UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/11 Paper 1 (Reading Passage – 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 must be read in conjunction with the question papers and the report on the examination.

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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.

Question 1

This question tests Reading Objectives R1–R4 (30 marks):

- Understand and collate explicit meanings
- Understand, explain and collate implicit meanings and attitudes
- Select, analyse and evaluate what is relevant to specific purposes
- Understand how writers achieve effects.

(a) Why did the writer agree to go to the prize-giving? [1]

- He was offered fizzy drinks / sweets / there would be a party.
- To see the school.
- He wanted a job.

1 mark for any point. Maximum 1 mark.

(b) *Using your own words*, explain what the writer says about the similarities and differences between the appearance of the boys and the girls (lines 6–10, 'All of them…schoolroom'). [2]

- They were both in their best party clothes / presentable.
- The boys soon become scruffy; the girls did not.

1 mark for each point up to a maximum of 2.

(c) (i) Why might the children have been surprised to see the writer seated with the teachers (lines 10–13, 'Seated in neat rows…of the morning')? [1]

- They had not seen him before.

(ii) *Using your own words as far as possible*, explain why the children were not troubled to see the writer there. [2]

- They were too taken up / preoccupied (1 mark) with the thoughts of the end of term celebrations (1 mark).

2 marks for a clear explanation; 1 mark for a partial understanding.
Complete lift of 'preoccupied…morning' = 1 mark.

(d) State the *two* languages in which the school song was sung (paragraph 5, 'Assembly began…watery-eyed'). [1]

- Setswana and English (both required).

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(e) How did the piano player 'slightly spoil' the musical effect of the national anthem (paragraph 6, 'Next on our programme…skin colour')? [1]

- By singing very loudly / drowning out the singing of the others.

(f) *Using your own words*, explain the effect the singing of the national anthem had on the writer. [2]

- He was moved by the seriousness with which it was sung.
- He was involved in the experience.
- He found himself standing to attention.
- He found it a serious / moving occasion (despite the piano player's singing).

2 marks for a clear explanation in own words; 1 mark for a partial understanding or straight lift of 'found myself standing straight-backed and solemn' without further explanation.

(g) Why was the writer surprised that the football team had played in Ghanzi (paragraph 7, 'The musical interlude…from the school')? [1]

- It was a very long way to travel.

(h) *Using your own words*, explain what the writer means by:

(i) 'a wide range of ethnic groups' (line 14) [2]

- From a number of different countries and cultures.

2 marks for a clear explanation in own words; 1 mark for a partial understanding.

(ii) 'impressively numerous' (line 34) [2]

- Noticeably very many.

2 marks for a clear explanation in own words; 1 mark for a partial understanding.

(iii) 'isolated location' (line 37) [2]

- A place very far from other places.

2 marks for a clear explanation in own words; 1 mark for a partial understanding.

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(i) Re-read line 48 ('All eyes…') to the end of the passage ('…nodding of heads'). Choose *three* words or phrases which the writer uses to suggest that everybody in the room, both adults and children, was keen that he should join the school.
Explain how each of these words and phrases helps to suggest their attitudes towards the writer. [6]

- All eyes were upon me.
- Loudly…burst into a blackmailing round of applause.
- Smiled and shrugged.
- Gave me an encouraging thump on the shoulder.
- Much animated discussion.
- Enthusiastic nodding of heads.

1 mark for each phrase identified up to a maximum of 3, and a further mark for a clear explanation of the effect. If the same explanation is given for more than one phrase, then reward each quotation, but give only 1 mark in total for explanation.
E.g. The phrase 'blackmailing round of applause' = 1 mark. An explanation such as 'this suggests that they were trying to make him feel guilty if he didn't join the school' would qualify for the second mark. Some candidates may produce better explanations than this!

(j) By using details from the whole passage, write a summary of what the writer thought and felt about his experience at the prize-giving.
Write a paragraph of about 50–70 words. [7]

The writer was:

1 Thinking about his decision.
2 Touched by the offer of sweets and drinks.
3 Impressed by the smartness of the children.
4 Surprised that they were not troubled by his presence.
5 Surprised by the range of ethnic groups.
6 Impressed by the singing (of the national anthem) / surprised by its tunefulness.
7 Moved by the solemnity the national anthem produced / by the pupils' concentration.
8 Impressed by the efforts of the staff / range of activities.
9 Surprised by how far the teams travelled.
10 Feeling that he was being blackmailed into staying / positively accepted.

1 mark for each point up to a maximum of 7.

[Total: 30]

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Question 2

This question tests Reading Objectives R1–R3 (10 marks):

- Understand and collate explicit meanings
- Understand, explain and collate implicit meanings and attitudes
- Select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (10 marks):

- Articulate experience and express what is thought, felt and imagined
- Order and present facts, ideas and opinions
- Understand and use a range of appropriate vocabulary
- Use language and register appropriate to audience and content
- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Imagine that you are Will Randall, the writer. After the end of term assembly, you decide that you will definitely stay on and work as a teacher in the school. *Write a letter* to a friend in which you:

- **give your impressions of the children and their parents**
- **explain your reasons for wanting to work at the school**
- **express any concerns you may have about next term.**

Begin your letter: 'Dear…'.

You should base your ideas on what you have read in the passage, but do not copy from it.

You should write between 1 and 1½ sides, allowing for the size of your handwriting.

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

General notes on the task

The most successful responses are likely to show a clear understanding of the details of the passage and the writer's thoughts and feelings about the school, children, teachers and parents. There is likely to be reference made to the challenges of a new year (in a new building) but with appreciation of the implied commitment to learning and the good nature of the children. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there.

Look for and credit an attempt to write in an appropriate register.

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Marking criteria for Question 2

(a) READING (Using and understanding the material)

Use the following table to give a mark out of 10.

Band 1	**9–10**	Uses and develops several ideas, both factual and inferential, from the passage. Consistently reflects the feelings of the writer and understands his reasons for accepting the post in the school and his possible concerns.
Band 2	**7–8**	Refers to several details from the passage and shows some awareness of the writer's feelings. There is some appreciation of the reasons for taking the post and his possible concern.
Band 3	**5–6**	Repeats some details from the passage about the prize-giving. Shows incomplete understanding of the writer's feelings and reasons for taking the post. Focuses on the question and passage, but uses material simply and partially.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the passage rather than focus on the requirements of the question. Makes simple references to the events of the day.
Band 5	**1–2**	May retell the content of the passage or give occasional relevant details. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
Band 6	**0**	Very little / no relevance. General misunderstanding of task and passage.

(b) WRITING (Core tier)

Use the following table to give a mark out of 10.

Band 1	**9–10**	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established.
Band 2	**7–8**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.
Band 3	**5–6**	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.
Band 4	**3–4**	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.
Band 5	**1–2**	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
Band 6	**0**	The answer cannot be understood.

Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.

[Total: 20]

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