CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

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 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) Why did Christopher go into the garden (lines 2–3)? [1]

- To wait for his mother.

(b) Explain, <u>using your own words</u>, what Christopher expected his mother would do when she came out to the garden (paragraph one, 'On that day…)'. [2]

- She would be singing in her loud, clear voice.
- She would want to sit on the swing.

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

(c) In which room were Uncle Philip and Christopher's mother holding their meeting (paragraph one, 'On that day…)? [1]

- The dining room.

(d) Re-read lines 17–34. Explain, <u>using own words</u>, how Christopher and his parents react to Uncle Philip's suggestion of going to the races. [4]

- Mother declared it a good idea. Father was not involved.
- Father had left them to get on with their discussions (so, presumably trusted them).
- The boy 'pretended to be excited'. He thought he had a choice but did not.
- The fact the father laughs with Philip shows he was at ease.
- The fact that the mother looks annoyed may possibly suggest that she feels that the men don't greatly value the business for which she is responsible.

Be prepared to credit comments about the visit to the racecourse, in particular the father's declining of the invitation and the suggestion that Christopher may be being used as a pawn.

Reward any sensible inferences made based on the points listed above. Award 3 or 4 marks for clear explanation elaborating on at least two points; 1 or 2 for partial explanation based on one or two points and 0 for complete misinterpretation.

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(e) Which phrase in the paragraph beginning 'The only other memories...' explains why Christopher found his father's boasting to be 'odd' (line 38)? [1]

- 'My father was always modest in his manners.'/'found boastfulness in others embarrassing'

(f) Give *two* short phrases used by the writer from the whole passage which tell you that he is describing events from many years before. [2]

- On that day I am recalling
- I can remember to this day
- I was then only nine years old
- Only other memories to have remained distinct
- Remained in my memory over the years.

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

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

(i) in her *wonderfully carrying* tones' (line 4) [2]

- Impressively; resounding.

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

(ii) 'I *read the situation* with *some accuracy*' (line 28) [2]

- I understood what was happening; with some considerable clarity.

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

(iii) '*conspicuous enthusiasm'* (line 31) [2]

- clearly indicated enthusiasm; keenness.

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

N.B.: 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 paragraphs three to twelve (My father smiled…told me already.').

The narrator uses the following phrases to describe his father and mother.

Choose <u>three</u> of the phrases and then explain how each of them helps you to understand Christopher's impression of his parents.

- ***'smiled, then drifted past me'* (line 13)**
- ***'A little excitement might do us all some good.'* (lines 25–26)**
- ***'found boastfulness in others embarrassing'* (line 37)**
- ***'Yes, darling. You've told me already.''* (line 48)** **[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 'Smiled, then drifted past me' such as 'the phrase suggests the father was generally good-natured but the word "drifted" also implies that he wasn't fully involved in the events taking place.

An explanation of the phrase 'mother said '"Yes, darling. You've told me already"' such as 'the phrase suggests that his mother is a little irritated which shows that she is perhaps less good-natured than the father and also that the father might be a little dithery'.

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 can be awarded.

(i) Re-read paragraphs one to five ('On that day…in his study.').

Write a summary of all Christopher mentions that he saw *and* did.

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

Saw:
1 The dining room doors open
2 His mother and Uncle Philip in discussion
3 Strewn papers
4 Uncle Philip get up from the table
5 His father smile and drift into the room
6 His mother emerge looking annoyed.

Did:
7 Went into the garden
8 Played on the swing
9 Went back into the house
10 Went into the library
11 Spoke to his father
12 Had lunch (with his father, mother and Uncle Philip).

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 the police detective investigating the disappearance of Christopher's father, Mr Banks. You interview the following *three* characters: Christopher, his mother (Mrs Banks) and Uncle Philip.

***Write your report following these interviews* in which you explain:**

- **what happened on the day of the meeting**
- **what you learnt about Christopher's father at home *and* at the office**
- **the thoughts and feelings of the *three* characters about Christopher's father**
- **why you think Mr Banks might have disappeared.**

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 report: 'The following report is based on information given by...'.

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 use details from the passage to present a portrait of the father's personality, occupation and general behaviour and to draw logical inferences (possibly related to the relationship between the mother and Uncle Philip) as to why the father might have disappeared. Less successful responses are likely to rely on lifting large amounts of the original passage and either simply repeat the episodes or engage in unfounded speculation about the father's activities.

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. Demonstrates and develops suggestions about the father's character and personality with some credible suggestion as to his disappearance. Attempts to develop all four bullet points.
Band 2	**7–8**	Refers to several details from the passage and makes some judgements about the father's character and personality with some suggestion as to why he disappeared. Refers to at least three bullet points but may not develop them.
Band 3	**5–6**	Uses some details from the passage to suggest an awareness of the father's personality and behaviour. Focuses on the question and on the passage, but uses material simply and partially with an attempt to explain the disappearance.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell details rather than to focus on the requirements of the question. The response is likely to contain much repeated detail. Makes simple references to the father's character. The response is likely to contain much repeated detail from the passage.
Band 5	**1–2**	May retell the passage or give occasional relevant facts. 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 response 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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