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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 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.

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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 (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) What does the narrator say it is that initially frightens the crew (line)?

the <u>roaring</u> wind

(Note: must refer to the sound of the wind) **[1]**

(b) (i) In paragraph one, what does Ali do in response to the storm? (paragraph 1, 'We hauled up the boat…').

he tries to lower the sail **[1]**

(ii) Why is his attempt to save the dhow unsuccessful?

the sail jams **[1]**

(c) Give two things that Ali hoping to achieve when he draws his knife (line 19).

- To cut the tow rope
- prevent them from being dragged down by the boat **[2]**

(d) <u>What does the sentence</u> 'I wrung my hands in agony.' suggest to the reader about the narrator's feelings (line 24)?

He was distressed/he was in pain

1 mark for a partial explanation; *2 marks for a clear, complete explanation* **[2]**

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(e) Re-read lines 27 to 28 ('With a curious fascination…awful advance'). Using your own words, explain the narrator's state of mind at this point.

He was almost hypnotised/had a sense of being powerless to react

1 mark for a partial explanation; *2 marks for a clear, complete explanation* **[2]**

(f) Using your own words, explain how the narrator is able to identify that it is Leo who is floating in the bottom of the boat (paragraph eight, 'Then as the moon…')

- Moonlight (coming from behind a cloud)
- light falls on Leo's face

1 mark for a partial explanation; *2 marks for a clear, complete explanation* **[2]**

(g) (i) Re-read paragraphs five, seven and eight. ('He's gone...mourn him', 'I turned...jaws of death'.)

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

(a) 'Such was the *fury* of the storm….' (line 23)
Answer: violence/strength

(b) '…through the foam and *turmoil*…' (line 29)
Answer: chaos/disturbance

(c) 'the *rush* of water.' (line 32)
Answer: sudden surge

(d) '...from the very *jaws of death*.' (line 36–37)
Answer: the last moment/at the point of being killed

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.

(ii) Explain how the words and language in each of the phrases you have chosen in Question (g) (i) help to convey the power of the storm.

(a) The storm is angry/violent

(b) That the storm has created confusion/whirling motion

(c) The sea is moving quickly with great force/very suddenly overwhelming the boat

(d) They close to death/life-threatening danger

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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. **[6]**

[Total: 20]

Notes on the Task (1gii)

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.*

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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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 a journalist for a national newspaper. Having interviewed the survivors from the dhow in Passage A, **write a newspaper article** reporting what they have told you about their experiences.

In your newspaper article you should:

- explain what the storm did to the dhow
- describe what happened to Leo
- explain how the crew escaped from this situation.

Base your newspaper article 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 your newspaper article: 'A sudden storm caused chaos in the Indian Ocean yesterday…'

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 engage with the narrator's predicament. There will be a sensible and convincing attempt to continue the passage and to explain their survival. 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 danger the crew faces and explains what happened to Leo (and the writer's feelings about him). Gives a credible account of their survival.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the feelings of the writer concerning Leo. Shows some awareness of the danger and makes some attempt to explain survival.
Band 3	**5–6**	Repeats some details from the passage about the storm's effects, to what happened to Leo. Shows some incomplete understanding of the writer's feelings. 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 the account. Makes simple references to the effects of the storm and to the events concerning Leo..
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 test 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*, Real-Life Shipwreck Survivor helped 'Life of Pi' Get Lost at Sea*** in the Reading Booklet Insert and answer **Question 3 (a)** and **(b)** on this Question Paper.

3 Answer the questions in the order set.

(a) Notes

What do you learn about the situation Steven Callahan was in **and** the way he reacted, according to **Passage B**?

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

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.

[10]

(b) Summary

Now use your notes to write a summary of what **Passage B** tells you about the situation Steven Callahan was in **and** the way he reacted.

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.

[5]

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

Situation he was in:

- small boat
- in a gale
- boat hit something/water came flooding in/boat sank
- drifted for two and half months (76 days)
- drifted for 3 000 kilometres

How he reacted to this situation:

- frightened/thought he was going to die
- stayed calm/ tried to take a positive attitude
- made himself focus on doing his job/ relied on training & instincts
- reviewed his life mentally/regretted his errors/mistakes/failures
- kept a log/navigated
- adapted to his situation/formed relationships with fish
- got into rubber life raft
- took supplies he could find/collected rainwater/ate (raw) fish/caught fish with a spear
- tied himself to partially submerged boat/sinking boat

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.

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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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