CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Educatio

MARK SCHEME for the May/June 2015 series

0524 FIRST LANGUAGE ENGLISH (US)

0524/13 Paper 1 (Reading Passages – 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 ans approaches in candidates' scripts must be given marks t knowledge and skills demonstrated. Nonetheless, the co to and derived from the passage.**

Bulleted points provided in the mark scheme each indica Forward slash/oblique (/) indicate alternative points Words underlined in the answers to the questions are re be awarded.
Words placed in brackets are not required for a correct a alone to receive a mark.

1 (a) Which one word in paragraph 1 has a similar meaning to

- Hunter

(b) State *two* details about the town of Churchill that tell you danger of Polar Bears seriously (lines 10–13).

- There are large warning signs (Polar Bear Alert)
- There are Polar Bear patrol trucks keeping watch

(c) *Using your own words*, explain the ways in which the residents of Churchill attempt to protect themselves from Polar Bear attacks (lines 14–17).

- Residents leave their doors unlocked so that people can escape from wandering bears
- Most householders keep loaded guns to scare off bears [2]

(d) (i) *Using your own words*, describe the 'tundra buggy' in which the writer went out to search for Polar Bears (paragraph five, 'To get closer to…').

- It is a large truck
- It has a raised uncovered section from which to observe bears etc.
- This is made from a strong metal netting [2]

(ii) Why is the platform of the buggy so high off the ground?

- So that bears cannot jump up onto the platform (and eat people) [1]

(e) Give *one* thing that surprised the writer about the Polar Bear that she saw (paragraph six, 'The first time…').

- What appeared to be a hump of snow turned out to be a bear
- It moved without making any sound at all [1]

(f) *Using your own words*, explain the writer's thoughts about the young male bear that she describes (paragraph seven, 'In the days that followed…').

- She was scared/in awe of the bear (heart-stopping moment)/a memorable experience
- She was impressed by the innocent look in its eyes
- Reward any response that interprets her kneeling down as a sign of respect! [2]

(g) Re-read paragraphs three and four ('Even in town...fired i days that followed...innocent, dark eyes.').

(i) Explain *using your own words*, what the writer mean *three* of the following phrases:
(1) 'a curious bear had *battered* down the front door of a
(2) 'a polar bear *clambered* onto the balcony of guest ho
(3) 'sparring, *lounging*, eating ice to keep cool' (lines 33
(4) 'a young male *meandered* under the grille of the platf

(ii) Explain *how* the words and language *in each of the phrases you have chosen* help to suggest the behaviour and attitudes of the Polar Bears. [6]

Examiner Guidance

(1) Battered: Beat/break down
The word 'curious' suggests an innocent interest which is in contrast to the violence of 'battered' – the bear doesn't know its own strength!

(2) Clambered: Climbed
They are not bothered about/find no difficulty entering/exploring areas where humans feel safe/secure (reward anyone who comments on their being an 'unwelcome' guest).

(3) Lounging: Reclining in a leisurely manner
The bears are depicted as human children, play fighting, lying down and resting and eating ice (lollies).

(4) Meandered: Wandered aimlessly
The word 'wandered' suggests that the bear had no purpose in its actions but was harmlessly out for a stroll.

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

- Part (i) requires an explanation of the meaning of the *italicised word or short phrase* only.
- Part (ii) requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted and not just the italicised word(s).
- 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, look 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. 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 – look for an *understanding of how* the writer uses these 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 choosing the language used in it. There will be an appr suggestions and associations of the vocabulary/imager writer's purpose and a convincing attempt to explain ho N.B. 2 marks can be awarded to a response that contai from that anticipated if there is a convincing explanation
1 mark	Responses gaining 1 mark will show understanding of t show some awareness of the writer's purpose for choos 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 or do no more than repeat the explanations of the vocabulary already given in answer to (i).

[Total: 20]

Question 2

Imagine that you are Michelle Paver, the writer of *Passage A*.

You have been asked to write an article about polar bears *and* the magazine aimed at teenage readers.

Write your magazine article.

In your magazine article you should:

- **say what you have learnt about polar bears**
- **suggest the precautions that should be taken by visitors to the area**
- **explain what you gained by visiting such a remote area.**

Base your magazine 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 magazine article: 'Polar Bears are remarkable and impressive creatures...'

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 will be written in a style and tone which is fully appropriate to a teenage audience with a clear focus on the need to inform and explain. There will be an attempt to generalise from the specific details of the passage and to make some developed and thoughtful attempts to explain the benefits of the experience.

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 a passage. Consistently reflects the feelings of the and convincing suggestions about the benefits of
Band 2	**7–8**	Refers to several details from the passage and possible precautions. Shows some awareness of the benefits of the experience.
Band 3	**5–6**	Repeats some details from the passage about polar bears and ways of protecting themselves. Shows some incomplete attempt to explain the benefits of the experience. 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 contained in it. Makes simple references to the facts about the Polar Bears and some awareness of how to protect themselves.
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.

Read carefully *Passage B, Endangered Animals: Polar Bears*, in t and then 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 Polar Bears *and* the threats to t *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.

Information about Polar Bears *and* the threats to their survival

- **Bodies covered in insulating white fur**
- **Swift runners/cover great distances**
- **Expert swimmers**
- **Live in the Arctic**
- **Life span of about 25 years**
- **The first animal to be categorised as/endangered because of global warming/climate change**
- **Endangered species because of habitat loss**
- **Could become extinct**
- **Eat a range of foods (fish, seal, grass etc.)**
- **Are hunted for their hides/hides are very valuable**
- **Are hunted for sport (from aeroplanes)**
- **Maximum of 25,000 in Arctic wilderness**
- **Oil extraction in the Arctic Ocean poisons/pollutes seawaters and affects Polar Bears' food supply**
- **Free roaming creatures so difficult to protect**

[10]

(b) Summary

Now use your notes to write a summary of what *Passage B* tells you about Polar Bears *and* the threats to their survival.

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]**

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 an expressed clearly, concisely and fluently, and in (where appropriate) throughout.
Band 2	**4**	Most points are made clearly and concisely. Ow 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.

[Total: 15]

Notes on the task:

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

In 3(a), if a candidate lists 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.

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).