Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

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

MARK SCHEME

Maximum Mark: 50

Published

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1 (a) Using your own words, explain what the writer means by, 'Its marks of age contrasted so sharply with its unfinished condition' (paragraph 1). [2]

- *The building was looking worn/damaged/old*
- *which was surprising/unexpected as its building had not yet been completed*

One mark for each point but do not award both marks if there is no evidence that the idea of contrast has not been understood.

(b) Give two details from paragraph one that tell you that the house was unfinished and abandoned. [2]

- *The roof was decaying with trees growing over it/moss was growing on the eaves*
- *There was still scaffolding attached to the house*
- *only two windows had frames in them*

1 mark for each point to a maximum of 2. (Award 1 mark if candidate does not put any of the above but does refer to 'unfinished condition'/'deserted structure').

(c) The narrator says that he glanced instinctively at the scaffolding (lines 14–15). Why does the narrator do this? [1]

He was worried that the scaffolding would fall on him. N.B. A reason must be given to gain the mark...

(d) Give two details that the narrator mentions about the condition of the staircase (lines 21–24). [2]

- *without banisters*
- *otherwise finished/fairly well preserved*

(e) Using your own words, explain the narrator's reason for climbing the stairs (lines 21–24). [2]

- *He was naturally curious (1 mark) and wanted to see what the upper floor/other parts of the house were like (1 mark)*

1 Mark for each of the above points to a maximum of 2.

(f) Re-read paragraph 3 ('Here the doors…from behind.'). Using you own words, explain as fully as you can, the narrator's thoughts about the mystery of the house. [2]

- *What had caused it to be abandoned?*
- *did the owner die suddenly/without an heir?*
- *why had it never been lived in?*

1 mark each for any two of the above clearly explained. (1 mark if candidate refers to: 'the story of the house', but not in addition to any of the above).

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(g) (i) Re-read paragraphs one, two and four. Explain using your own words, what the writer means by the words underlined in three of the following phrases: [3]

(1) 'it gave the appearance of picturesque solitude almost approaching desolation' (lines 5–6) *badly damaged and deserted/unsuitable for habitation because of its ruined state*

(2) 'my curiosity made me want to take a closer look'(line 10) *wanting to know/interest in*

(3) 'The heavy front door which had endured years of dripping rain' (line 11) *existed/survived (over a long period of time)*

(4) 'Was there some *solitary* being who inhabited this desolate place' (line 33–34) *alone/isolated from other people.*

(ii) Explain how the writer's use of language in each phrase helps to suggest the nature of the house and the narrator's feelings about it. [6]

You should refer to the whole phrase in your answer and not just the words in *italics*.

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. 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.
- 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.

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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 • (c) repetition of the explanations of the vocabulary already given in answer to (i).

2 Imagine that you are the narrator of the story and you are a journalist. It is two days after the events described in the passage and you are writing an account of your experience for your newspaper with the headline 'Mysterious events at the old stone house...'.

In your article you should:

- **describe how you first came across the house and your impressions of it**
- **describe your thoughts and feelings while you were exploring the house**
- **give an account of what happened after your arm was grabbed.**

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.

Remember this is a newspaper report; you should begin 'It was both a frightening and rewarding experience...'.

Write about 200 to 300 words.

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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 newspaper report style with a clear focus on the need to engage and describe. 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 occupant of the house and what happened next.

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. Shows understanding of the state of the house and consistently reflects the feelings of the writer about the atmosphere inside. Gives a convincing explanation of the writer's reaction in the final paragraph.
Band 2	**7–8**	Refers to several details from the passage and makes a number of references to the state of the house. Shows awareness of the writer's feelings about the atmosphere inside. Gives some credible explanation for writer's reaction.
Band 3	**5–6**	Repeats some details from the passage about the appearance of the house. Shows some incomplete understanding of the writer's feelings about the atmosphere inside the house and some reference to writer's reaction. 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 about the atmosphere and the writer's feelings. Makes simple references to the writer's reaction in the final paragraph.
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.

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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]

Read carefully Passage B, Great Zimbabwe, 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 history of Great Zimbabwe, according to Passage B?

Write your answers using short notes. Write one point per line.

You do not need to use your own words.

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Up to 10 marks are available for the content of your answer. **[Total 10]**

Reading content for Question 3(a)

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

- covers an area of some 80 hectares
- founded in the 11th century
- on a site which had been inhabited in the prehistoric period
- home to Shona people
- it was the principal city (of a major state)/in the 14th Century
- population reached over 10 000 inhabitants/became overpopulated
- it was abandoned in CE 1450 because of lack of food/deforestation
- its wealth derived from gold trading
- (artefacts found on the site indicate that) trading links stretched as far as China and Persia
- Great Zimbabwe consists of three sections
- the Hill Ruins which appear to have been the 'royal city'
- the Great Enclosure where families lived
- the Valley Ruins which are scattered outlying dwellings
- the site provides much evidence of the farming and cultural life of the inhabitants
- the site is now in ruins

(b) Summary

Now use your notes to write a summary of what Passage B tells you about the structure and history of Great Zimbabwe.

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.

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

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]

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