

CANDIDATE
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FIRST LANGUAGE ENGLISH

0500/11

Paper 1 Reading Passages (Core)

May/June 2016

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: Reading Booklet Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper. This Reading Booklet Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **9** printed pages and **3** blank pages.



Read carefully **Passage A, *The House in the Mist***, in the Reading Booklet Insert and then answer **Questions 1 and 2** on this Question Paper.

Answer all questions using your own words as far as possible.

- 1 (a) Give **two** reasons why the narrator found it difficult to get to the house (paragraph one, 'My path to the...').
-
 - [2]
- (b) **Using your own words**, explain what the writer means by 'this odd and picturesque building made me pause' (line 6).
-
-
- [2]
- (c) Why did the narrator decide not to go back to the road (paragraph two, 'The quiet and apparent ...')?
-
- [1]
- (d) Re-read paragraph three, 'But half-way...hurriedly leaving'. What was unusual about the way the man left the house?
-
- [1]
- (e) Re-read paragraph four, 'As we met...to the man.'. Explain as fully as you can, what caused the narrator to feel 'puzzled' about the behaviour of the man.
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-
-
- [3]
- (f) Explain as fully as you can, what the narrator says about his attempt to speak further with the man (paragraph eight, 'A peculiar greeting...').
-
-
- [2]

(g) (i) Re-read paragraphs one, two and ten ('My path to the...so invitingly.' and 'The house...more inviting.'). Explain **using your own words**, what the writer means by the words underlined in **three** of the following phrases:

1. 'I found doors and windows open to the pervading mist' (lines 3—4)
2. 'this silent room, with its sinister atmosphere' (lines 7—8)
3. 'I now scrutinised more carefully' (line 36)
4. 'it had about it an air of disuse which made me feel like an intruder' (line 39)

Phrase selected: 1, 2, 3 or 4

Meaning of the word underlined:

Phrase selected: 1, 2, 3 or 4

Meaning of the word underlined:

Phrase selected: 1, 2, 3 or 4

Meaning of the word underlined: [3]

(ii) Explain how the writer conveys the nature of the house **and** the narrator's feelings about it through the use of language in **each of the phrases you have chosen in Question 1(g)(i)**.

You should refer to the **whole phrase** in your answer and not just the word underlined.

Phrase selected: 1, 2, 3 or 4

Explanation

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Phrase selected: 1, 2, 3 or 4

Explanation

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Phrase selected: 1, 2, 3 or 4

Explanation

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[6]

[Total: 20]

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[15]

Read carefully **Passage B, Hadrian's Villa**, in the Reading Booklet Insert and then answer **Question 3(a) and (b)** on this Question Paper.

3 Answer the questions in the order set.

(a) Notes

What do you learn about the structure and main features of Hadrian's Villa and grounds **and** the reasons why it was built, according to **Passage B**?

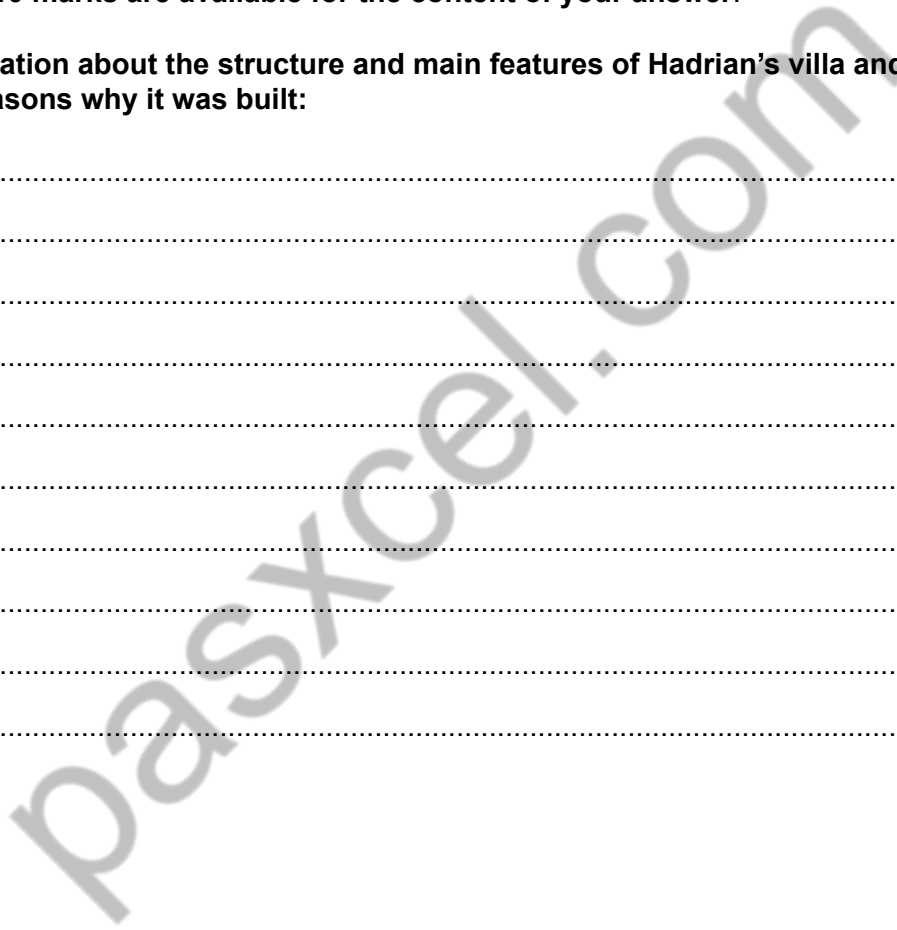
Write your answers using short **notes**. **Write one point per line.**

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.

Information about the structure and main features of Hadrian's villa and grounds and the reasons why it was built:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10..... [10]



(b) Summary

Now use your notes to write a summary of what **Passage B** tells you about the structure and main features of Hadrian's Villa and grounds **and** the reasons why it was built.

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.

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FIRST LANGUAGE ENGLISH

0500/21

Paper 2 Reading Passages (Extended)

May/June 2016

2 hours

Candidates answer on the Question Paper.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

Do **not** use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper. The Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **12** printed pages and **1** Reading Booklet Insert.



Read carefully **Passage A, Honey Hotel**, in the Reading Booklet Insert and then answer **Questions 1 and 2** on this Question Paper.

Question 1

You are Maria from Passage A. The day after the rafting trip you write a letter to a friend back home.

Write the letter.

In your letter you should comment on:

- your impressions of the hotel **and** its staff
- your thoughts and feelings about your husband’s attitude **and** behaviour on the holiday
- your plans for the remaining days of your holiday.

Base your letter on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.

Begin your letter, ‘Dear friend,
This place is everything I imagined...’

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

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[Turn over for Question 2]

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Question 2

Re-read the descriptions of:

- (a) the winning entry in paragraph 4, beginning ‘He agreed...’
- (b) Al and Mr Head’s visits to the market in paragraph 6, beginning ‘On the second morning...’.

Select four powerful words or phrases from **each** paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer.

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Read carefully **Passage B, *The Honeybee***, in the Reading Booklet Insert and then answer **Questions 3(a) and (b)** on this Question Paper.

Question 3

Answer the questions in the order set.

(a) Notes

According to **Passage B**, what is the importance of honeybees to humans **and** what does the writer of the letter believe to be threatening bees' well-being?

Write your answer using short **notes**. **Write one point per line.**

You do not need to use your own words.

Up to 15 marks are available for the content of your answer.

What is the importance of honeybees and what are the threats to their well-being?

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[Total: 15]

(b) Summary

Now use your notes from **Question 3(a)** to write a summary of the importance of honeybees to humans **and** what is threatening bees' well-being, according to **Passage B**.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 15 of your points in **Question 3(a)** and must be 200 to 250 words.

Up to 5 marks are available for the quality of your writing.

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ADDITIONAL PAGE

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

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FIRST LANGUAGE ENGLISH

0500/31

Paper 3 Directed Writing and Composition

May/June 2016

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **two** questions in the space provided: **Question 1** in **Section 1** and **one** question from **Section 2**.
If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passage for use with **Question 1** in **Section 1** on the Question Paper.

The Reading Booklet Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **11** printed pages, **1** blank page and **1** Reading Booklet Insert.



Read carefully the transcript of the radio interview in the Reading Booklet Insert and then answer **Section 1, Question 1** on this Question Paper.

Section 1: Directed Writing

Question 1

Imagine you are a listener who has moved from the city to the countryside and found it beneficial.

Write a letter to Mr Schmit, in response to the views given in the radio interview. In your letter you should:

- evaluate Mr Schmit’s reasons for moving his family to the countryside
- explain why you think the move did not work.

Base your letter on what you have read in the transcript, but be careful to use your own words. Address each of the two bullet points.

Begin your letter, ‘Dear Mr Schmit...’

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.

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Dotted lines for writing.

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[Turn to page 6 for Section 2]

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Section 2: Composition

Write about 350 to 450 words on **one** of the following questions. Answer on this Question Paper.

Up to 13 marks are available for the content and structure of your answer, and up to 12 marks for the style and accuracy of your writing.

Descriptive Writing

- 2 Imagine you discover a box filled with objects you collected as a small child. Describe some of the objects, and your thoughts and feelings as you look at them.

OR

- 3 Imagine you are waiting in a café for a friend who is very late. Describe your surroundings and your thoughts and feelings as you wait.

OR

Narrative Writing

- 4 Write a story entitled, 'The New Beginning'.

OR

- 5 'This was too exciting a temptation to resist.' Write a story in which these words appear.

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/11

Paper 1 Reading Passages (Core)

May/June 2016

MARK SCHEME

Maximum Mark: 50

Published

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 May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **10** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
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1 (a) Give two reasons why the narrator found it difficult to get to the house (paragraph one, 'My path to the...').

- (tangled) hedges / bushes
- (strange) obstacles
- the gloom / darkness / the mist
- he felt confused / lost / disorientated

One mark for each point to a total of 2. (N.B. Lift of 'The path was not an easy one...' without supporting example(s) = 0). [2]

(b) Using your own words, explain what the writer means by: '... this odd and picturesque building made me pause.' (line 6),

The strange but attractive appearance of the house caused him to hesitate.

- 1 mark for responses that show an understanding of one of the underlined words. (Do not accept 'like a picture / photograph etc.' without further qualification.)
- 1 mark for responses that show an understanding of what the narrator did when he first saw the building. E.g., 'He hesitated / stopped (because he was surprised).

N.B. These are 2 discrete points. [2]

(c) Why did the narrator decide not to go back to the road (paragraph two, 'The quiet and apparent...')?

He thought it would be foolish to deny himself the comfort offered by the house / the house was comfortable etc. [1]

(d) Re-read paragraph three (But halfway...hurriedly leaving'). What was unusual about the way the man left the house?

- He did not shut the door. [1]

(e) Using details from paragraph four, explain, as fully as you can, what caused the narrator to feel 'puzzled' about the behaviour of the man?

- The man did not seem surprised to see him (despite the remote surroundings)
- He raised his hat
- he showed greater respect than was expected
- He walked past the narrator without any further word

1 Mark for each of the above points to a maximum of 3 [3]

(f) Explain as fully as you can, what the narrator says about his attempt to speak further with the man (paragraph 8, 'A peculiar greeting...').

- (They were now) some distance apart (1 mark)
- (They) could not hear response clearly (1 mark)

Lift of 'his voice returned to me...his answer reached me.' Without further explanation = 1 mark only. [2]

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0500	11

(g) (i) Re-read paragraphs one, two and ten ('My path to the ... so invitingly.' and 'The house... more inviting). Explain using your own words, what the writer means by the words underlined in three of the following phrases:

- (1) 'I found doors and windows open to the pervading mist' (lines 3–4)
spreading through all parts / getting everywhere
- (2) 'the silent room, with its sinister atmosphere' (line 7–8)
evil / threatening harm etc. / scary / creepy / eerie etc.
Do not accept 'scared', 'dangerous', 'mysterious', 'strange', 'weird'.
N.B. Definition should show understanding of foreboding / something ominous etc.
- (3) 'I now scrutinised more carefully' (line 36)
Looked closely at / inspected / investigated / examined / studied
Do not accept 'judged' (which is the result of a scrutiny) 'explored'. 'Looked' without further qualification = 0.
- (4) 'it had about it an air of disuse which made me feel like an intruder' (line 39)
obsolescence / neglect / no longer used / having been abandoned / deserted etc.
N.B. 'New', 'unused' 'empty' (without amplification) etc. = 0 as they do not convey the sense of obsolescence [3]

(ii) Explain how the writer conveys the nature of the house and the narrator's feelings about it through the use of language in each of the phrases you have chosen in 1(g)(i).

You should refer to the whole phrase in your answer and not just the word underlined. [6]

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

- Part (i) requires an explanation of the meaning of the *underlined 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 underlined word(s).
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc. produces the intended response in the reader's mind.
- When marking these responses, we are looking 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. We should award marks on the quality of linguistic analysis shown by the candidate in order to support her/his interpretation of the writer's purpose.

Page 4	Mark Scheme	Syllabus	Paper
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- 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 – what we are looking for is an *understanding of how* the writer uses these literary devices. (See 0 mark descriptor below.)
- 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 of the writer’s purpose for choosing the language used in it . There will be an appreciation of how the suggestions and associations of the vocabulary/imagery used contribute to the writer’s purpose and a convincing attempt to explain how this effect is achieved. N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation.
1 mark	Responses gaining 1 mark will show understanding of the phrase as a whole and show some awareness of the writer’s purpose for choosing the language used in it . However, this is likely to be only partially explained and an awareness of how this is achieved will probably be implied rather than specifically explained.
0 marks	Responses gaining 0 marks will either show one or all of the following characteristics: <ul style="list-style-type: none"> • complete misunderstanding of the phrase • listing of the figure(s) of speech used by the writer without further comment • repetition of the explanations of the vocabulary already given in answer to (i).

N.B. A response to **1(g)(ii)** which does no more than repeat the definition in **1(g)(i)** = 0

Page 5	Mark Scheme	Syllabus	Paper
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Question 2

This question tests reading assessment objectives R1–R3 (10 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

AND writing assessment objectives W1–W4 (10 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

- 2 **Imagine that you are the narrator of the story. You enter the house and after waiting a few minutes, other people begin to arrive. It is now the afternoon of the following day...**

Write a letter to your older brother or sister describing your impressions of the house and your experiences since you discovered it.

In your letter you should:

- describe how you first discovered the house
- describe your thoughts and feelings when you met the man leaving the house
- explain what you discovered after you entered the house.

Base your letter 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 bullets.

Begin your letter: ‘Dear...’

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 fully appropriate informal style with a clear focus on the need to engage and narrate. There will be evidence of a clear understanding of the nature of the house and the narrator’s thoughts and feelings about his experience. The most successful responses will use the clues in the passage to make some developed and thoughtful suggestions as to the nature of the new arrivals and what happened next.

Page 6	Mark Scheme	Syllabus	Paper
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Table A, READING: Using and understanding the material

Use the following bands to give a mark out of 10 for Reading.

Band 1	9–10	Uses and develops several ideas, both factual and inferential, from the passage. Clearly describes how the narrator first discovered the house and his impressions of it; his thoughts and feelings about the man leaving the house; and gives a credible account as to what happened after he had entered the house.
Band 2	7–8	Refers to several details from the passage and makes some convincing reference to discovering the house and the narrator's thoughts about it and the man leaving it. Gives some credible, but undeveloped, explanation of what he discovered after he had entered the house.
Band 3	5–6	Repeats some details from the passage about the narrator's discovery of the house with some reference to the narrator's thoughts about it and the man leaving it. Shows some incomplete or very limited understanding of his thoughts and feelings. 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 focus on the bullet points. Makes simple references to what the narrator does and feels. There is likely to be much irrelevant or inappropriate content.
Band 5	1–2	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be 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.

NB: It is unlikely that a response which does not address the third bullet point will merit a mark higher than that of Band 3 for Reading.

Page 7	Mark Scheme	Syllabus	Paper
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Table B, WRITING: Structure and order, style of language:

Use the following bands 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.

Page 8	Mark Scheme	Syllabus	Paper
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Question 3

The question tests reading assessment objectives R1, R2 and R5 (10 marks)

Read carefully **Passage B, Hadrian's Villa**, in the Reading Booklet Insert and then answer **Question 3(a)** and **(b)** on this Question Paper.

3 Answer the questions in the order set.

(a) Notes

What do you learn about the structure and main features of Hadrian's Villa and grounds and the reasons why it was built, according to 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.

Details about the structure and main features of Hadrian's Villa and grounds and the reasons why it was built

1. Built (between CE 118–134) as a private residence
2. Open air museum / displaying / showcasing finest architecture (in the Roman World) / displaying / showcasing buildings (from Greece and Egypt)
3. (Covers) 120 hectares or 300 acres / (picturesque) extensive grounds (with olive and cypress trees)
4. Maritime Theatre / a round pool with island (surrounded by columns) / (reached by) a swing bridge
5. The island was also Hadrian's private studio / built to indulge his personal interests or painting / architecture
6. Other buildings include libraries / theatres / bathhouses / accommodation quarters
7. Formal gardens / gardens containing fountains, statues and pools
8. Reproduction / replica buildings (of...)
9. The Canopus / sanctuary of the god Serapis / Plato's Grove of Academe
10. A (119 metre long) canal lined with (authentic) Egyptian statues
11. Reproduction of the Vale of Tempe / home of Diana (with River Peneios)
12. Reproduction of the underworld / Hades built underground
13. Tunnels linked different sections (of the villa and grounds)
14. Some features have been (partially) restored / scattered (fragments of) columns (in grounds)

[Total: 10]

Page 9	Mark Scheme	Syllabus	Paper
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(b) Summary

Now use your notes to write a summary of what **Passage B** tells you about the structure and main features of Hadrian's Villa and grounds **and** the reasons why it was built.

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.

[Total: 5]

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 and the question. All points are expressed clearly, concisely and fluently , and in the candidate's own words (where appropriate) throughout.
Band 2	4	Most points are made clearly and concisely . Own words (where appropriate) 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.

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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)**.

FIRST LANGUAGE ENGLISH

0500/21

Paper 2 Reading Passages – Extended

May/June 2016

MARK SCHEME

Maximum Mark: 50

Published

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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Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Question 1

This question tests reading assessment objectives R1 to R3 (15 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

and writing assessment objectives W1 to W4 (5 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

You are Maria from Passage A. The day after the rafting trip you write a letter to a friend back home.

Write the letter.

In your letter you should comment on:

- **your impressions of the hotel and its staff**
- **your thoughts and feelings about your husband's attitude and behaviour on the holiday**
- **your plans for the remaining days of your holiday.**

Base your letter on what you have read in Passage A, but be careful to use your own words. Address each of the three bullets.

**Begin your letter, 'Dear friend ,
This place is everything I imagined...'**

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing. [20]

General notes

Candidates should select **ideas** from the passage (see pages 6 and 7) and **develop** them relevantly, supporting what they write with **details** from the passage. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Annotate A1 for references to Maria's impressions of the hotel and its staff

Annotate A2 for references to Maria's thoughts and feelings about her husband's attitude and behaviour on the holiday

Annotate A3 for references to Maria's plans for the rest of her holiday.

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Responses *might* use the following ideas:

A1: impressions of the hotel and its staff

- **eagerness to please / desire to impress** (det. AI waited at the airport, carefully planned itinerary, guided tour of Old Town) [dev. Her thoughts / feelings / response to AI's thoughtfulness]
- **(remote) location / setting** (det. two hour drive, legendary landscape, classical architecture) [dev. opportunity to escape, magical, comparison to website images]
- **not busy** (det. sighing over the half-full booking list, wants to attract new business) [dev. regular guests a good sign, enterprising to advertise, AI worried / disappointed about profit]
- **good standard of accommodation** (det. newly extended dining room, best suite) [dev. suspect they have been getting special treatment]
- **food fantastic / fresh** (det. bought daily from market, colourful) [dev. eating more than they should]
- **relaxing / attractive terrace area** (det. palms, cat) [dev. comparison to spirit of the place created/imagined in competition entry, enjoying the peace it offers]
- **thoughtful / kind** (det. AI offers to change pillows because of 'pain in the neck', offers to share mint tea) [dev. didn't realise neck pain was an excuse]
- **knowledgeable / interesting people** (det. talking with gardener about bees) [dev. her response to what she learns]

A2: thoughts and feelings about your husband's attitude and behaviour on the holiday

- **insensitive to/dismissive of local culture** (det. reaction to tour of Old Town – complains of trinkets, tatty bits of material) [dev. spoiling it for her]
- complaining of **boredom** (det. scoffed at plans) [dev. self-centred]
- **lack of interest** in visiting places (det. refuses to go to the animal sanctuary/ruins) [dev. didn't consider her]
- **rude/insensitive to other guests** (det. goading them for wanting to stay on flat water) [dev. her embarrassment]
- macho behaviour / **showing off / arrogance** (det. claiming he knew what he was doing, wouldn't listen to advice from other guests on the trip) [dev. deserved his fate]
- ungrateful / **rude to AI** (det. bullies him into including him in the rafting trip) [dev. despite getting holiday free, fails to acknowledge efforts of staff]
- **foolish / irresponsible behaviour** (det. other guests sniggering at him, ending up injured) [dev. implications if others had not known what they were doing]

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A3: plans for remaining days of holiday

- **visits reluctantly / does not visit** husband (det. arranges pick up for Friday) [dev. enjoy her time left / time to reflect / teach him a lesson]
- enjoy **hotel grounds / ambiance** (det. terrace) [dev. looking forward to solitude / befriending the cat]
- revisit the **Old Town / market** (det. embroidered gowns, fabrics) [dev. buy souvenirs / gifts from the market perhaps]
- visit **animal sanctuary**, [dev. likes animals (det. fusses cat) wanted to go before]
- visit the **ancient ruins** on the hill (det. forgotten civilisations) [dev. interested to find out more about history / culture of place]
- talk more with the **gardener** / find out more about **bees** and **honey** [dev. try some honey]
- do some **writing** (det. she wrote the winning entry) [dev. good review of the hotel as it is in need of more guests, wife seemed to like her writing]
- **enjoy Al's planned itinerary / menu** (det. husband regarded as 'boring') [dev. wanting to enjoy (choosing) food]
- **get to know other guests / Al's wife** better [dev. without husband putting them off]
- perhaps even try trip on the **water** / rafting herself [dev. now husband not there to embarrass her]

The discriminator is the development of the main character's thoughts and opinions, including her predictions for the future, as this requires candidates to draw inferences. Ideas and opinions must be derived from the passage, developing the implications.

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Marking Criteria for Question 1

Table A, Reading:

Use the following table to give a mark out of 15 for Reading.

Band 1: 13–15	The response reveals a thorough reading of the passage. Developed ideas are sustained and well related to the passage. A wide range of ideas is applied. There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. All three bullets are well covered. A consistent and convincing voice is used.
Band 2: 10–12	The response demonstrates a competent reading of the passage. A good range of ideas is evident. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent, helpful supporting detail, contributing to a clear sense of purpose. All three bullets are covered. An appropriate voice is used.
Band 3: 7–9	The passage has been read reasonably well. A range of straightforward ideas is offered. Opportunities for development are rarely taken. Supporting detail is present but there may be some mechanical use of the passage. There is uneven focus on the bullets. The voice is plain.
Band 4: 4–6	There is some evidence of general understanding of the main ideas, although the response may be thin or in places lack focus on the passage or the question. Some brief, straightforward reference to the passage is made. There may be some reliance on lifting from the text. One of the bullets may not be addressed. The voice might be inappropriate.
Band 5: 1–3	The response is either very general , with little reference to the passage, or a reproduction of sections of the original. Content is either insubstantial or unselective. There is little realisation of the need to modify material from the passage.
Band 6: 0	There is little or no relevance to the question or to the passage.

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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	The language of the response sounds convincing and consistently appropriate. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence are sound throughout.
Band 2	4	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express ideas with subtlety and precision. The response is mainly well structured and well sequenced.
Band 3	3	Language is clear but comparatively plain and/or factual, expressing little opinion. Ideas are rarely extended, but explanations are adequate. Some sections are quite well sequenced but there may be flaws in structure.
Band 4	2	There may be some awkwardness of expression and some inconsistency of style. Language is too limited to express shades of meaning. There is structural weakness and there may be some copying from the passage.
Band 5	1	Expression and structure lack clarity. Language is weak and undeveloped. There is very little attempt to explain ideas. There may be frequent copying from the original.
Band 6	0	The response cannot be understood.

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Question 2

This question tests Reading Objective R4 (10 marks):

R4 demonstrate understanding of how writers achieve effects

Re-read the descriptions of:

- (a) the winning entry in paragraph 4, beginning ‘He agreed ...’
- (b) Al and Mr Head’s visits to the market in paragraph 6, beginning ‘On the second morning...’.

Select four powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer.

[10]

General notes

This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words (listed in the mark scheme on page 8) that carry connotations additional to general meaning.

Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not take marks off for inaccurate statements; simply ignore them.

The following notes are a guide to what good responses *might* say about the selections. They can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices. They must be additional to comments on vocabulary.

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(a) **The winning entry**

The general effect is of a bewitching, romanticised version of the place

entranced: captivated, mesmerised, bewitched, as if by a spell, suggests power of her words

staged scenes of ancient civilisations (image): as if creating a piece of classical theatre, going back in time, steeped in history, untouched by modern world

romantic journeys along half-forgotten sandy roads: quiet route, unpopulated, rustic, idealised, escapism, peaceful

conjuring (image): producing something from nothing, magical writing, artistry

charming mirage: attractive illusion of the place, quaint, spellbinding, as convincing as a hallucination in the desert

white-washed walls: bright and pure white, dazzling, unpretentious, simple, pristine, purity

embroidered gowns: suggestive of richness and detail of the fabrics, authentic, traditional, crafted

laced with sunlight (image): the sun is shining through the spaces between the branches creating patterns, streaked / dappled light, extends the embroidery idea – crafted, subtle beauty, intricate, delicate

(b) **Al and Mr Head's visits to the market**

The general effect is of the abundance and richness of produce along with Al's care and effort as compared with insensitive, dismissive attitude of Mr Head

sourced: obtained from others – sense of deliberately searching for – not just bought **laden:** loaded down, carrying piles / heaps of ingredients, heavy, hard work, like a beast of burden

procured: to obtain by special effort – suggests care on Al's part, assuring quality

rainbow of produce (image): natural foods in a range of beautiful colours – image of promise, overflowing, abundance, vibrancy, exotic, healthy

worked his way back through the beehive (image): not easy to walk back – an effort to get through lots of narrow bustling streets / as if Al is a worker bee gathering pollen to turn into nectar – connotations of busy / organised nature of the community / town / colony

straggling market stalls: spread out in an irregular, untidy way, disparaging term – stalls seen as unattractive / falling behind economically

tatty trinkets: small items or ornaments / jewellery of little value, shabby, of poor quality, mocking tone

bits of cloth: pieces of ragged fabric, sneering, dismissive, disparaging of embroidered gowns

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Marking Criteria for Question 2

Table A, Reading: Language analysis:

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

Band 1	9–10	Wide ranging and closely focused discussion of language with some high quality comments that add associations to words in both parts of the question, and demonstrate the writer's reasons for using them. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2	7–8	Explanations are given of appropriately selected words and phrases, and effects are identified in both parts of the question. Images are recognised as such and the response goes some way to explaining them. There is some evidence that the candidate understands how language works.
Band 3	5–6	A satisfactory attempt is made to identify appropriate words and phrases. The response mostly gives meanings of words and any attempt to suggest and explain effects is basic, vague or very general. One half of the question may be better answered than the other.
Band 4	3–4	The response provides a mixture of appropriate choices and words that communicate less well. The response may correctly identify linguistic or literary devices but not explain why they are used. Explanations of meaning may be few, general, slight or only partially effective. They may repeat the language of the original or do not refer to specific words.
Band 5	1–2	The choice of words is insufficient or rarely relevant. Any comments are inappropriate and the response is very thin.
Band 6	0	The response does not relate to the question. Inappropriate words and phrases are chosen or none are selected.

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Question 3

This question tests reading assessment objectives R1, R2 and R5 (15 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R5 select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

(a) **Notes**

According to **Passage B**, what is the importance of honeybees to humans and what does the writer of the letter believe to be threatening bees' well-being?

Write your answer using short **notes**. Write one point per line.

You do not need to use your own words.

Up to 15 marks are available for the content of your answer.

[15]

(b) **Summary**

Now use your notes from **Question 3(a)** to write a summary of the importance of honeybees to humans **and** what is threatening bees' well-being, according to **Passage B**.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 15 of your points in **Question 3(a)** and must be 200 to 250 words.

Up to 5 marks are available for the quality of your answer.

[5]

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Reading content for Question 3(a)

Give 1 mark per point listed below, up to a maximum of 15.

The importance of honeybees to humans and the threats to their wellbeing

Give 1 mark for a point about:

1. **pollinate** (plants, crops or orchards) / pollinate **over 30%** of our crops [incorrect example negates]
2. we **could not produce enough food** without them / extinction of bees could lead to widespread global starvation / global starvation without them
3. they **provide us with healthy food** options (allow examples of fruits / nuts linked to the bees)
4. they are **more efficient or cheaper way to pollinate** than other techniques / unpaid labour for (global) food industry / without bees need huge armies of human workers / more expensive to pollinate without bees
5. they are an **indicator of environmental health**, warning sign, bee health tells us lots about environmental health
6. **historically significant** / connection to past culture(s) / one of oldest forms of life still around (allow e.g. 8000 year old rock painting of man interacting with bees)
7. **medicinal value of honey** (allow honey is / was used in medicines; allow correct example – **over 500** Egyptian medicines used honey)
8. **Colony Collapse Disorder** / CCD / bees abandoning hives
9. **virus** / viral attack / deformed-wing virus
10. **fungal infections**
11. **immune systems being suppressed** / stress reduces (or depresses) immune system
12. **limited genetic diversity** / have too little genetic diversity
13. **Varroa** destructor / blood-sucking mite(s)
14. **pesticides** – allow chemicals (used in farming) / neonicotinoids / nerve agents
15. practice of **transporting** hives to multiple orchards damages bees / transporting causes stress / transporting exposes them to additional pathogens / transporting affects their navigational abilities
16. adverse, unseasonal or **bizarre weather** / changing climate
17. **insufficient nutrition**, not enough bee friendly flowers

Notes:

- **Only one point per numbered bullet in an answer can be credited.**
- **Additional incorrect information negates.**
- **Credit responses in 3a which convey the essence of the point.**

Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by **clearly focusing** on the key details. Over-lengthy lifting (e.g. of **whole** sections containing a number of points) should not be credited. Where errors of grammar / spelling seriously affect the accuracy of an idea, the point should not be awarded.

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B QUALITY OF WRITING: CONCISION, FOCUS AND WRITING IN OWN WORDS Use the following table to give a mark out of 5.

Band 1	5	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's own words (where appropriate) throughout.
Band 2	4	The summary is mostly focused but may have a redundant introduction or conclusion. Most points are made clearly and concisely. Own words (where appropriate) are used consistently.
Band 3	3	There may be occasional loss of focus or clarity. There are some areas of concision. 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. It may lack some clarity. 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) or lack clarity. 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.

FIRST LANGUAGE ENGLISH

0500/31

Paper 31 Directed Writing and Composition

May/June 2016

MARK SCHEME

Maximum Mark: 50

Published

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.

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Note: 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.

Section 1: Directed Writing

Question 1

This question tests writing assessment objectives W1 to W5 (15 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use a register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar

and reading assessment objectives R1 to R3 (10 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

Imagine you are a listener who has moved from the city to the countryside and found it beneficial.

Write a letter to Mr Schmit, in response to the views given in the radio interview. In your letter you should:

- evaluate Mr Schmit's reasons for moving his family to the countryside
- explain why you think the move did not work.

Base your letter on what you have read in the transcript, but be careful to use your own words. Address each of the two bullet points.

Begin your letter, 'Dear Mr Schmit...'

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

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Responses might use the following ideas:

A1 In favour of country life:

- peace and tranquillity
- clean air, less traffic noise
- a simpler lifestyle
- fewer pupils in the village schools, bigger playgrounds, closer relationships with teachers
- safer environment for teenagers – freedom and independence
- friendlier neighbours – real communities where people help each other

A2 Drawbacks to country life which Mr Schmit did not/should have accounted for:

- for adults – much longer commute, limited job opportunities, dependence on cars, bigger carbon footprint.
- for children – poorer facilities/internet speeds, parochial attitudes to outsiders, less developed education, limited access to ‘teenage favourites’ such as shops, cinemas.

A3 Evaluation of why the move was unsuccessful may include:

- it takes time for old communities to accept newcomers
- it needs compromise which the family don't show
- some arrogance/patronising attitudes are shown by the family
- Mr Schmit is unwilling to live on less income or to compromise his career
- his children are addicted to gadgets and inflexible
- it takes imagination to find entertainment in the countryside – not much is shown by the family
- the children seem materialistic and the father is naïve/unrealistic

The discriminator is the evaluation of the arguments, which requires candidates to draw inferences and make judgements about whether the advantages outweigh the disadvantages in this particular case. Perceptive responses may compare the benefits/disadvantages for one age group with another, and this should affect the decision. Ideas and opinions must be derived from the passage, developing its claims and assessing their implications with clear and persuasive arguments.

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Marking criteria for Section 1, Question 1.

Table A, Writing:

Use the following table to give a mark out of 15 for Writing.

Band 1	13–15	Consistent sense of audience; authoritative and appropriate style. Fluent, varied sentences; wide range of vocabulary. Strong sense of structure, paragraphing and sequence. Spelling, punctuation and grammar almost always accurate.
Band 2	10–12	Sense of audience mostly secure; there is evidence of style and fluency; sentences and vocabulary are effective. Secure overall structure; mostly well-sequenced. Spelling, punctuation and grammar generally accurate.
Band 3	7–9	Occasional sense of audience; mostly written in correctly structured sentences; vocabulary may be plain but adequate for the task; mostly quite well structured. Minor, but more frequent, errors of spelling, punctuation and grammar.
Band 4	5–6	Inconsistent style; simple or faultily constructed sentences; vocabulary simple; basic structure. Frequent errors of spelling, punctuation and grammar.
Band 5	3–4	Inappropriate expression; the response is not always well sequenced. Errors of spelling, punctuation and grammar impair communication.
Band 6	1–2	Expression unclear; flawed sentence construction and order. Persistent errors of spelling, punctuation and grammar impede communication.
Band 7	0	The response cannot be understood.

Table B, Reading:

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

Band 1	9–10	Gives a thorough, perceptive, convincing response. Reads effectively between the lines. Shows understanding by developing much of the reading material and assimilating it into a response to the task.
Band 2	7–8	Some evidence of evaluation, engaging with a few of the main points with success. Uses reading material to support the argument. Occasionally effective development of ideas from the passages.
Band 3	5–6	Reproduces a number of points to make a satisfactory response. The response covers the material adequately, but may miss opportunities to develop it relevantly or at length.
Band 4	3–4	Selects points from the passages rather literally and/or uses the material thinly. Points should be connected.
Band 5	1–2	Parts of the response are relevant, though the material may be repeated or used inappropriately.
Band 6	0	There is very little or no relevance to the question or to the passages, or the response copies unselectively or directly from the passages.

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Section 2: Composition

Questions 2 (a), 2 (b), 3 (a) and 3 (b)

This question tests writing assessment objectives W1 to W5 (15 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar

Write about 300 to 450 words on one of the following questions.

Up to 13 marks are available for the content and structure of your answer, and up to 12 marks for the style and accuracy of your writing.

Descriptive Writing

- 2 Imagine you discover a box filled with objects you collected as a small child. Describe some of the objects and your thoughts and feelings as you look at them. [25]

OR

- 3 Imagine you are waiting in a café for a friend who is very late. Describe your surroundings and your thoughts and feelings as you wait. [25]

Narrative Writing

- 4 Write a story entitled, 'The New Beginning.' [25]

OR

- 5 'This was too exciting a temptation to resist.' Write a story in which these words appear. [25]

Marking criteria for Section 2, Questions 2(a), 2(b), 3(a) and 3(b)

Use Table A to give a mark out of 13 for content and structure, and Table B to give a mark out of 12 for style and accuracy.

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Table A, Composition: Content and structure

		General criteria	Specific criteria	
			Descriptive Writing	Narrative Writing
Band 1	11–13	W1: Content is complex, sophisticated and realistic. W2: Overall structure is secure and the constituent parts well balanced and carefully managed.	Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.	The plot is convincing with elements of fiction such as description, characterisation and climax, and with cogent detail.
Band 2	9–10	W1: Content develops some interesting and realistic features in parts of the writing. W2: Writing is orderly, and beginnings and endings are satisfactorily managed.	Frequent, well-chosen images and details give an impression of reality, although the overall picture is not consistent.	The plot incorporates some interesting features, but not consistently so: the reader may be aware of the creation of suspense and a sense of climax.
Band 3	7–8	W1: Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken. W2: Overall structure is competent and some sentences are well sequenced.	A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.	The plot is straightforward and cohesive with some identification of features such as character and setting.
Band 4	5–6	W1: Content consists of relevant ideas that are briefly developed. W2: Overall structure is easily followed, though some constituent parts are too long or too short to be effective.	The task is addressed with a series of ordinary details, which may be more typical of a narrative.	Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.
Band 5	3–4	W1: Content is simple, and the presentation of ideas and events may only be partially credible. W2: Overall structure is recognizable though paragraphing is inconsistent and sequences of sentences insecure.	Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.	The plot is a simple narrative that may consist of events that are only partially credible or which are presented with partial clarity.

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		General criteria	Specific criteria	
			Descriptive Writing	Narrative Writing
Band 6	1–2	W1: Content is inconsistent in relevance, interest and clarity. W2: Structure is frequently unclear, revealing a limited grasp of purpose.	Some relevant facts are identified, but the overall picture is unclear and lacks development.	The plot lacks coherence and narrates events indiscriminately.
Band 7	0	W1: Content is rarely relevant and there is little material. W2: The structure is disorderly.	Individual ideas are not properly communicated and the effect is one of incoherence.	The plot is hard to follow and is only partially relevant.

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Table B, Composition: Style and accuracy

Band 1	11–12	<p>Writing is consistent, stylistically fluent, linguistically strong and almost always accurate; has sense of audience.</p> <p>W3: Consistently wide range of appropriate vocabulary. W4: Subtle and effective sense of audience; appropriate use of varied sentence structures. W5: Spelling, punctuation and grammar almost always accurate.</p>
Band 2	9–10	<p>Writing is mostly fluent, sometimes linguistically effective and generally accurate; may have some sense of audience.</p> <p>W3: Obvious attempt to use range of vocabulary to interest the reader. W4: Partial or inferred sense of audience, with appropriate sentence structures. W5: Spelling, punctuation and grammar mainly accurate.</p>
Band 3	7–8	<p>Writing is clear, competent, if plain in vocabulary and grammatical structures; errors minor, but frequent.</p> <p>W3: Occasional precision and/or interest in choice of words. W4: Accurate if repetitive sentence structures W5: Minor but frequent errors of spelling, punctuation and grammar.</p>
Band 4	5–6	<p>Writing is clear and accurate in places, and uses limited vocabulary and grammatical structures; errors occasionally serious.</p> <p>W3: Plain but mostly correct choice of words. W4: Correct use of simple sentence structures; some errors of sentence separation. W5: Frequent errors of spelling, punctuation and grammar.</p>
Band 5	3–4	<p>Writing is simple in vocabulary and grammar; overall meaning can be followed, but errors are distracting and sometimes impair communication.</p> <p>W3: Words may sometimes communicate meaning satisfactorily. W4: Frequent weakness in sentence structures. W5: Errors of spelling, punctuation and grammar impair communication.</p>
Band 6	1–2	<p>Writing is weak in vocabulary and grammar; persistent errors impede communication.</p> <p>W3: Insufficient language to carry intended meaning. W4: Faulty and/or rambling sentence structures. W5: Persistent errors of spelling, punctuation and grammar impede communication.</p>
Band 7	0	<p>Writing is impossible to follow. Language proficiency is lacking; incorrect sentences; multiple errors of spelling, punctuation and grammar.</p>