Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading Passage (Core) **October/November 2016**

MARK SCHEME

Maximum Mark: 50

Published

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

Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1(a)	R1	2
1(b)	R1	2
1(c)(i)	R1	1
1(c)(ii)	R2	2
1(d)	R1 and R2	2
1(e)	R1	2
1(f)	R1 and R2	3
1(f)(i)	R1 and R2	6
Total		**20**

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(a) Give <u>two</u> reasons why Isaac needs to find somewhere to stay for the night (lines 1 to 3) [2]

Answer:
- It is getting dark
- <u>Rain</u> and <u>wind</u> (are starting) / weather worsening
- Doesn't know the area / in an unfamiliar place.

Note: Not 'he is lost' on its own as this isn't made clear until line 5

[1 mark for each point to a maximum of 2]

(b) Give <u>two</u> reasons why Isaac thinks the hotel is a suitable place to stay (paragraph one, 'Just as it was…'). [2]

Answer:
- Landlord: polite / respectable or suitable synonym (*not 'nice'*)
- Hotel: reasonable price / comfortable / offers comfort / welcoming (*N.B. 'welcoming' applies to the hotel only – not the Landlord*)

[1 mark for each point up to maximum of 2]

(c) Re-read paragraphs three and four ('When the hotel…Goodnight').

(i) <u>Using your own words</u>, explain what Isaac thinks is unusual about the landlord's behaviour. [1]

Answer:
- He is over concerned / obsessed (etc.) with security / secures all doors and windows carefully / uses strong bolts/bars/iron shutters
- Mentions his fear of being burgled / mentions his concern for the safety of his wife and daughter

[1 mark for either point]

(ii) What reasons does the landlord give for his actions? [2]

Answer:
- It is a lonely place / very isolated
- It is best to be on the safe side
- There aren't many people in the hotel / no other guests

[1 mark for each point to a maximum of 2]

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(d) What does the phrase 'solemn surging moan' suggest about the wind (line 22)? [2]

- Award 1 mark for a general explanation of the sound of the wind which shows some understanding of the gloomy, growing howl / whistling of the wind.
- Award a further mark to a response that picks up on the metaphorical suggestions of the phrase – e.g. a suggestion of ghosts, banshees etc. or which attempts to explain the effect of the wind on Isaac's state of mind.

Note:. Something more than just the wind was strong / noisy is required for the mark for the first bullet.

(e) Why does Isaac keep the candle lit when he goes to bed (paragraph five, 'Isaac locked…')? [2]

Answer:
- Lying awake in the dark would be / is depressing
- because of the ceaseless sound of the wind.

[1 mark for each point clearly made. Verbatim lift of complete sentence, 'He thought … ceaseless sound of the wind' = 1 mark only]

(f) Complete parts (i) and (ii) to answer Question 1(f).

(i) Re-read paragraphs five and six ('Isaac locked…clear and alert'). Explain using your own words, what the writer means by the words underlined in three of the following phrases: [3]

(a) 'exhaustion overcame him' (line 26)

Answer: took control of / overwhelmed

(b) 'dreadful sinking pain' (line 29)

Answer: something terrible or terrifying

(c) 'shivering only disturbed his sleep' (line 30)

Answer: interrupted

(d) 'his mind was suddenly clear and alert' (line 32)

Answer: wide awake / watch / vigilant / fully aware / ready for action

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

Note: 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 how the writer conveys Isaac's feelings during the night through the use of language <u>in each of the phrases you have chosen in Question (f)(i)</u>.

You should refer to the <u>whole phrase</u> in your answer and not just the words in *italics*. **[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. Do not reward exact repetition of the word already given in answer to 1 f(i)

*Note. The explanation should focus on how the language **conveys Isaac's feelings**.*

[Total: 20]

Notes on the Task

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

- Question 1(f)(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.*
- Note: 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.

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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. Note: 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 (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
W4 use register appropriate to audience and context

Imagine that you are Isaac in Passage A. The day after these events you write a letter to a friend in which you explain about what happened on that night.

Write your letter.

In your letter you should comment on:

- **your feelings about the hotel**
- **your difficulty in getting to sleep**
- **the landlord's explanation of who the woman is.**

Base your ideas 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 letter: 'Dear…'

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 detailed description of the woman and what happened next and may include some dialogue between the woman and Isaac. There will be a sensible and convincing attempt to explain her presence and behaviour by the landlord. 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.

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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 his situation. Makes some attempt to develop the character of the woman and gives a credible account of who she is and what she is doing.
Band 2	**7–8**	Refers to several details from the passage about Isaac's feelings about the hotel and his difficulty in falling asleep. Gives a reasonable account of who the woman is and why she is in the room.
Band 3	**5–6**	Repeats some details from the passage about the weather and the woman. Shows some incomplete understanding of the writer's predicament; 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. There is likely to be only a limited attempt to explain who the woman is or no attempt at all. Explanations may also be unconvincing.
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.

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 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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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

(a) Notes

What are the effects of cold weather on the human body and how you should protect yourself, 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 effects of cold weather on the human body and you should protect yourself.

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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Reading content for Question 3(a)

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

1) can be fatal / life-threatening
2) decreased blood flow / loss of energy / dehydration
3) frostbite
4) tingling / stinging sensations (in face, fingers, toes) / body heat directed to protect vital organs
5) muscles/skin goes numb / red / discoloured skin
6) hypothermia / body temperature drops
7) hard to think **clearly** / make decisions* / confusion / slurred speech / drowsiness / shivering
8) protect **exposed** skin
9) wear (several) layers of clothing
10) extra socks / mittens (gloves) / hat
11) wear **properly fitted / insulated** boots
12) drink plenty of fluids / water
13) get to a warm place / limit **outdoor** activity
14) seek medical treatment

* Do not accept 'affects the brain' on its own without stating 'how' the brain is affected.

Note 1: 'Hypothermia' or 'frostbite' respectively should be credited when made as a single point. However, if 'hypothermia', for example, is repeated and followed by one of the symptoms (e.g. 'drowsiness') then award the mark for the symptom.

Note 2: 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. Do not deny a point if a candidate has attempted own words which show understanding.

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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.

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