UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2011 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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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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.

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) Explain what the writer means by 'But the train traveller sees a different Jaipur' (lines 3–4). [2]

- The train traveller can comprehend the true size of the city (1).
- The train traveller can see the contrast between the city centre and the (unattractive) suburbs (1).
- The tourist only sees the attractive part of the city/the train traveller sees the less attractive parts (1).

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

(b) Which *one* word in the first paragraph tells you that some of the buildings in Sanganer were in a poor condition? [1]

- shabby

(c) Explain, *using your own words*:

(i) why the writer felt that the name 'Superfast' was not suited to the train. [1]

- It was obviously not going to *travel very fast* (18 hours for what is a journey of 720 miles)/refer to time and distance.

(ii) why the speed of the train was 'consoling' to the writer (line 15). Give *two* reasons. [2]

- He will have time to bring his note taking up to date (1).
- Time to get really involved in his reading (1).

1 mark for each point clearly made up to a maximum of 2. 1 mark for partial understanding.

(d) Why does Mr Gupta think 'Planes are a problem.' (line 21)? [1]

- There is too much rushing/waiting involved/time spent circling is 'ridiculous'.

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(e) Give *two* reasons why there are fewer tigers in this part of India. [2]

- They are being killed by poachers (1).
- They were hunted by the Jaipur royals (for trophies) (1).

(f) Explain, *using your own words*, what the writer means by:

(i) 'it sprawls to the horizon' (line 5) [2]

- It straggles/stretched out for as far as the eye can see.

(ii) 'peering from the ornate walls' (line 32) [2]

- Looking out from the decorative walls.

(iii) 'part of the panorama' (line 43) [2]

- One aspect of the wide/complete view.

For each of the 3 phrases give 2 marks for a correct explanation in own words; 1 mark for a partially correct explanation up to a maximum of 6.
NB: the definitions above contain the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.

(g) Re-read lines 34–40. Choose *three* short phrases which the writer uses to describe what he saw from the train window.

Explain how each of these phrases helps to create a picture in your mind of the people and their surroundings. [6]

- Long lumpy hills.
- Brown and dry and treeless.
- Edge of fanned valleys.
- Women in beautiful yellow/orange saris hacked at gardens.
- Carried water jars on their heads.
- Walking with stately grace down narrow paths.
- People gathered in wheat fields for harvesting/some bent double/slash at the stalks/tying them into bundles.
- It all looked ancient.

Be prepared to award references to phrases other than those above for which convincing explanations are given.

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 'long lumpy hills' = 1 mark. An explanation such as 'this suggests that the hills are a large part of the landscape and look big and awkward' would qualify for the second mark. Some candidates may produce better explanations than this. Maximum of 6 marks.*

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(h) Explain, *using your own words*, the contrast between the city of Kota and the surrounding countryside (lines 40–46). [2]

- Much of the farming and buildings are very primitive but as a contrast there is a modern atomic energy plant/industrialisation in Kota.

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

(i) Re-read the whole passage. Write a summary of what you learn about the lives and interests of the writer and Mr Gupta.

Write a paragraph of about 50–70 words. [7]

Paul Theroux:
1. He is a travel writer/curious about people/observant of places.
2. He enjoys travelling (by train)/likes to explore/visit/learn about/other/new places/cultures.
3. He enjoys (the book he is) reading.
4. He wants to travel to the centre of Mumbai.

Mr Gupta:
5. He works for a telecom company.
6. He is being transferred to Mumbai/he was from the provinces/will live in a hotel for a month.
7. He doesn't like air travel.
8. He has a wife and children (a four year old girl).
9. He is talkative/sociable.
10. He likes to use his mobile phone to reassure his daughter/keep in touch with his family/cares for his daughter/family.
11. He is currently under stress/needs a rest.

Both:
12. Eat vegetarian meals/vegetarian special/are vegetarians.

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 context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Imagine you are Paul Theroux, the writer. After you arrive in Mumbai, you spend some days relaxing and catching up on note taking before continuing with your journey.

Write your journal entry **in which you should give:**

- **your thoughts and feelings about your recent journey and the people you have met**
- **the reasons why you would want to return and spend more time in the area.**

Begin your journal entry: 'Today I finally reached Mumbai…'.

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. [20]

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 his recent journey and especially of Mr Gupta. There is likely to be reference made to what he finds so interesting about the area and why he would like to return there. 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 develops his views on Mr Gupta, rail travel and his reasons for wanting to return.
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 his feelings about Mr Gupta, rail travel and his reasons for wanting to return.
Band 3	**5–6**	Repeats some details from the passage about the journey. Shows incomplete understanding of the writer's feelings about Mr Gupta, rail travel and his reasons for wanting to return. 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 journey.
Band 5	**1–2**	May retell 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.

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(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. Structure is generally sound. 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. The response may be over-dependent on lifted material.
Band 5	**1–2**	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning. The response may be almost entirely lifted from the original.
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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