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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 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.

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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.

Bulleted points provided in the mark scheme each indicate a point.
Forward slashes/obliques (/) indicate alternative points.
Words underlined in the answers to the questions are required for the full mark(s) to be awarded.
Words placed in brackets are not required for a correct answer. They are not sufficient alone to receive a mark.

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) Give <u>two</u> features of the landscape that allow the narrator to hide from the people who are chasing him (paragraph one 'I did not follow the road'). [2]

- ferns
- (river) banks

1 mark for each reason, up to a maximum of 2
Can make two points in one bullet point

(b) Re-read paragraphs two <u>and</u> three ('After that I…watching me').
The writer uses the following phrases to create an impression of the house and its surroundings.
Choose <u>three</u> of the phrases and then explain how each one of them helps you to understand what the atmosphere is like.

(i) '… a plantation of wind-blown fir trees.' (line 8)
A harsh/bleak place without much vegetation

(ii) '… the chimneys of a house smoking' (line 8–9)
Somewhere inhabited and warm/a refuge

(iii) '…The lawn was a very rough place, cut by hand instead of a mower' (line 12)
A place that is not very well cared for/poorly kept

(iv) '…beds of scrubby rhododendron bushes.' (line 13)
Somewhere that flowers don't grow very well/not a lush healthy garden **[6]**

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.

Be careful not to credit a word actually used in the quoted phrase.

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 marks.

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Notes on the Task

Examiners should observe the following principles when assessing candidates' responses to this question:

- Question 1 (b) requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted.
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc. produce the intended response in the reader's mind.
- When marking these responses, we are looking for evidence that candidates have some appreciation of the appropriate associations and suggestions in the writer's choice of words.
- There are, therefore, no specific right or wrong answers to this task. We should award marks on the quality of linguistic analysis shown by the candidate in order to support her/his interpretation of the writer's purpose.
- It is not necessary for candidates to show knowledge of the names of different figures of speech (simile, metaphor etc.) to produce a successful answer - what we are looking for is an *understanding of how* the writer uses any such literary devices.
- Remember that 2 is the maximum mark for any one explanation and that candidates are likely *to comment on each phrase in one or two lines only. This fact should be borne in mind when applying the descriptors in the table below.*
- N.B. This question is marked out of a total of 6 (2 marks for explanation of each phrase). However, it is fully acceptable to award a holistic mark for this question (e.g. a maximum of 5 out of 6) especially when a partial understanding of the effects of some of the chosen phrases is implied.

2 marks	There will be a secure understanding of the phrase and of the writer's purpose for choosing the language used in it. There will be an appreciation of how the suggestions and associations of the vocabulary/imagery used contribute to the writer's purpose and a convincing attempt to explain how this effect is achieved. N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.
1 mark	Responses gaining 1 mark will show understanding of the phrase *as a whole* and show some awareness of the writer's purpose for choosing the language used in it. However, this is likely to be only partially explained and an awareness of how this is achieved is likely to be implied rather than specifically explained.
0 marks	Responses gaining 0 marks will either show complete misunderstanding of the phrase or simply list the figure(s) of speech used by the writer without further comment.

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(c) Which <u>one</u> word used in the passage to describe the old man which has a similar meaning to 'helpful' (paragraph five, line 23)? [1]

kindly

If the response has more than one word it must be clearly indicated that 'kindly' is the word selected.

(d) <u>Using your own words</u>, explain why the narrator finds it difficult to say what he wants to the old man (paragraph six, 'It was not…'). [3]

- It is a complicated explanation.
- There is not enough time.
- He has never met the man before/is put off by the way the old man looks at him.

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

(e) What does the word 'straggling' suggest about the way the police were moving across the moor (paragraph eight, line 33)? [2]

They were finding it difficult to move and were becoming spread out.

1 mark for a partial explanation; 2 marks for a full explanation ('struggling' can be awarded 1 mark).

(f) What reason does the old man give for not wanting the police to enter his house (paragraph ten, 'a fugitive from…')? [1]

He does not want them to interrupt his privacy.

(g) <u>Using your own words</u>, explain why the narrator felt 'puzzled and rather terrified' by the old man (paragraph twelve, lines 43–44). [2]

He finds the old man mysterious/seems to be expecting him/is too keen to help and feels that he is not to be trusted/is scared of the old man.

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

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

(i) 'keen and knowledgeable' (line 29)
Alert and understanding/well informed

(ii) 'patiently scrutinized' (line 34–35)
Carefully/closely/thoughtfully/calmly observed

(iii) '**unexpected sanctuary' (line 42)**
An unplanned/surprise hiding place/place of safety **[6]**

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 marks.

N.B. The examples given of 1 and 2 mark responses are indicative and not definitive. Some candidates may produce better explanations than those above. Examiners should use their professional judgement when marking this question.

If the same explanation is given for more than one phrase, only 1 mark in total can be awarded.

It is fully acceptable to award a holistic mark for this question (e.g. a maximum of 5 out of 6) especially when a partial understanding of the effects of some of the chosen phrases is implied.

(i) Re-read lines 8 to 41, ('From there I saw…high up in a wall.'). Write a summary of what the narrator observes about <u>both</u> the outside <u>and</u> the inside of the house. Write a paragraph of about 50–70 words.

(i) <u>smoking</u> chimneys (not sufficient to put just 'chimneys')

(ii) ordinary moorland farm

(iii) (larger) whitewashed wing/extension

(iv) glass veranda

(v) room full of books

(vi) museum cases filled with coins & stone implements

(vii) (knee-hole) desk

(viii) window with a view of the moor

(ix) small dark room/with tiny window

(x) smell of chemicals

(xi) study with two doors **[7]**

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

[Total: 30]

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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 old man and it is the evening following these events.

Write a journal entry for that day.

In your journal entry you should write about:

- **the sudden appearance of the stranger and your impressions of him.**
- **what happened when the police arrived**
- **your reasons for hiding the stranger.**

You should base your ideas on what you have read in the passage, but do not copy from it. Address each of the three bullet points.
Begin your journal entry: 'I feel I should write about what happened today…'

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. **[20]**

General notes on the task:

The most successful responses are likely to identify something sinister about the old man. There will be a sensible and convincing attempt to explain the narrator's situation and to explore what may happen next. Less successful responses are likely to be over reliant on the contents of the original passage and to lift sections of it with little attempt to develop.

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

It is important not to allow the quality of a candidate's writing to influence the Reading mark (and vice versa). Reading points must be tethered to the passage, and derive from it.

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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 to convey the old man's perceptions of the narrator's situation. Gives a perceptive and convincing explanation of the old man's reasons for hiding the stranger.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the old man's character. Shows some awareness of suggestions in the passage that the old man may not be trustworthy.
Band 3	**5–6**	Uses some details from the passage to suggest some understanding of the old man. Focuses on the question and on the passage, but uses material simply and partially. Some reference to the old man's reasons for hiding the stranger.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the passage rather than to focus on the requirements of the question. Makes simple references to the old man's perception of the stranger and what happens when the police arrive.
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.

N.B. The ability to fulfil the requirements of the third bullet point is a distinguishing feature of responses in Bands 1 and 2. To achieve Band 1 there should be sustained development of the point, either of one paragraph or more at the end of the response or consistently throughout. Two or three relevant sentences addressing this point may be sufficient for a Reading mark in Band 2.

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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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