UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIO

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 quest

for the guidance of teachers

0524 FIRST LANGUAGE ENGLISH

0524/13 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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Note: All Examiners are instructed that alternative correc approaches in candidates' scripts must be given marks knowledge and skills demonstrated. Nonetheless, the con and derived from the passage.

Question 1

This question tests Reading Objectives R1–R4 (30 marks):

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes
- understand how writers achieve effects.

(a) From paragraph one (The consul's home…), give *three* details about the consul's flat. [3]

- In the middle of/in the/old quarter/maze of alleyways.
- The top flat.
- In a rickety building.
- Overlooking a (tiny) square.

1 mark for each detail up to a maximum of 3.

(b) Re-read paragraph one (The consul's home…). Choose *three* phrases used by the writer which convey the rich and colourful nature of the area in which the consul lived.

Explain how each of these phrases brings the area to life for the reader. [6]

- Maze of narrow, smelly alleyways.
- Crammed with stalls piled high with gaily-coloured bales of cloth.
- Mountains of shining sweetmeats.
- Ornaments of beaten silver.
- Donkeys [ ] stagger past.
- Full of noise and bustle.
- Screeches of people bargaining…hot loaves on their heads.
- Tall, rickety building.
- Leant tiredly over a tiny square.

(Do not credit 'rich and colourful' (in the question).)

(1) Award 1 mark for each phrase identified up to a maximum of 3, and a further mark for a clear explanation of the effect. E.g. the phrase 'maze of narrow, smelly alleyways' = 1 mark. An explanation such as 'this suggests that the area is full of cramped streets in which it was very easy to get confused and lost' would qualify for the second mark. Some candidates may produce better explanations than this. **If the same explanation is given for more than one phrase, then reward each quotation, but give only 1 mark in total for explanation.**

(2) Accept part of any of the phrases above. It is necessary for the candidate to give at least two words to count as a phrase. Be prepared to award references to phrases other than those above for which convincing explanations are given.

(3) If a phrase not mentioned above is chosen, it is possible for the response to be awarded 1 mark if the explanation is convincing.

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

(5) If two of the above phrases occur in the same section mark for each (selection). However, there must be cle have been explained for both explanation marks to be a 4 marks in total for selection in such cases.)

(6) It is fully acceptable to award an holistic mark for this qu especially when a partial understanding of the effects of implied.

(c) Explain, *using your own words*, how the consul set out French. **[2]**

- He gave him a copy of a French dictionary.
- He told him to start reading the words from the beginning.

1 mark for each clear explanation in own words up to a maximum of 2.

(d) Which word in line 15 tells you that the consul was friendly by nature? **[1]**

- Amicably.

(e) Explain, *using your own words*:

(i) how the consul reacted in lines 18–19. **[2]**

- He drew himself up straight (stiffened).
- He muttered an unclear exclamation (suppressed).
- He gave an excited expression/noise/sound (exclamation).

1 mark for each clear explanation in own words, up to a maximum of 2.

(ii) what Gerald's *two* thoughts were immediately following the reactions of the consul. **[2]**

- He thought he was angry because of his pronunciation.
- He was not responsible.

1 mark for each point clearly identified in own words, up to a maximum of 2.

(f) When he saw the consul fire the gun, what was Gerald thinking about why the consul did this? Give *one* explanation (lines 29–31). **[1]**

- He was committing a murder.
- He was engaging in a feud with a neighbour.

1 mark for either of the above points.

(g) Explain, *using your own words*, what the writer means by

(i) 'frantic haste' (line 22)

- Desperate hurry.

(ii) 'incessant fusillade' (line 33)

- Continuous volley/firing of shots.

(iii) 'humane service' (line 42) **[2]**

- Action for the good of others.

NB: The definitions above contain the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.

For each of the 3 phrases give 2 marks for a clear explanation in own words; 1 mark for a partially correct explanation up to a maximum of 6 marks.

(h) Re-read the whole passage. Write a summary of Gerald's thoughts and feelings about the Belgian consul.

Write a paragraph of about 50–70 words. **[7]**

1. He thought he was sweet (and welcoming)/friendly
2. He noticed his moustache and beard/of striking/unusual appearance.
3. He thought he was conceited.
4. He thought he was shocked by his French accent.
5. He was afraid that he was going to shoot him.
6. He thought he was committing murder.
7. He thought he was taking part in a feud.
8. He was surprised to see tears in his eyes.
9. He realised that he had a sensitive nature.
10. He thought that his actions were humane/those of an animal/cat lover.

1 mark for each point up to a maximum of 7. Tick each point to be credited. No penalty for 'lifting'.

[Total: 30]

Question 2

This question tests Reading Objectives R1–R3 (10 marks):
- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

AND Writing Objectives W1–W5 (10 marks):
- articulate experience and express what is thought, felt and imagin
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Imagine you are Gerald Durrell. You return home and talk with your mother about your first lesson with your new tutor. During the conversation your mother asks the following:
- **Tell me about your journey to your tutor's house.**
- **What did you do in your first lesson today?**
- **What were your impressions of your tutor?**

Write the words of the conversation between Gerald and his mother.

Begin your conversation:
'Mother: Tell me about your journey to your tutor's house.
Gerald: Well, it was interesting…'.

You should base your ideas on what you have read in the passage, but do not copy from it.

You should write between 1 and 1½ sides, allowing for the size of your handwriting.

Up to 10 marks are available for the content of your answer, and up to 10 marks for the quality of your writing.

General notes on the task

The most successful responses are likely to show a clear appreciation of what Gerald found interesting about the area in which the consul lived; of his thoughts and feelings during the lesson and of his response to the consul's character (e.g. his concern for the cats and his sadness at having to kill them) and, perhaps, show some appreciation of his vanity – the many photographs of himself. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there and concentrate on repeating details from the passage without going beyond the more obvious details.

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

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 f passage. Consistently refers to what ma interesting and shows a clear appreciatio
Band 2	**7–8**	Refers to several details from the passage and shows some understanding of what made the journey and the lesson interesting. There is an attempt to give an appreciation of the consul's character.
Band 3	**5–6**	Repeats some details from the passage about the area and the lesson. Shows limited understanding of the consul's character. Focuses on the question and passage, but uses material simply and partially.
Band 4	**3–4**	There is some relevance to the question with a tendency to retell the passage rather than focus on the requirements of the question. The response is likely to contain much repeated detail from the passage with little relation to the requirements of the question.
Band 5	**1–2**	May retell the passage or give occasional relevant details. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
Band 6	**0**	Very little/no relevance. General misunderstanding of task and passage.

(b) WRITING (Core tier)

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

Band 1	**9–10**	Sentences are fluent and there is a fai Overall structure is good and sentences Most full stops are correct and errors appropriate register is established.
Band 2	**7–8**	Sentences are correct, though relatively and correctly used. Structure is generally sound. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.
Band 3	**5–6**	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.
Band 4	**3–4**	The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning. The response may be over-dependent on lifted material.
Band 5	**1–2**	The response is difficult to understand. The extent of grammatical error seriously impedes meaning. The response may be almost entirely lifted from the original.
Band 6	**0**	The answer cannot be understood.

Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.

[Total: 20]