CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0500 FIRST LANGUAGE ENGLISH

0500/12 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 slash/oblique (/) 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 attitude
- Select, analyse and evaluate what is relevant to specific purposes
- Understand how writers achieve effects.

(a) Give two details from paragraph three ('I was tormented…') that suggest the writer is being followed. [2]

- There is a (faint) / rustling / sound / noise.
- The sound <u>stops when he stops</u>
- The sound / echo <u>of footsteps</u>.

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

(b) Give one word used in the passage which suggests that the narrator is feeling distressed (paragraph three, line 11). [1]

- tormented

(c) By referring to paragraph eight ('A twig snapped…'), <u>using your own words</u>, explain:

(i) how the narrator reacts to the sound of the twig snapping, <u>and</u> why [2]

(ii) what he does next. [1]

(i) How
Stops / turns / looks into the trees or darkness [1 mark]

Why
Feels he is being watched / followed / threatened / frightened / looks to see what is making the sound [1 mark]

(ii) What he does next
Turns west / towards the beach / sea / across the headland / continues in the direction he was going.
N.B. The idea of *direction* is required. Accept attempts to re-phrase 'turned westwards'

[1 mark]

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(d) Why does the narrator find it difficult to speak at first, and what is his voice like when he does speak (paragraph nine, 'My heart beat…')? [2]

- His throat is too dry to speak (because he is frightened). [1 mark]
- He croaks / squeaks / speaks hoarsely etc. [1 mark]

N.B. Do not accept 'does not speak clearly' / 'speaks in a deep voice'

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

(e) By referring closely to paragraph nine ('My heart beat...'), <u>using your own words</u> explain the narrator's concerns about his journey to the beach. [3]

- The pursuer / follower ('noiseless shadow') was close behind
- The way was through <u>shadowy</u> trees / a <u>dark</u> forest
- Slope / path / way ahead covered in <u>bushes</u> / <u>vegetation</u> OR there was no clear path
- His destination seemed to be far away

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

(f) <u>Using your own words</u>, explain what the writer means by the words in italics in the following phrases: [6]

(i) '*unpleasant realisation'* (line 20)

Unhappy / unfortunate / unwelcome / not nice / displeasing / disturbing etc.

(N.B. Do not accept 'frightening / scary' etc.)

discovery / understanding / conclusion

(N.B. Do not accept 'thought / truth' etc. Look for the idea of an epiphany!)

(ii) *'hopelessly perplexed'* (line 22)

Completely / extremely / utterly / totally / absolutely

(*N.B. The extremity of the feeling must be conveyed: 'very', 'really' etc. are not quite strong enough)*

confused / baffled / puzzled / clueless etc.

(N.B. Do not accept 'uncertain' 'not sure' without further qualification such as 'where to go', as they are insufficiently intensive.)

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(iii) '*stealthy stalker*' (line 22)

Crafty / furtive / cunning / secretive

(N.B. Do not accept 'silent', 'quiet' without further qualification which is required to show understanding of the idea of slyness / secretiveness.)

pursuer / hunter / tracker

(N.B. Do not accept 'follower' on its own without some indication of the intent to conceal or remain hidden e.g. 'Someone who's following, hidden and avoiding detection'.)

NB: 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; that is 1 mark per definition of each word. 1 mark for a partially correct explanation.

(g) Re-read lines 1 to 8 ('I walked eagerly…' to '…one formless blackness.')
The writer uses the following phrases to create a sense of unease for what the narrator is experiencing.
Choose three of the phrases and then explain how each one of them helps you to understand this atmosphere.

(i) 'The blue sky above grew swiftly darker…' (line 3)

<u>Possible</u> comments might mention the change in atmosphere; the contrast of and speed of change of the light; the implications of 'darker'.

(ii) '…only a few small stars pierced the gloom …' (lines 3–4)

<u>Possible</u> comments might mention the lack of natural light; what light there is cannot penetrate the darkness; the implications of 'pierced' and 'gloom'.

(iii) '…grew black and mysterious.' (line 5)

<u>Possible</u> comments might mention the sense of being threatened by the blackness; the suggestions of fear and uncertainty; the implications of 'black' and 'mysterious'.

(iv) 'the tree-tops appeared in ghostly silhouette…' (lines 6–7)

<u>Possible</u> comments might mention the other worldly appearance of the trees; how this conveys a sense of foreboding; the implications of 'ghostly' and 'silhouette'.

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Notes on the Task

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

- Question 1 (g) 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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(h) Re-read from 'I was tormented …' to '… headland.' (lines 11–38)
Write a summary of what we learn about the follower and its effect upon the narrator in this section of the passage.
Write a paragraph of about 50–70 words [7]

The follower:
(1) a shapeless lump (N.B. Credit attempts to use own words)
(2) moves stealthily / quietly /stalks the narrator / keeps to the shadows / stays close
(3) echoes footsteps / stops when narrator stops
(4) makes a faint rustling sound when moving / stumbles

Effect upon narrator:
(5) tormented (by the rustling sound)
(6) feeling of being followed/watched
(7) perplexed / loses her/his way
(8) moves carefully / keeps to the open spaces
(9) increases speed
(10) stops and starts / stands rigid / keeps turning round / listens carefully
(11) thinks (s)he is imagining it / nerves are on edge / blood pounds in ears
(12) the experience makes the narrator more determined to reach the beach / sea

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 narrator. On your return home you write an article for a newspaper about what happened on the remote island.

<u>Write an article for the newspaper about your experience</u>.

In your newspaper article you should describe:

- **what happened that night**
- **your thoughts and feelings at the time**
- **who or what your follower turned out to be, <u>and</u> what happened next.**

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 newspaper article: 'When I arrived on the island…'

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 will derive convincingly from the text. The description of the follower and the narrator's response to it will be developed in some detail. There will be a sensible and credible attempt to bring the story to a conclusion but be prepared to credit responses that end deliberately with a cliff-hanger. Less successful responses are likely to be over reliant on the content of the original passage and to lift sections of it with little attempt to develop suggestions in the extract about the follower and what happened next. Explanations that lack credibility or do not sustain the tone of the original are unlikely to gain a Band 1 mark for Reading.

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. Develops details to give a perceptive and convincing explanation of the narrator's thoughts/feelings, the description of the follower and what eventually happened.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the narrator's thoughts and feelings. Some attempt to describe the follower that is consistent with details in the passage and to explain what eventually happened.
Band 3	**5–6**	Uses some details from the passage to suggest some understanding of the narrator's thoughts and feelings. Focuses on the question and on the passage, but uses material simply and partially with a limited attempt to describe the follower and subsequent events.
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 narrator's thoughts and feelings. There may not be any attempt to describe the follower and/or what happened next.
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 newspaper report 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 newspaper report 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 newspaper report 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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