Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/13**

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

© UCLES 2016

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) Give <u>two</u> reasons why the narrator is worried about his situation (paragraph one, 'The wind was…'). [2]

Answer:
- He has lost his way/it isn't a pleasant place to be
- It is getting dark/night falling
- It is cold/the wind is blowing/snow is starting to fall

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

(b) Why does the narrator decide he has to keep walking (paragraph one, 'The wind was…')? [1]

Answer: there are no signs of life (or accept details such as: no smoke, no cultivated land, no fences, no sheep tracks)/hopes to find shelter somewhere (further on).

[1 mark for either point]

(c) Which <u>two details</u> suggest the weather conditions are getting worse (paragraph two, 'Meanwhile, the snow…')? [2]

Answer:
- Snowfall is <u>ominous</u>
- Cold becomes <u>intense</u>

[1 mark for each word underlined]

(d) Why does the narrator think his wife will be concerned if he does not return that night (paragraph two, 'Meanwhile, the snow…')? [2]

Answer:
- She begged him/he had promised to return before night time.
- She will be suffering all night (waiting for him).
- They are recently/happily married

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

© UCLES 2016

(e) Using your own words, explain what the narrator means by: 'my prospects darkened with the darkening sky.' (line 11–12)? [2]

Answer: as night was falling his chances of finding safety were reducing

[1 mark for an attempt at own words; 2 marks for a clear explanation. Note: the answer above is only a suggested explanation].

(f) What is unexpected about the old man's response to the narrator's greeting (lines 32–34)? [2]

Answer:
- He growls (sulkily)
- Asks "What for?" in an unfriendly manner
- Frowns.

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

(g) (i) Re-read paragraph 3 ('All this time…'). Explain, using your own words, what the writer means by the words in underlined in three of the following phrases: [3]

(a) '…seemed only to make the silence deeper.' (line 21)
Answer: More noticeable/ the silence seemed more ominous

(b) '…a vague sense of uneasiness.' (line 21–22)
Answer: uncertain/scared

(c) '…my limbs must fail, and my resolution give way?' (line 25)
Answer: will/determination

(d) 'I shuddered.' (line 25–26)
Answer: shook/trembled

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.

© UCLES 2016

(ii) Explain how the writer conveys the narrator's feelings about the situation he is in through the use of language <u>in each phrase</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.

[Total: 20]

© UCLES 2016

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 you are the narrator of Passage A. Eventually, you are offered accommodation for the night by the old man and the following morning you write an entry in your journal.
Write your journal entry.

In the journal entry you should comment on:

- **the situation you found yourself in before you met the old man.**
- **your reaction to the old man and how he treated you when you first met him.**
- **what happened at the old man's house.**

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 journal: 'Last night I had a very strange experience…'

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 an accurate portrayal of the narrator's predicament and feelings about it. They will make inferences about the possible threats to the narrator from the old man's unfriendly greeting. There will be a sensible and convincing attempt to explain why the old man behaves in such a fashion and to develop the idea of a possible threat. There should also be a credible account of what happens next. 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.

Note 1: It is unlikely that a response that does not address the third bullet (either explicitly or implicitly) 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. Look for and credit an attempt to write in an appropriate register and to use the correct genre.

© UCLES 2016

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 potential threat to the narrator. Shows awareness of the old man's character and uses this to develop ideas about how the offer of accommodation may be a further threat.
Band 2	**7–8**	Refers to several details from the passage and makes some reference to the threatening situation and the narrator's concerns. Shows some awareness of the old man's character and attempts to offer a development of the situation at his house.
Band 3	**5–6**	Repeats some details from the passage about the situation the narrator is in. Shows some incomplete understanding of the old man's character. 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. Makes simple references to the old man and how the offer of accommodation might be a source of problems.
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.

© UCLES 2016

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]

© UCLES 2016

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 problems caused by extreme winter weather and how should people stay safe, 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 problems that are caused by extreme winter weather and how people should stay safe.

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]**

© UCLES 2016

Reading content for Question 3(a)

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

(1) Plans are disrupted / made more complicated.
(2) Travel becomes impossible/ Flights are cancelled.
(3) Power cuts/power lines are brought down.
(4) Loss of heating.
(5) Hypothermia.
(6) Aircraft get iced up.
(7) Unpredictable conditions/weather constantly changing.
(8) People can't go out.
(9) Shortage of supplies.
(10) Limit travel.
(11) Stay indoors.
(12) Have emergency supplies.
(13) Keep a supply of candles/Check emergency heating systems are working.
(14) Make sure elderly neighbours are ok.

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.

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.

© UCLES 2016