CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2016 series

0500 FIRST LANGUAGE ENGLISH

0500/12 Paper 1 (Reading Passages – Core), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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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.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

Question 1

This question tests Reading Objectives R1–R4 (20 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions
R4 demonstrate understanding of how writers achieve effects

Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1 (a)	R1	2
(b)	R1 and R2	1
(c)	R2	2
(d)	R1	2
(e)	R1	3
(f)	R1 and R2	1
(g) (i)	R1 and R2	3
(ii)	R3 and R4	6
Total		**20**

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1 (a) Give <u>two</u> details that the writer mentions about the style of building in Ladakh (paragraph one, 'Ladakh, meaning many passes…).

- *houses have stone walls*
- *they have flat roofs*
- *the roofs are covered with bushy undergrowth*

Award 1 mark for any of the points mentioned above to a total of 2. [2]

(b) The writer suggests two possible uses for the 'hair pieces' (line 5) on the rooftops. <u>Using your own words</u>, state <u>one</u> of these possible uses.

- *they were either stored for using to burn for heat (in the winter); they might be left on the roofs to conserve heat (in the winter)*

1 mark for either of the above points. Accept selective lifting of either phrase, but 0 for a verbatim lift of 'fuel stores or a form of insulation'. Credit attempt to explain 'fuel stores' in own words which shows understanding of the phrase. [1]

(c) <u>Using your own words</u>, explain, as fully as you can, the meaning of <u>one</u> of the warnings mentioned on lines 14–15 (peep Peep ... the Late Mr').

- *Sound your horn and make sure that you keep awake while driving*
- *If you drive recklessly you'll <u>finish up dead</u> (in hell)*
- *It's better to drive responsibly and arrive late rather than driving fast and <u>ending up dead</u> (late)*

Award 2 marks for a clear explanation in own words; 1 mark for a partial explanation. [2]

(d) In paragraph three the writer describes the good condition of the road ('As we drive…').

<u>Using your own words</u>, explain:

(i) why the writer is surprised by this (lines 15–16).

The road surface is good / better <u>than would be expected</u> (from such a remote place) [1]

(ii) the reason why the road is so well-maintained (lines 16–18).

The road is built <u>by / for the army</u> / they keep it well maintained. Allow 'mountain tamers' as a synonym for 'army' [1]

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(e) Re-read paragraphs four and five ('The scenery…after them.').

<u>Using your own words</u>, explain:

(i) what the stupas are used for (lines 25–27).

To hold human remains/possessions (of monks/holy men/royal family). Allow 'grave' / 'tombs'. Verbatim lift of 'contains … possessions' = 0 [1]

(ii) the writer's thoughts and feelings as he wanders amongst them (lines 28–32).

- *the stupas symbolise the earth and stars / sky*
- *they are not in the best condition/appear to have been opened*
- *he is <u>intrigued / surprised</u> by the fact that they have been recently whitewashed / are still being maintained*

1 mark for each of the above to a total of 2. Allow selective lifts. [2]

(f) What detail of the location of Ladakh does the writer refer to in both the first <u>and</u> last paragraphs ("Ladakh, meaning 'many passes'"... and "I have the feeling"...)?

- *it was on the Silk Route* [1]

(g) (i) Re-read paragraphs two, three and four ("The run-down ... their possessions.") . Explain using your own words, what the writer means by the words underlined in three of the following phrases:

(1) 'The run-down palace that *dominates* the centre' (line 7)
stands out above / is eye-catching)/ is the main building (etc.)

(2) 'The streets of Leh are busy, in *a low-tech way*' (lines 8–9)
using traditional / non-mechanical technology

(3) 'the slim green band of *cultivation*' (line 13)
the growing / farming of plants and crops / agriculture

(4) 'The scenery has a *gaunt* and minimal beauty' (line)
Bleak / desolate /craggy etc. [3]

(ii) Explain how the writer conveys the landscape of Ladakh through the use of language <u>in each phrase</u> you have chosen in 1(g)(i).

(1) 'The run-down palace that dominates the centre' (line 7)

(2) 'The streets of Leh are busy, in a low-tech way' (lines 8–9)

(3) 'the slim green band of cultivation' (line 13)

(4) 'The scenery has a gaunt and minimal beauty' (line)

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

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

- Part **(i)** requires an explanation of the meaning of the *italicised word or short phrase* only.
- Part **(ii)** requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted and not just the italicised word(s).
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc. 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 their interpretation of the writer's purpose.
- It is not necessary for candidates to show knowledge of the names of different figures of speech (simile, metaphor etc.) to produce a successful answer – 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: • complete misunderstanding of the phrase • listing of the figure(s) of speech used by the writer without further comment • (c) repetition of the explanations of the vocabulary already given in answer to **(i)**.

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2 Imagine that you are the writer of the article. Before you leave the Ladakh area, you are interviewed on the radio about your recent travels.

Write the words of the interview.

In your interview you are asked the following three questions only:
- **Could you tell us about your journey so far?**
- **What was most memorable about your visit to Ladakh?**
- **Who might enjoy going to Ladakh and why should they visit?**

Base your interview responses on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Address each of the three bullet points.

You should begin your interview with the first question: 'Could you tell us about…?'

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 convincingly informal style with a clear focus on the need to engage and describe. There will be evidence of a clear understanding of what the writer most enjoyed about his journey and sensible comments as to why or why not it would be a suitable place for his parents to visit. The most successful responses will use the clues in the passage to make some developed and thoughtful suggestions as to what the writer thinks there is in the area that will appeal to different types of visitors.

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. Demonstrates and develops on what the writer found most memorable and gives credible suggestions as to who might enjoy visiting Ladakh and why. Attempts to develop all three bullet points.
Band 2	**7–8**	Refers to several details from the passage and shows some awareness of what the writer found most memorable with some suggestion(s) as to who might enjoy visiting Ladakh and why. Attempts to develop at least two bullet points.
Band 3	**5–6**	Uses some details from the passage to suggest an understanding of what the writer found most memorable. Focuses on the question and on the passage, but uses material simply and partially with possibly an attempt to suggest might enjoy visiting Ladakh and why. Makes reference to at least two bullet points.

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Band 4	**3–4**	There is some relevance to the question with a tendency to retell the passage rather than to focus on the requirements of the question. Makes simple references to what the writer found most memorable with either undeveloped or unconvincing suggestions as to who might enjoy visiting Ladakh and why. The response is likely to contain much repeated detail from the passage.
Band 5	**1–2**	May retell the passage or give occasional relevant facts. 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.

N.B. A response which does not include reference to the Bullet Point 3 will not achieve Band 1 for Reading.

(b) WRITING (Core tier)

Use the following table to give a mark out of 5.

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.

Add the marks for Reading and Writing to give a total mark out of 15 for Question 2.

Read carefully **Passage B**, **How to trek to Everest Base Camp**, in the Reading Booklet Insert and then answer **Question 3(a)** and **(b)** on this Question Paper.

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3 Answer the questions in the order set.

(a) Notes

What advice does Passage B give to people planning to trek to Everest Base Camp?

Write your answers using short notes. You do not need to use your own words.

Up to 10 marks are available for the content of your answer. **[Total: 10]**

Advice given to people planning to trek to Everest Base Camp.

- people with average fitness can do this trek
- 'slow and steady' is the key
- prepare with regular cardiovascular training (practise climbing – hills, stairs etc./weekly 5 hour walk)
- pack lightly/aim to take between 10–15 kg in your luggage / consider the porter
- remember that at altitude the Himalaya are cold throughout the year
- so warm /protective clothing (a fleece jacket/ thermal underwear) is essential
- footwear requires lightly broken-in boots/trekking socks
- bring a raincoat / gloves / woollen / sun hat / polarised sunglasses
- and good sleeping bag / (rated to –20 °C)
- watch for (signs of) altitude sickness
- bring a supply of suitable medication for treatment
- be aware that meat will not be fresh / is carried up by porters from below
- so eat freshly prepared *dal bhat* / lentil soup with rice
- use a good sunscreen / reapply regularly and keep covered **[Total: 10]**

Note: Although lifting of words and phrases from the passage is acceptable it is important that in such cases candidates show evidence of understanding by clearly focusing on the key details; over-lengthy lifting which does not identify specific points should not be rewarded. Credit response which attempt to use own words and convey the essence of the point.

(b) Summary

Now use your notes to write a summary of what advice Passage B gives to people planning to trek to Everest Base Camp.

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]**

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Question	Answer	Marks
3 (b)	Table A, Writing (concision, focus, use of own words). Use the following table to give a mark out of 5 for Writing. **Band 1** 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** 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** 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** The summary is **sometimes focused**, but it may include comment, repetition, unnecessarily long explanation or lifted phrases. **Band 5** 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** Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.	**[5]** **[4]** **[3]** **[2]** **[1]** **[0]**
		[Total: 15]

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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)**.

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