CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 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 1: 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.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

1 This question tests Reading Objectives R1–R4 (20 marks):

- **R1** demonstrate understanding of explicit meanings
- **R2** demonstrate understanding of implicit meanings and attitudes
- **R3** analyse, evaluate and develop facts, ideas and opinions
- **R4** demonstrate understanding of how writers achieve effects

(a) Which word in paragraph 2 suggests that the sea is dangerous (The steersman took the oars…)?

monstrous

(Note: if the answer is more than one word long, it must clearly indicate the word 'monstrous') **[1]**

(b) How does the writer's use of language in the following sentence help you to understand the state of mind of the sailors: 'There were no hurried words, no pale, terrified faces, no agitation.' (line 7)?

- They are resigned/very tired/don't show any fear/are not panicking
- Repetition of 'no' reinforces their lack of emotion

1 mark per point, to a maximum of 2 marks
(Note: not sufficient to put "weren't afraid" as this is stated in the same paragraph) **[2]**

(c) What might be considered unusual about the narrator's response to the danger (line 8-9)?

he says it would be a shame to die/understates his feelings about the danger/ doesn't feel concerned about dying

1 mark for as partial or literal explanation; 2 for a clear explanation, which appreciates the understatement **[2]**

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(d) Using your own words, explain the effect of the sentence, 'Water swarmed in from all sides.' (line18)

a large amount of water entering the boat quickly/sense of hostility/of being overwhelmed/surrounded/use of short sentence for emphasis

1 mark for as partial or literal explanation; 2 for a full explanation of effect, or comment on sentence structure/imagery **[2]**

(e) State two ways in which the sailors try to survive in the water (paragraph 12, 'When I surfaced…')

struggle in the sea/swimming strongly and rapidly/the cook identified by his hat – which appears to keep him afloat/the captain hanging on to the upturned boat

1 mark for each point, to a maximum of 2

(Note: (i) must qualify 'swimming'
(ii) candidates may achieve both marks in one statement/sentence) **[2]**

(f) Using your own words, explain what the narrator finds 'attractive' about the shore as he looks at it from the sea. (paragraph thirteen, 'There is a certain…')

it doesn't move/offers safety/stability/security

1 mark for a partial/literal explanation; 2 marks for a full explanation of meaning **[2]**

(g) (i) Re-read paragraphs seven and ten. ('But then another...into the sea,' and 'The third wave...hold of it.')

Explain **using your own words**, what the writer means by the words in *italics* in **three** of the following phrases:

(1) '…another tumbling, *boiling*, white wave caught the boat…' (line 17)
Answer: the water is churning/bubbling as it if were being heated/angry

(2) '…*whirled* it almost perpendicular..' (line 17–18)
Answer: spun around

(3) '…reeled and *snuggled* deeper into the sea.' (line 19)
Answer: shrank/settled

(4) '…a third wave moved forward, huge, furious, *implacable*…' (line 22)
Answer: something that will not be prevented/unstoppable/unemotional/merciless

1 mark for each explanation, up to a maximum of 3 **[3]**

N.B: the definitions above contain the essence of an answer. Be careful not to credit a word actually used in the quoted phrase. However, accept that candidates may respond in different ways, e.g. at greater length.

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(ii) Explain <u>how</u> the words and language <u>in each of the phrases you have chosen</u> for (g)(i) help to suggest the power of the sea.

(1) '…another tumbling, *boiling*, white wave caught the boat…' (line 17)
Answer: the water seems filled with energy (like boiling water)

(2) '…*whirled* it almost perpendicular…' (line 17–18)
Answer: it has the power/force to turn the boat around

(3) '…reeled and *snuggled* deeper into the sea.' (line 19)
Answer: the boat struggles to find security/stability in the sea

(4) '…a third wave moved forward, huge, furious, *implacable*…' (line 22)
Answer: the size and violence of the waves **[6]**

1 mark for a partial explanation of each phrase

2 marks for an explanation of each phrase which shows clear appreciation of the effect of the writer's use of language

Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.

[Total: 20]

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2 This question tests reading assessment objectives R1–R3 (10 marks):

- **R1** demonstrate understanding of explicit meanings
- **R2** demonstrate understanding of implicit meanings and attitudes
- **R3** analyse, evaluate and develop facts, ideas and opinions

AND writing assessment objectives W1–W4 (10 marks):

- **W1** articulate experience and express what is thought, felt and imagined
- **W2** sequence facts, ideas and opinions
- **W3** use a range of appropriate vocabulary
- **W4** use register appropriate to audience and context

Imagine that you are the narrator from Passage A. After this incident you are interviewed by a local radio station about your experiences. Write a script of the interview.

In the interview you should talk about:

- how you and the rest of the crew came to be in the water
- your thoughts and feelings when this happened
- how you managed to survive the experience.

Base your answers on what you have read in **Passage A**, but do not copy from it.
Be careful to use your own words. Address each of the three bullet points.

Begin the interview:

Interviewer: 'Perhaps you could start by telling us how the boat got into trouble.'
Narrator: 'Well, we were heading towards…….'

Write about 200 to 300 words.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing. **[15]**

General notes

The most successful responses are likely to give a convincing account of the narrator's struggles and survival in the water. There will be a sensible and convincing attempt to present the feelings associated with such experiences. Less successful responses are likely to lift sections of the original and do little more than repeat points that are already there without going beyond the more obvious details.

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

Note 1: It is unlikely that a response that does not address the third bullet (either implicitly or explicitly) will achieve higher than Band 3 for Reading.

Note 2: It is not a requirement for responses to include the opening sentence provided which is given as a steer for candidates.

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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 understands the reactions of the crew, the ferocity of the storm and the danger that they face from the power of the sea.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the writer's feelings. Shows some awareness of the danger of the sea and not being able to progress towards the shore.
Band 3	**5–6**	Repeats some details from the passage about the events in the boat. Shows some incomplete understanding of the writer's predicament and the force of the sea. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the original rather than to develop ideas about the storm and the sea. Makes simple references to the writer's feelings.
Band 5	**1–2**	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity.
Band 6	**0**	There is little or no relevance to the question or to the passage or the response copies unselectively or directly from the passage.

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(b) WRITING (Structure and order, style of language)

Use the following table to give a mark out of 5.

Band 1	**5**	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.
Band 2	**4**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.
Band 3	**3**	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.
Band 4	**2**	The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over-dependent on lifted material.
Band 5	**1**	The response is difficult to understand. The response may be almost entirely lifted from the original.
Band 6	**0**	The response cannot be understood.

[Total: 15]

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3 The questions tests reading assessment objectives R1, R2 and R5 (10 marks):

- **R1** demonstrate understanding of explicit meanings
- **R2** demonstrate understanding of implicit meanings and attitudes
- **R5** select for specific purposes

AND writing assessment objectives W1 to W3 (5 marks):

- **W1** articulate experience and express what is thought, felt and imagined
- **W2** sequence facts, ideas and opinions
- **W3** use a range of appropriate vocabulary

Read carefully **Passage B, *[Mysterious Sinking of the Edmund Fitzgerald]*,** in the Reading Booklet Insert and answer **Question 3 (a)** and **(b)** on this Question Paper.

Question 3

Answer the questions in the order set.

(a) Notes

In Passage B what do you learn about the sinking of the Edmund Fitzgerald **and** what do people think might have happened according to **Passage B**?

Write your answers using short **notes**. **Write one point per line.**

You do not need to use your own words.

(b) Summary

Now use your notes to write a summary of what **Passage B** tells you about the sinking of the Edmund Fitzgerald and what do people think might have happened.

You must use **continuous writing** (not note form) and use your own words as far as possible.

Your summary should include all 10 of your points in **Question 3 (a)** and must be 100 to 150 words.

Up to 5 marks are available for the quality of your writing.

[Total: 5]

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3 (a) Give 1 mark per point listed below, up to a maximum of 10.

The sinking of the ship:

- 160 metres underwater/below the surface of Lake Superior
- It sank 27km from Whitefish Point
- It sank in November 1975/during a storm
- In trouble before it sank/broke into pieces/two large intact sections from either end/middle section in pieces
- May or may not have sunk suddenly (must indicate uncertainty)
- Wreckage scattered between US and Canadian territory

What people think might have happened:

- Structural failure
- Maintenance problems
- May have broken apart before it sank
- It wasn't seaworthy
- Massive storm/hurricane-force winds/ rogue or giant wave
- Theories include influence of UFOs
- Theories include sabotage
- Possibility of human error
- Problems with a hatchway

Note: Although lifting of words and phrases from the passage is acceptable it is important that in such cases candidates show evidence of understanding by clearly focusing on the key details; over-lengthy lifting which does not identify specific points should not be rewarded. Credit responses which attempt to use own words and convey the essence of the point.

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Marking criteria for Question 3(b)

(a) WRITING (Concision, focus, use of own words)

Use the following table to give a mark out of 5.

Band 1	**5**	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's own words (where appropriate) throughout.
Band 2	**4**	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused but may have a redundant introduction or conclusion.
Band 3	**3**	There are some areas of conciseness. There may be occasional loss of focus or clarity. Own words (where appropriate) are used for most of the summary. Responses may be list-like or not well sequenced.
Band 4	**2**	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.
Band 5	**1**	The summary is unfocused or wordy. It may be answered in the wrong form (e.g. narrative, commentary or as notes). There may be frequent lifting of phrases and sentences.
Band 6	**0**	Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.

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