CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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) Which phrase of *three* words from paragraph 1 tells you that Christopher is describing events that happened a long time ago? [1]

- Down the years/I cannot remember.

Do not credit answers containing more than three words unless they are indicated by underlining/quotation etc.

(b) Explain, *using your own words*, what Christopher means by 'my overall recollection' in line 13. [2]

- my *general memory* of events

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

(c) By referring to the first three paragraphs only (The following day...wind on my face.), give *three* details about the outside of the house in which Christopher lived *and* the area surrounding it. [3]

- It had a driveway.
- It had a gate (way).
- There was a road outside.
- There were two (oak) trees growing nearby.
- There were houses with garden walls/grounds.
- There were hedges.
- A doorway/doorstep.

1 mark for each point up to a maximum of 3.

(d) *Using your own words*, explain why Christopher says that he did not give much attention to the two cars in his drive (line 25). [2]

- His mind was too focused on something else/checking the time/he was thirsty/wanted water.

2 marks for a clear explanation in own words; 1 for a partial understanding OR lift of the words 'far too preoccupied'. Do not accept any other lift.

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(e) How was Christopher able to see his mother talking to the three men (paragraph four, 'Eventually I climbed...')? [1]

- The door was open.

(f) Why do you think Christopher says that he suddenly felt 'very young again' in line 40? [2]

She appeared to be much bigger than him as she stood over him like when he was a young child.
2 marks for a clear explanation showing awareness of Christopher's childhood outlook; 1 for partial understanding.

(g) Explain, *using your own words*, what Christopher means by the words in italics in the following phrases:

(i) 'trying to put the *various details* in some *coherent* order' (lines 2-3) [2]

- The different facts of the matter in some order that made clear sense.

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

(ii) '*perched triumphantly* in its branches' (line 21) [2]

- Balancing (precariously/like a bird) with a sense of achievement.

2 marks for a clear explanation in own words; 1 mark for partial understanding.
(Explanation of 'perched' needs to show some sense of precariousness – 'sitting' is not enough, but needs a qualifying adverb).

(iii) 'in a *lowered*, but perfectly *composed* voice' (line 41) [2]

- Talking (deliberately) quietly but without showing any agitation.

2 marks for a clear explanation in own words; 1 mark for partial understanding.
(Do not accept 'low' on its own as an explanation of 'lowered').

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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(h) Re-read paragraph one (The following day...) *and* paragraph five (No sooner...) to the end of the passage.

Christopher uses the following phrases to describe his father and mother.

Choose *three* of the phrases and then explain how each one of them helps you to understand his impressions of his parents.

Father

- ***'smiled, kissed her lightly on the cheek'* (line 10)**
- ***'came striding out to where I was waiting'* (lines 10-11)**

Mother

- ***'her presence, which seemed looming and large'* (line 39)**
- ***'silenced me with a stare that frightened me'* (line 44)** **[6]**

Award 1 mark for an explanation which shows literal understanding of each phrase and 2 marks for an explanation which shows some appreciation of the writer's use of language, up to a maximum of 6 marks.

An explanation for the phrase 'came striding out to where I was waiting' such as 'the word "striding" suggests the purposefulness of his father's character and how it impressed the young boy'.

An explanation of the phrase 'Her presence, which seemed looming and large' such as 'the words "looming" and "large" suggest the significant and perhaps stern influence that his mother had on Christopher in his childhood'.

Some candidates may produce better explanations than those above.
If the same explanation is given for more than one phrase, only 1 mark in total for language appreciation can be awarded.

(i) Re-read lines 1–25.

Write a summary of what Christopher did on that day.
Write a paragraph of about 50-70 words. **[7]**

1. Loitered in the driveway.
2. Said goodbye to his father.
3. Played with toy soldiers.
4. Ate lunch (with Mei Li).
5. Walked down the road.
6. Climbed up the tree.
7. Sat in the tree/looked at neighbouring gardens/houses.
8. Climbed down the tree.
9. Felt thirsty/wanted a drink.
10. Went back home/went through the gate.
11. Saw cars in the drive.

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

[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 that you are a reporter for a local newspaper. You have interviewed Christopher and his mother.

Write a newspaper report with the headline: 'Mysterious Disappearance of Local Businessman'.

In your newspaper report you should include:

- **an explanation of what has happened**
- **details of the house *and* the area in which the family live**
- **what Christopher *and* his mother said about the *father***
- **what the police think might have happened *and* what they are doing about it.**

You should base your ideas on what you have read in the passage, but do not copy from it. Address each of the four bullet points.

Begin your newspaper report, 'Police visited the house of local businessman, Mr Banks, yesterday...'.

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

Up to 10 marks are available for the content of your answer, and up to 10 marks for the quality of your writing.

General notes on the task

The most successful responses are likely to select details from the passage which give a factual account of the events of the day and will develop on these. They may then produce some convincing speculation about the father's life and what may have happened to him. Less successful responses are likely to rely on lifting large amounts of the original passage and lose focus on the requirements of the task or to engage in telling a story involving kidnapping, gangsters and gunfights.

Look for and credit an attempt to write in an appropriate journalistic 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 refers to what the writer found exciting and shows a clear understanding of what might or might not appeal to the friend.
Band 2	**7–8**	Refers to several details from the passage and shows some understanding of what the writer found exciting and what might or might not appeal to a friend.
Band 3	**5–6**	Uses some details from the passage about what the writer found exciting. Shows incomplete understanding. 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. Is likely to contain much repeated detail from the passage with little relation to the requirements of the question.
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 response 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 response 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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