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

0500/13 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 the misunderstanding between the writer and the ticket clerk (lines 1–7). [2]

- The writer thought that it was a general enquiry and answered yes as it was factually correct (1).
- The ticket clerk was talking only about whether he had a family accompanying him on the train (1).

2 marks for a clear explanation of bullets 1 and 2; 1 mark for partial understanding.

(b) How does the writer think that he will be able to get a place in a sleeping compartment on the train? [1]

- By bribing the conductor.

(c) Explain why the writer decided not to have a sleeping compartment. [1]

- It was small/dirty/unpleasant/there was no bedding/no water/no locks/it only had padded shelves.

(d) Give *two* reasons why the writer 'had an urge to get off the train' (line 18). [2]

- He was uncomfortable/too hot/lights were broken (1).
- The other travellers were noisy/bad tempered/children were crying (1).
- The journey was not worth the discomfort (1).

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

(e) Explain, *using your own words*, how the writer had become 'a victim' of his plans (line 31). [2]

- He was taking the train for the sake of being on a train/to get somewhere else (1).
- The journey was joyless (1).
- He originally had no intention to visit Bogotá but now that he was on the train he was committed to doing so (1).

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

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(f) Which phrase tells you that Bogotá was not a place the writer wanted to visit (lines 31–38)? [1]

- Meant nothing to me (1).
- I was going there in order to leave it (1).

1 mark for either phrase.

(g) Give *two* details about the journey which gave the writer 'a little hope' (line 43). [2]

- The countryside was becoming more fertile/the palms/green plains (1).
- It was also becoming more attractive/interesting/the sunset on the sea/the sky/the swamps/the pools/the coast/the stars (1). [1]

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

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

(i) 'people were squawking irritably' (line 28) [2]

- People were making bad-tempered, chicken-like noises/sounding like bad-tempered birds.

(ii) 'quieted by the racket of the wheels' (lines 35–36) [2]

- The noise they made was reduced/they became quiet because of the din of the train's wheels.

(iii) 'still pools mirrored the new stars' (line 42) [2]

- The calm water reflected the stars that had just come out.

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.

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(i) Re-read lines 46–53. Choose *three* short phrases which the writer uses to describe the unpleasantness of his journey.

Explain how each of these phrases helps to suggest this sense of unpleasantness. [6]

- there was no air
- the train lurched
- passengers were so closely packed
- an awful trumpeting and harmonising
- like burning in my ears
- the hot steamy car
- dim lightbulbs that looked like withered tangerines
- we were in darkness/the lights failed entirely.

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 'like burning in my ears' = 1 mark. An explanation such as 'this suggests that the sound was so harsh as if it were burning his eardrums' would qualify for the second mark. Some candidates may produce better explanations than this. Maximum 6 marks.*

(j) Re-read the whole passage. Write a summary of what the writer tells you about the people he met and saw on his journey.

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

1. The ticket collector asking about his family.
2. She smiled/looked doubtful.
3. Children crying.
4. People complaining (about broken lights/crowd/heat).
5. Old man and boy having a dispute.
6. An old man travelling with elderly wife.
7. Everyone perspiring/muttering/squawking.
8. Woman complaining of heat.
9. Cruel-looking man complaining of smell.
10. Fond farewells on platform (families/lovers/husband and wife).
11. Fights on the platform.

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 Bogotá you are interviewed about your travels for a programme on the local radio in which you are asked about:

- **your thoughts and feelings about your journey so far**
- **the advice you would give to other visitors who want to make the same journey.**

Write the words of the interview.

Begin your answer:
'Interviewer: Now, Mr Theroux, tell us about your travels so far.
Theroux: Well…'.

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. There is likely to be reference made to the discomfort of the train, but also some development on the fact that aspects of the trip gave the writer some hope of pleasanter things which might be used to give a more positive outlook on the country and what other visitors might find 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 advice for other travellers to Colombia.
Band 2	**7–8**	Refers to several details from the passage and shows some awareness of the writer's feelings. There is some attempt to give advice to other travellers to Colombia.
Band 3	**5–6**	Repeats some details from the passage about the journey. Shows incomplete understanding of the writer's feelings and the advice he might give to others planning to visit Colombia. 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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