Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading Passages (Core) **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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.

For the summary question, be careful not to award the same point twice; where an answer/idea is repeated you may indicate by using the REP (repeat) annotation.

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)	R2	2
1(b)	R1	1
1(c)	R1	2
1(d)	R1	2
1(e)	R2	2
1(f)	R2	2
1(g)(i)	R1 and R2	3
1(g)(ii)	R3 and R4	6
Total		**20**

Question	Answer	Marks	Notes
1(a)	**The crew of the Fairwind are described as being 'angry and disturbed'. Explain why they felt angry <u>and</u> why they felt disturbed (paragraph 1, 'On the night of...December 20th.').** They were angry and disturbed because: (i) the light was not working / lighthouse not in operation / dead light (1) (ii) nothing had been done about it (1) (iii) their ship had been at risk during a storm (1)	**2**	**Note:** *Do not penalise selective lift of appropriate vocabulary taken from the passage but an extended verbatim lift of 'The crew…have been done about it.' = 1* *Award 1 mark per point to a total of 2.*
1(b)	**Why is it thought that the authorities did not act straightaway (paragraph 1, 'On the night of...December 20th.')?** A relief ship / The Hesperus / another ship was due to sail to the lighthouse <u>in the next few days /</u> <u>soon</u> etc.	**1**	
1(c)	**Why was Joseph Moore on the Hesperus <u>and</u> why was he restless (paragraph 2, 'Bad weather delayed...any breakfast.')?** • He was a relief lighthouse keeper, ready to start his spell of duty (1) • He was disturbed (by the reports) that the light wasn't working (1)	**2**	
1(d)	**State <u>two</u> unusual things that the crew of the Hesperus noticed when they landed on Flannan Isle and before they entered the lighthouse (paragraph 3, 'Things were mysterious...the island.').** • No welcoming committee from the lighthouse keepers (1) • There were no boxes for fresh provisions to be seen (1) • No flag flying from the flagpole (1)	**2**	*Award 1 mark per point to a total of 2.*

Question	Answer	Marks	Notes
1(e)	**Explain why the crew of the Hesperus were so concerned about the missing clothing <u>and</u> the one set of oilskins that they found in the lighthouse (lines 22–24).** They were concerned because: (i) one of the crew had put himself in serious <u>danger</u> / <u>done something unheard of</u> by <u>not wearing his protective gear</u> (1) (ii) one / all of them had broken the rules (1) (iii) the missing outdoor gear indicated that at least two of the keepers had left the lighthouse and not come back. (1)	**2**	*Award 1 mark per point to a total of 2.*
1(f)	**<u>Using your own words,</u> explain what the writer means by: 'So much myth and folklore has grown up over the mystery of Flannan Isle' (line 27).** • Myth / folklore: legend(s) / story(ies) without any basis in fact / traditional stories of a particular group of people • The writer is suggesting that because of the myths attached to the story it is now difficult to get to what really happened (because of embellishment / many made-up stories etc.)	**2**	*1 mark for evidence that the vocabulary has been understood. 1 mark for an explanation similar to bullet 2.*

Question	Answer	Marks	Notes
1(g)(i)	**Re-read paragraphs two, three and six of <u>Passage A</u>. <u>Using your own words</u>, explain what the writer means by the words in <u>*italics*</u> in the following phrases:** **(a) 'filled with <u>*foreboding*</u>, pacing the deck and refusing any breakfast' (line 12)** **(b) 'the <u>*eerie*</u> silence that enveloped the island' (line 17)** **(c) 'Iron railings were bent <u>*grotesquely*</u> out of shape as if by some unearthly force' (lines 32–33).** foreboding: apprehension / premonition / misgivings / fear / dread / uneasiness / bad feelings etc. eerie: frightening / ghostly / strange / mysterious / creepy / scary / weird / spooky etc. grotesquely: hideously / greatly / disturbingly / completely deformed / unnaturally / monstrously etc.	**3**	*Note: Not 'unusual' as it's not strong enough.* *'Ugly' without an intensifier should not be credited.*

Question	Answer	Marks	Notes
	Explain <u>how</u> the language in each of the <u>phrases</u> in <u>(g)(i)</u> helps to suggest the atmosphere of mystery on the island : 1. 'filled with *foreboding,* pacing the deck and refusing any breakfast' (line 12) 2. 'the *eerie* silence that enveloped the island'.' (line 17) 3. 'Iron railings were bent *grotesquely* out of shape as if by some unearthly force' (lines 32-33) **Notes on the Task** • Examiners should observe the following principles when assessing candidates' responses to this question: • Question 1(g)(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. • 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. Note: Do not credit exact repetition of an answer previously given to 1(g)(i).		

Question	Answer	Marks	Notes
	• 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 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. • Note: 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.		
1(g)(ii)	The sense of foreboding and the fact that Joseph Moore is clearly nervous (pacing the deck; not eating breakfast) prepares the readers for something out of the ordinary being about to happen. The silence is something unusual and unexpected; it suffuses the whole island and creates an unnatural atmosphere. Iron is a very strong metal; it would take a very powerful force to bend iron railing in such a hideous way; the reference to an 'unearthly force' suggests that something supernatural is responsible.	**6**	*Award up to 2 marks for each explanation to a maximum of 6.* *Note: The suggested answers given are there as examples of what could be said only – see bullet point 5 above.*

Question	Answer	Marks	Notes
Question 2 **Imagine that you are Joseph Moore from Passage A. You decide to stay on at the lighthouse and investigate what has happened. It is the next morning.** **Write your journal entry for the events of the previous day and night.** **In your journal you should:** • **describe your thoughts and feelings on the way to the island** • **describe what you found when you landed and entered the lighthouse** • **say what you think might have happened to the previous keepers and why they cannot be found.** **Base your journal entry 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 journal entry: 'This was the most disturbing 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.**			

Question	Answer	Marks	Notes
2	**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 marks]** Uses and develops several ideas, both factual and inferential, from the passage. Consistently reflects Joseph's feelings about his visit to the island and gives a convincing explanation of what may have happened. **Band 2 [7–8 marks]** Refers to several details from the passage and makes some convincing reference to Joseph's thoughts about his visit and what he found. Gives some credible, but undeveloped, explanation of what may have happened. **Band 3 [5–6 marks]** Repeats some details from the passage about Joseph's thoughts and what he found. Gives some incomplete or very limited explanation of what may have happened. Focuses on the question and on the passage, but uses material simply and partially. **Band 4 [3–4 marks]** 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 Joseph thought and found. There is likely to be much irrelevant or inappropriate content. **Band 5 [1–2 marks]** 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 marks]** There is little or no relevance to the question or to the passage or the response copies unselectively or directly from the passage.	**10**	

Question	Answer	Marks	Notes
	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 marks]** 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 marks]** 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 marks]** 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 marks]** 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 marks]** The response is difficult to understand. The response may be almost entirely lifted from the original. **Band 6 [0 marks]** The response cannot be understood.	**5**	

Question	Answer	Marks	Notes
Question 3 **What do you learn about the appearance and behaviour of the Kraken <u>and</u> the explanations given for what it was, according to <u>Passage B</u>?** **Write your answers using short <u>notes.</u> <u>Write one point per line.</u>** **You do <u>not</u> need to use your own words.** **<u>Up to 10 marks are available for the content of your answer.</u>**			

Question	Answer	Marks	Notes
3(a)	Give 1 mark per point listed below, up to a maximum of 10. **Appearance of the Kraken** 1. Huge / can reach the top of a main mast / about 2 metres long / 2 km wide 2. often mistaken for an island / series of islands 3. Many arms/ tentacles (like an octopus) 4. Many heads/horns 5. (Very) black 6. huge eyes. **Behaviour of the Kraken** 7. Attacks ships by wrapping its arms round them 8. and then capsizing the ship/pull the ship to the bottom of the sea 9. It would then eat the crew 10. Created great disturbance when it surfaced. 11. and a whirlpool as it descended **Explanations** 12. (Most probably) a giant squid 13. Giant squids are thought to be large enough to wrestle a whale 14. Giant squids have been reported to attack ships 15. Giant squids more aggressive than octopuses / octopuses less aggressive than squids	**10**	*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.* *Note: Do not expect points to be made under Mark Scheme headings. Credit all points as and when they appear.*

Question	Answer	Marks	Notes
Now use your notes to write a summary of what <u>Passage B</u> tells you about the appearance and behaviour of the kraken <u>and</u> the explanations given for what it was. **You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should include all 10 of your points in <u>Question 3(a)</u> and must be 100 to 150 words.** **<u>Up to 5 marks are available for the quality of your writing.</u>**			
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 marks]** 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 marks]** 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 marks]** 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 marks]** The summary is **sometimes focused**, but it may include comment, repetition, unnecessarily long explanation or lifted phrases. **Band 5 [1 marks]** 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 marks]** Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.	**5**	

Notes on the Task

In 3(a), if candidates list more than one point per line, they cannot receive marks for both points if both are correct.

In 3(a), if candidates list 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).

Be careful not to award the same point twice; where an answer/idea is repeated you may indicate by using the REP (repeat) annotation.

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