

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0500 FIRST LANGUAGE ENGLISH

0500/13

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 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 unorthodox 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) From paragraphs one and two:

- (i) Give **two** facts about the appearance of the Bastar Hill Myna birds; [2]

- Glossy black coats.
- Rose-and-orange beaks.
- Bright yellow feet.
- Swirly gold neck markings.

1 mark per fact, up to a maximum of 2.

- (ii) Give **one** fact about their behaviour. [1]

- Mimic/imitate sounds they hear.
- Make loud noises.
- (Most) talkative (at certain times of day).

1 mark per fact. Maximum 1 mark.

- (b) Explain, using your own words, why the eastern half of the Kanger Valley National Park is the best place to spot wildlife (paragraph four). [2]**

- Remote/wilder.
- Less inhabited.

2 marks for a clear explanation in own words; 1 mark partial understanding or direct lift of the line 'is wilder, hillier and has fewer people'.

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(c) What advice does the writer give about visiting the Kanger Valley National Park (lines 19–25)?

- Need to be (fairly) fit.
- Should wear strong, non-slip shoes.

1 mark for each point, up to a maximum of 2.

(d) From paragraph seven, explain, *using your own words*, what makes Chitrakot Falls:

(i) similar to Niagara [1]

- A similar (horseshoe) shape.

(ii) different from Niagara. [1]

- Not overcrowded with visitors/in India not Canada.

(e) Why do you think the writer describes a visit to Tiratgarh Waterfall as a 'relaxing experience' (paragraph eight)? [2]

- Beautiful views (waterfall/temple).
- You can walk under the waterfall/cool off on a steamy day.
- Opportunity to have a quiet picnic.
- Background noise of the Falls.

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

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

(i) 'ideal habitat' (line 12) [2]

- Perfect place for living.

(ii) 'pock-marked with hundreds of caves' (line 21) [2]

- Scarred/pitted with a great number of large holes (in the hills).

(iii) 'bizarre formations' (line 22) [2]

- Strange shapes.

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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- (g) Re-read paragraphs four to seven. Choose *three* short phrases from the text which the writer uses to suggest her excitement at what she saw in Chhattisgarh.

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

- Spectacular waterfalls and caves.
- Stunning, shiny, bizarre formations.
- A strange, secret world.
- Stunning setting.
- Unusual stalagmites and stalactites.
- Truly astounding.
- Lush, hilly forests.
- Most remarkable waterfalls.

- (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 'a strange, secret world' = 1 mark. An explanation such as 'this suggests that the area is mysterious and hidden away' 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.

- (h) Re-read paragraphs nine to eleven. Write a summary of what the writer tells you about the ancient cities near Raipur.

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

1. Important archaeological sites.
2. Sirpur discovered in 1950s.
3. (Temple at) Laxman 1,600-years-old/the oldest of its kind.
4. Built of brick.
5. Temples used to be made of stone and wood.
6. Temple contains statue of female Buddhist monk.
7. Towns are in ruins.
8. Further discovery of 2,000-year-old remains.
9. The Danteshwari Temple is a jewel of India/important part of the Dassera festival.
10. It has four distinct parts/an 800-year-old inner sanctum/two significant stone sections.

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 live in the Chhattisgarh area of India. Your cousin, who lives in Europe, is considering visiting Chhattisgarh before starting university.

Write a letter explaining what your cousin would enjoy and not enjoy about this trip.

In your letter you should:

- **describe some of the natural features that are worth visiting**
- **describe some of the attractions of the local historical features**
- **explain why some things may not appeal to your cousin.**

Begin your letter:

'Dear Cousin

I am sure you will enjoy...'

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 is worth visiting in the area and provide balanced recommendations of what the recipient of the letter might like and dislike about the place. Less successful responses are likely to lift sections of the original and do little more than repeat details without providing convincing or appropriate recommendations as to why a visit there would be worthwhile.

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 is worth visiting in the area and makes appropriate suggestions to help the reader decide on whether to visit.
Band 2	7–8	Refers to several details from the passage and shows some understanding of what is worth visiting in the area. There is an attempt to make appropriate suggestions to help the reader decide on whether to visit.
Band 3	5–6	Repeats some details from the passage about what is worth visiting in the area. There is likely to be at best a limited attempt to make appropriate suggestions to help the reader decide on whether to visit. 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 answer 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]