mysterious', 'strange', 'weird'.
N.B. Definition should show understanding of foreboding / something ominous etc.

(3) 'I now <u>scrutinised</u> more carefully' (line 36)
Looked closely at / inspected / investigated / examined / studied
Do not accept 'judged' (which is the result of a scrutiny) 'explored'. 'Looked' without further qualification = 0.

(4) 'it had about it an air of <u>disuse</u> which made me feel like an intruder' (line 39)
obsolescence / neglect / <u>no longer</u> used / having been abandoned / deserted etc.
N.B. 'New', 'unused' 'empty' (without amplification) etc. = 0 as they do not convey the sense of obsolescence [3]

(ii) Explain how the writer conveys the nature of the house <u>and</u> the narrator's feelings about it through the use of language in <u>each of the phrases you have chosen in 1(g)(ii)</u>.

You should refer to the whole phrase in your answer and not just the word underlined. **[6]**

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

- Part **(i)** requires an explanation of the meaning of the *underlined 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 underlint5ed word(s).
- 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.
- When marking these responses, we are looking 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. We should award marks on the quality of linguistic analysis shown by the candidate in order to support her/his interpretation of the writer's purpose.

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- 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 – what we are looking for is an *understanding of how* the writer uses these literary devices. (See 0 mark descriptor below.)
- 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.
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 will probably be implied rather than specifically explained.
0 marks	Responses gaining 0 marks will either show one or all of the following characteristics: • complete misunderstanding of the phrase • listing of the figure(s) of speech used by the writer without further comment • repetition of the explanations of the vocabulary already given in answer to **(i)**.

N.B. A response to **1(g)(ii)** which does no more than repeat the definition in **1(g)(i)** = 0

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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 (10 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 the narrator of the story. You enter the house and after waiting a few minutes, other people begin to arrive. It is now the afternoon of the following day...

Write a letter to your older brother or sister describing your impressions of the house and your experiences since you discovered it.

In your letter you should:
- **describe how you first discovered the house**
- **describe your thoughts and feelings when you met the man leaving the house**
- **explain what you discovered after you entered the house.**

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 bullets.

Begin your letter: 'Dear...'

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 informal style with a clear focus on the need to engage and narrate. There will be evidence of a clear understanding of the nature of the house and the narrator's thoughts and feelings about his experience. The most successful responses will use the clues in the passage to make some developed and thoughtful suggestions as to the nature of the new arrivals and what happened next.

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Table A, READING: Using and understanding the material
Use the following bands 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. Clearly describes how the narrator first discovered the house and his impressions of it; his thoughts and feelings about the man leaving the house; and gives a credible account as to what happened after he had entered the house.
Band 2	**7–8**	Refers to several details from the passage and makes some convincing reference to discovering the house and the narrator's thoughts about it and the man leaving it. Gives some credible, but undeveloped, explanation of what he discovered after he had entered the house.
Band 3	**5–6**	Repeats some details from the passage about the narrator's discovery of the house with some reference to the narrator's thoughts about it and the man leaving it. Shows some incomplete or very limited understanding of his thoughts and feelings. 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 focus on the bullet points. Makes simple references to what the narrator does and feels. 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.

NB: It is unlikely that a response which does not address the third bullet point will merit a mark higher than that of Band 3 for Reading.

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Table B, WRITING: Structure and order, style of language:
Use the following bands 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.

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Question 3
The question tests reading assessment objectives R1, R2 and R5 (10 marks)

Read carefully **Passage B, *Hadrian's Villa***, in the Reading Booklet Insert and then answer **Question 3(a)** and **(b)** on this Question Paper.

3 Answer the questions in the order set.

(a) Notes

What do you learn about the structure and main features of Hadrian's Villa and grounds and the reasons why it was built, 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.

Details about the structure and main features of Hadrian's Villa and grounds and the reasons why it was built

1. Built (between CE 118–134) as a private residence
2. Open air museum / displaying / showcasing finest architecture (in the Roman World) / displaying / showcasing buildings (from Greece and Egypt)
3. (Covers) 120 hectares **or** 300 acres / (picturesque) extensive grounds (with olive and cypress trees)
4. Maritime Theatre / a round pool with island (surrounded by columns) / (reached by) a swing bridge
5. The island was also Hadrian's private studio / built to indulge his personal interests or painting / architecture
6. Other buildings include libraries / theatres / bathhouses / accommodation quarters
7. Formal gardens / gardens containing fountains, statues and pools
8. Reproduction / replica buildings (of…)
9. The Canopus / sanctuary of the god Serapis / Plato's Grove of Academe
10. A (119 metre long) canal lined with (authentic) Egyptian statues
11. Reproduction of the Vale of Tempe / home of Diana (with River Peneios)
12. Reproduction of the underworld / Hades built underground
13. Tunnels linked different sections (of the villa and grounds)
14. Some features have been (partially) restored / scattered (fragments of) columns (in grounds)

[Total: 10]

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(b) Summary

Now use your notes to write a summary of what Passage B tells you about the structure and main features of Hadrian's Villa and grounds and the reasons why it was built.

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. **[Total: 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.
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.

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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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