

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0500 FIRST LANGUAGE ENGLISH

0500/11

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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.

(2) For responses requiring two or three separate points, reward the marks if two or more correct answers are written in the same space and ignore subsequent incorrect responses.

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) Explain, *using your own words*, why the writer says, 'I needn't have worried.' (line 4). [2]

- (She was afraid that) the country might disappoint (her expectations).
- (In fact) it was better than expected.

2 marks for a clear explanation in own words; 1 mark for partial understanding.

(b) From paragraph three, what do you think is the writer's main reason for visiting Peru? [1]

- To look at nature/wildlife/superb destination for nature lovers.
- To take part in eco tourism.

1 mark for each reason. Maximum 1 mark.

(c) What does the writer mean when she describes jaguars as 'elusive' (line 18)? [2]

- They are difficult to find (1 mark)
- because they keep themselves hidden/are secretive (1 mark).

2 marks for a clear explanation; 1 mark for partial understanding.

(d) Explain, *using your own words*, why the writer 'stored away' Elias's advice about what monkeys eat (line 29). [2]

- She wanted to remember what to do if she got lost in the jungle.

2 marks for a clear explanation in own words; 1 mark for partial understanding.

(e) What did the writer find 'different' about the jungle on her twilight walk (paragraph seven)? [2]

- It was dark.
- (Torchlight reflected in eyes/reveals) gleaming eyes.
- The jungle/wildlife was more menacing.
- Golden flashes (of fireflies).
- Eerie/strange sounds.

1 mark for each of the above points, up to a maximum of 2.

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- (f) What did the writer find unusual about the painting in the cathedral at Cusco (paragraph eight)? [1]
- It was given Peruvian details/roast guinea-pig and local drink rather than conventional offerings.

Accept lift of 'a fascinating mix of European and Peruvian features'.

- (g) What makes Machu Picchu unique among ancient Inca sites (paragraph ten)? [1]
- It was the only site not to be destroyed by the Spanish. (The only one) still intact.

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

- (i) 'luxuriant foliage' (line 1) [2]
- Very lush (1 mark) leafy growth (1 mark).
- (ii) 'the jungle without discomfort' (lines 13–14) [2]
- You are in the jungle but not suffering any hardships.
- (iii) 'tamed environment' (line 23) [2]
- A habitat (1 mark) which has been subdued by humans (1 mark).

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.

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- (i) Re-read paragraphs ten and eleven. Choose *three* short phrases which the writer uses to suggest her excitement at what she saw in Peru.

Explain how each of these phrases helps to convey her sense of excitement at what she saw. [6]

- Mysterious and almost inaccessible.
- Hauntingly beautiful.
- Misty cloud forest has other beauties too.
- A lush nature reserve.
- Hummingbirds, which looked like animated gems.
- Flew so close that I even heard the beat of its tiny wings.
- Real treasure is its wildlife.
- Richer than I'd dared to imagine.

- (1) Award 1 mark for each phrase identified up to a maximum of three, and a further mark for a clear explanation of the effect. e.g. the phrase 'looked like animated gems' = 1 mark. An explanation such as 'this suggests that the birds are like living precious stones and so are very valuable' 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 any part of the phrases above. Be prepared to award references to valid 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 of the response, then award 1 mark for each (selection). However, there must be clear evidence that both phrases have been explained for both explanation marks to be awarded. (Be careful not to award 4 marks in total for selection in such cases.)
- (6) It is fully acceptable to award an holistic mark for this question (e.g. a total of 5 out of 6) especially when a partial understanding of the effects of some of the chosen phrases is implied.

- (j) Re read from paragraph two to the end of the passage. Write a summary of what the writer did in Peru *apart from* looking at nature and wildlife. [7]

Write a paragraph of about 50 to 70 words.

1. Stopped at the lodge/stayed in a wooden cabin/Inkaterra Reserva Amazonica.
2. Went for a nature walk/met Elias.
3. Learnt what was safe to eat/discovered how to make tattoos/how to make mosquito repellent.
4. Went for a twilight walk.
5. Flew/went to Cusco.
6. Went to the cathedral and looked at paintings.
7. Took a bus/went through the Sacred Valley.
8. Took a train.
9. Went to Machu Picchu/Aguas Calientes.
10. Stayed at a hotel.

1 mark for each of these points up to a maximum of 7. Tick each point to be credited. No penalty for 'lifting.' [Total: 30]

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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 imagined
- 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 the writer on your journey home from Peru.

Write a letter to a friend in which you describe the excitement of the trip.

In your letter you should write about:

- the most interesting place you visited
- what you found most exciting about the wildlife and why
- reasons why your friend might or might not visit Peru.

Begin your letter, ‘Dear...’.

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 the writer enjoyed about Peru. Less successful responses are likely to lift sections of the original and do little more than repeat details that are already there or concentrate on repeating details from the passage without providing convincing or appropriate explanations of what she enjoyed.

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

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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 refers to what the writer found exciting and shows a clear understanding of what might or might not appeal to the friend.
Band 2	7–8	Refers to several details from the passage and shows some understanding of what the writer found exciting and what might or might not appeal to a friend.
Band 3	5–6	Repeats some details from the passage about what the writer found exciting. Shows incomplete understanding. 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. 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.

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(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 fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established.
Band 2	7–8	Sentences are correct, though relatively simple. Vocabulary is adequate 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]