

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2012 series**

### **0522 FIRST LANGUAGE ENGLISH**

**0522/01**

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.
  - (3) Words underlined in the answers are required for the full mark to be awarded.

### 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) Why were the writer and her companions visiting Costa Rica? [1]**

- They were on a walking holiday.

**(b) What two reasons does the writer give for the sense of panic she refers to in paragraph one? [2]**

- It was late.
- She was disturbed by the (unfamiliar) heat.
- (Surrounded by) taxi drivers.
- Could not find the guide.

*1 mark for each reason up to a maximum of 2.*

**(c) What do we learn about the writer's feelings towards the spider from the phrase 'deliciously creepy' (line 23)? [2]**

- The spider was literally creeping over her hand.
- She found it pleasant.
- She found it unsettling/scary/strange.

Reward answers which attempt to explain the oxymoron.

*2 marks for a clear explanation; 1 mark for partial understanding e.g. 'She found the experience creepy but enjoyable.'*

**(d) Which word in paragraph six tells you that the roads in Costa Rica were not in good condition? [1]**

- Potholed (roads).

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(e) Give *three* things from paragraph eight which the writer enjoyed about the Eco Termals Hot Springs resort. [3]

- It was not as expensive/overcrowded.
- Four (large) pools
- (They could relax/soothe aching muscles in) the warm/steamy water/hot springs.
- The rain had stopped.
- (They could watch the) bats.
- There was good/enjoyable (local/national food)/a good restaurant

1 mark for each point clearly made, up to a maximum of 3.

(f) Explain, *using your own words*, how the scenery changed as they approached Nicaragua. [2]

- It changed suddenly.
- From fertile, moist forest (allow 'lush rainforest')
- To dry/open (grass)land/prairie/savannah.

*Do not accept reference to 'more volcanic mountains' or 'desert'. N.B. The question refers to 'scenery' so do not credit statements about the weather/climate.*

*2 marks for a clear explanation in own words; 1 mark for partial understanding or for direct lift of 'The lush rainforest... savannah.' Verbatim lift of all of the final paragraph = 0.*

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

(i) 'my limited vocabulary' (line 10) [2]

- The small number of (Spanish) words that I knew.

(ii) 'our heads literally in the clouds' (line 40) [2]

- We were sitting high up amongst real/actual clouds.

(iii) 'determined to stay hidden' (line 50) [2]

- (As if it) intended to remain covered by clouds.

*(An understanding that the mountain is the subject/being personified is necessary for a fully correct answer. N.B. 'two thirds in cloud' is a lift and unacceptable.)*

*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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- (h) Re-read paragraphs three to seven. Choose *three* short phrases which the writer uses to suggest her excitement about what she saw in Costa Rica.

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

- Full of bewildering contrasts.
- Deliciously creepy (*N.B. explanation should focus on the sense of excitement*)
- Most unreasonably beautiful and bizarre scenery I've ever seen.
- A few mini-wonders to experience.
- Scrambled out of the car...looked excitedly.
- What a delight!
- Flash of vivid orange ginger lilies.
- Admittedly rare experience...
- Would have been an astonishing sight (*N.B. Explanation must show an awareness of the conditional force of the phrase*)

- (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 'flash of vivid orange ginger lilies' = 1 mark. An explanation such as 'this suggests the excitement the writer feels at the way the unexpected beauty of hidden nature is suddenly revealed' 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.

- (i) Re-read paragraph four to the end of the passage. Write a summary of what you learn about volcanoes in Costa Rica.

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

1. There are many of them.
2. Eruptions have killed people/80 killed(in the last eruption).
3. They are still active/last eruption was in 1968.
4. You can see red lava flowing from them
5. New mountains are created by (the lava/eruptions).
6. You can see steam blowing from them.
7. They are in (the midst of) deep forest.
8. Hot springs (are often found with volcanoes).
9. They are often hidden/two thirds covered by clouds.
10. They are also found in the savannah/near the Nicaraguan border.

Give 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 have just returned from your trip to Costa Rica.**

***Write an article about your visit for a newspaper.***

**In your article you should include:**

- **the interesting variety of the scenery and the wildlife**
- **the challenges and rewards for visitors**
- **reasons why people would enjoy visiting Costa Rica**

**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 found interesting about Costa Rica and show an understanding of both the challenges and rewards offered by a visit there. 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 reasons for visiting the country.

Look for and credit an attempt to write in an appropriate register and which shows an awareness of the required genre/format.

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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.

<b>Band 1</b>	<b>9–10</b>	Uses and develops several ideas, both factual and inferential, from the passage. Consistently refers to what the writer found interesting and develops convincing reasons for making a visit to the country while showing a clear understanding of the challenges and rewards.
<b>Band 2</b>	<b>7–8</b>	Refers to several details from the passage and shows some understanding of what the writer found interesting. There is an attempt to produce convincing reasons for making a visit to the country with some understanding of the challenges and rewards.
<b>Band 3</b>	<b>5–6</b>	Repeats some details from the passage about Costa Rica. Shows incomplete understanding of what the writer found interesting and suggests not entirely convincing reasons for making a visit to the country without really understanding the challenges. Focuses on the question and passage, but uses material simply and partially.
<b>Band 4</b>	<b>3–4</b>	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.
<b>Band 5</b>	<b>1–2</b>	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.
<b>Band 6</b>	<b>0</b>	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.

<b>Band 1</b>	<b>9–10</b>	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.
<b>Band 2</b>	<b>7–8</b>	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.
<b>Band 3</b>	<b>5–6</b>	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.
<b>Band 4</b>	<b>3–4</b>	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.
<b>Band 5</b>	<b>1–2</b>	The response is difficult to understand. The extent of grammatical error seriously impedes meaning. The response may be almost entirely lifted from the original.
<b>Band 6</b>	<b>0</b>	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]**