CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 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.

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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.

Question 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

1(a) What does the phrase 'steady as steel' tell you about the captain (paragraph one, 'As we got nearer...')?

He was strong / reliable / dependable / imperturbable / extremely calm / focused / determined / unflappable / not moving (physically) / unmoved (emotionally) (or acceptable synonym for any of these), **[1]**

Don't accept 'brave' (even if qualified)

(b) What detail mentioned in paragraph two makes the narrator realise how powerfully the tide is moving ('By veering to one side…')?

- It takes 3 men to steer the boat / be on the wheel OR it takes two extra people to steer the boat / be on the wheel
- The tide tossed / threw the boat about / made the boat / boat's wheel move violently / made the boat veer from side to side

Allow lifts. N.B. Don't accept 'the tide is very strong' without reference to the effect on the boat. **[1]**

(c) Using your own words, give three effects the tide has on the boat in which the narrator is travelling (paragraph three, 'Keep the boat away…').

- Knocks the wind out of its sails
- Spins it round
- Causes it to hit the reef (so strongly that the crew fell over on deck)

Allow 2 or 3 points made in one line.

Accept selective lifts of individual words (e.g. 'threw the wind') but total lift of sentences two and three ('And just…upon the mast') without any re-casting = 0.

Don't accept reference to the crew falling over on its own.

(1 mark for each) **[3]**

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(d) Re-read paragraph four, ('I was on my feet in a minute…the things I saw). Why is the narrator terrified at this point?

- External conditions: the waves breaking over the boat / the boat breaking up on the reef / the noise (singing) of the sails and/or the wind / the flying spray (in the moonlight)
- Narrator's state of mind: sense of danger / thought the boat might sink / thought he would drown / die.

Don't accept 'scarcely understand the things I saw' / he was confused (which is the result of his terror and not the cause of it).

1 mark for each bullet **[2]**

(e) Using your own words, give three ways in which the captain responds to the danger they are in (paragraph six, 'The captain took no part…')

- He physically does nothing to help / holds on to the mast
- He is overwhelmed / paralysed / shocked / in shock etc. (Do not accept 'stunned')
- Talks to himself
- Groans out loud / suffers when the boat hits the rocks

N.B. 'Groans out loud' on its own does not get the mark without reference to the captain's concern for the boat.

(1 mark for each to a maximum of 3) **[3]**

(f) Which phrase used by the narrator tells the reader the importance that the boat has for the captain (paragraph six, 'The captain took no part…') ?

The boat was like family to him **[1]**

The required phrase above must be clearly identified. Lift of the whole sentence without such identification = 0.

(g) (i) Re-read paragraphs four, five and six ('I was on my feet…seemed to suffer too.'). Explain using your own words, what the narrator means by the words in *italics* in three of the following phrases:

(1) The great noise of the sails and the *singing of the wind*. (lines 17–18)
(2) I was so terrified and could *scarcely* understand the things I saw. (lines 18–19)
(3) '*hampered* our struggles' (line 22)
(4) whenever the ship *hammered* on the rock. (line 25)

(1) The great noise of the sails and the *singing of the wind*. (lines 17–18)

Answer: Award the mark to responses which focus on the nature of the sound of the wind e.g. 'shrieking' / 'moaning' etc. It is not expected that 'wind' should be paraphrased nor that its sound is harmonious!

(2) I was so terrified and could *scarcely* understand the things I saw. (lines 18–19)
Answer: only partially / hardly / barely etc.

(3) *hampered* our struggles' (line 22)

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Answer: obstructed / prevented / made difficult / interfered with / impeded / hindered etc.

(4) whenever the ship *hammered* on the rock. (line 25) Answer: hit hard / struck / smashed / beat etc.
'Hit' alone is not enough – there should be some indication of a powerful force.

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 <u>language in each of the phrases you have chosen in Question (g) (i)</u> help to convey the experience of the people on the boat.

(1) The great noise of the sails and the *singing of the wind*. (lines 17–18)
(2) I was so terrified and could *scarcely* understand the things I saw. (lines 18–19)
(3) '*hampered* our struggles' (line 22)
(4) whenever the ship *hammered* on the rock. (line 25)

N.B. Responses are expected to focus on how the language used conveys <u>the experience</u> <u>of the people on the boat</u>.

Examples: candidates might refer to the following:

(1) sense of being overwhelmed by the power of the sound(s) / terrified by the nature of the sound(s)

(2) fear and confusion / helplessness at comprehending events / had only a partial understanding of what was happening

(3) difficulty of taking action to control the boat / the sea seems intent on stopping or hindering the crew's desperate efforts

(4) powerful and violent action. A hammer is a forceful tool, sometimes used as a weapon, suggesting the sea's anger against the boat and its occupants. **[6]**

Award 1 mark for a partial explanation of each phrase.

Award 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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Notes on the Task

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

- Question 1 (g) (ii) 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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Question 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 experience you decide to write an entry in your journal. **Write your journal entry describing the experience and how you survived.**
In your journal entry you should include details of:

- What happened **and** how the crew responded
- Your thoughts and feelings during the experience
- How you survived after being thrown into the sea.

Base your journal entry on what you have read in Passage A, but do not copy from it. Be careful

Begin your journal entry: 'I cannot believe that I have survived…'.

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 sense of the thoughts feelings of the narrator. There will be a sensible and convincing attempt to explain the means by which the narrator survived. 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

Table A, READING: Using and understanding the material

Use the following table to give a mark out of 10 for Reading.

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 danger of the situation and the difficulty of surviving.
Band 2	7–8	Refers to several details from the passage and makes some reference to the feelings experienced. Shows some awareness of the difficulty of surviving.
Band 3	5–6	Repeats some details from the passage about what happened to the boat. Shows some incomplete understanding of the writer's feelings. Focuses on the questio 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 the material. 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.

N.B. Responses that misunderstand who the narrator is should not be placed higher than Band 3 for Reading ('uses material partially').

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Table B, WRITING: Structure and order, style of language:

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

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 i 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.

N.B.

- Remember: Grade C is the highest grade available for this paper.
- The mark scheme descriptors refer to sentence structures / sentence separation and such errors should be indicated. It is not required to indicate other linguistic errors unless they result in blurring' of intended meaning **[Total: 15]**

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Question 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, *[Mystery of Sydney II disaster solved]*,** 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
What do you learn about the sea battle **and** what happened to the Sydney II, according to **Passage B**?

Write your answers using short **notes**.
You do not need to use your own words. **Write one point per line.**
Up to 10 marks are available for the content of your answer.

(b) Summary
Now use your notes to write a summary from **Passage B** of what you learn about the sea battle **and** what happened to the Sydney II.

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: 15]**

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Reading content for Question 3 (a)

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

The sea battle:
1. (November 19th) 1941
2. Off Western Australia (waters)
3. Lasted 35 minutes
4. (Battle was) between Sydney II and the Kormoran
5. Sydney II thought Kormoran was friendly / Kormoran in disguise
6. Sydney II requested a secret call sign / Kormoran fired first (Sydney II returned fire)
7. Both ships sank
8. Biggest ever Australian naval disaster

What happened to Sydney II:

9 Bridge (superstructure) destroyed / senior officers (most probably) killed by first shots / early on
10 Hit by torpedo (at the front) / caused flooding
11 Forward guns put out of action / ship disabled
12 Sydney II limped away / sank a few hours later / after the battle
13 Lost entire crew / 645 deaths

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 response which attempt to use own words and convey the essence of the point.

Marking criteria for Question 3(b)

Table A, Writing (concision, focus, use of own words)
Use the following table to give a mark out of 5 for Writing.

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.

Notes on the Tasks

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Question 3 (a)

In 3(a), if candidates list more than one point per line, they cannot receive marks for both points if both are correct.

In 3(a), if candidates list more than one point per line and one of these points is incorrect, they can receive the mark for the other/correct point.

In 3(a), whole sentences lifted from the passage which contain a number of points will not be credited, as they are not showing selection of points, and are not conveying the essence of the point.

In 3(a), additional points added on to the bottom of the list (in addition to the 10) should not be credited unless earlier points have been removed/crossed out.

In 3(a), if a point has been crossed out and not replaced with another (and it can still be read and is correct) it should be credited.

Question 3 (b)

In the Writing Mark Scheme descriptors for 3(b), the length of the candidate's response is no longer specifically referred to; however, it can still be borne in mind when considering the use of concision, or lack of, in the candidate's response. **The purpose of the assessment is the candidate's focus on the topic and the question**, and this is partly related to length, although it's not necessarily the case that an unfocused response will be over-long. **There is no requirement to count words.**

Candidates are assessed for Reading in 3 (a) and for Writing in 3 (b). They cannot be given marks for
Writing for their response to 3 (a), nor can they be given marks for Reading for their response to 3 (b).

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