Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading Passages (Core) **March 2018**

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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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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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
1(b)	R1	2
1(c)	R1	1
1(d)	R1 and R2	2
1(e)	R1 and R2	2
1(f)	R2	2
1(g)(i)	R1 and R2	3
1(g)(ii)	R3 and R4	6
Total		**20**

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Question	Answer	Marks
1(a)	**State <u>two</u> features of the walk which made it difficult for the narrator to reach the mountain lake (paragraph 1, 'There is a lake …').** • The ground was saturated with water/boggy • The climb sapped the energy from their legs / the climb made them breathless / tired / exhausted • It was halfway up a mountain 1 mark for each reason, up to a maximum of 2. *(Accept lifting / quotes)*	**2**
1(b)	**<u>Using your own words</u>, explain what the narrator can see as he faces the open country (paragraph 1, 'There is a lake …').** • The expanse of / beautiful / fertile / green / flat countryside • <u>River Shannon</u> • <u>Many</u> small and large lakes 1 mark for each point, up to a maximum of 2 'Open country' without further relevant qualification = 0 as the phrase appears in the question 'tiny streams' = 0 as they cannot be seen, only heard	**2**
1(c)	**Which four-word phrase in paragraph 1 suggests that the water in the tiny streams cannot be seen by the narrator (paragraph 1, 'There is a lake …')?** well beyond our vision	**1**
1(d)	**Re-read paragraph 2. <u>Using your own words</u>, give <u>two</u> reasons why the narrator says the mountain lake is difficult to find (paragraph 2, 'The mountain lake is not easy to find …').** • You have to climb <u>upwards</u> to find it (which is strange) • It is very <u>small</u> • You cannot see it / it is hidden until you reach the ridge / are right next to it • It is sometimes <u>hidden by fog / thick clouds.</u> 1 mark for each reason, up to a maximum of 2.	**2**

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Question	Answer	Marks
1(e)	**Re-read the sentence 'Scientists suggest that fewer physical differences are to be expected in a small population long isolated from others.' (lines 19–20).** **The brown trout are similar in appearance. Using your own words, explain what reasons scientists give for this similarity (paragraph 3, 'This isolated lake is fed …').** • The brown trout are separated from other fish • They have been separated for a long time. • There is a (relatively) small number of trout *2 marks for a clear explanation in own words; 1 mark for partial understanding.*	**2**
1(f)	**Re-read paragraph 5 ('To celebrate Leo's first trout …').** **Using your own words, explain what the narrator says about his experience of painting the trout.** • Painting is not good • Scale/colours are correct/close • You have to see the trout to realise their beauty / difficult to paint / describe trout's beauty / didn't do justice to the trout	**2**
1(g)(i)	**Re-read the passage. Using your own words, explain what the writer means by the words underlined in the following quotations:** 1 'the brown trout, to *cruise* the dark waters undisturbed' (lines 13–14) 2 'the brown trout always rise *freely*, as though to reward us for the effort' (lines 25–26) 3 'admiring the *varnished* scales of Leo's first trout' (line 29) **(1) 'cruise' (line 14)** Swim in a leisurely/unhurried way / relaxed / smoothly **(2) 'freely' (line 26)** Openly / without prompting or encouragement / spontaneously / voluntarily / randomly / anywhere **(3) 'varnished' (line 29)** Polished / glossy / shining / glistening *1 mark for each explanation, up to a maximum of 3.* *Note: the definitions above contain the essence of an answer. Be careful not to credit a word actually used in the quotation. However, accept that candidates may respond in different ways, e.g. at greater length.*	**3**

Question	Answer	Marks
1(g)(ii)	**Explain <u>how</u> the language <u>in each of the quotations in Question (g)(i)</u> helps to suggest the appearance and behaviour of the brown trout. You should refer to the whole quotation in your answer, not just the word <u>underlined.</u>** **the brown trout, to ***<u>cruise</u>* the dark waters undisturbed' (lines 13–14)** 'Cruise' is reinforced by 'undisturbed' and emphasises how relaxed the brown trout are, taking life easy like passengers on a cruise ship / It makes the trout sound elegant and mysterious in its solitude **'the brown trout always rise ***<u>freely</u>*, as though to reward us for the effort' (lines 25–26)** 'Always', 'freely' and 'reward' work together to create the impression that the trout are generous in nature and almost happy to be caught / as though the trout are pleased to see them / greeting them. **'admiring the ***<u>varnished</u>* scales of Leo's first trout' (line 29)** **'**Varnished' and 'admiring' support each other to emphasise that Leo's trout seemed so beautiful because it appeared to sparkle and glisten magically in the sunlight / it makes the trout sound crafted / perfected *Award 1 mark for a partial explanation of each quotation.* *Award 2 marks for an explanation of each quotation which shows clear appreciation of the effect of the writer's use of language.* *Paraphrase of quotation = 0 for explanation. Explanation must also be predominantly in candidate's own words.*	**6**

Notes on the Task

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

- Question **1(g)(ii)** requires a comment on the effectiveness of the writer's use of language for a particular purpose in the *whole phrase* quoted.
- Credit should be given to responses that attempt to explain how the writer's choice of words/images etc. produce 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.
- 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 any such literary devices.
- 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.*
- Note: This question is marked out of a total of 6 (2 marks for explanation of each phrase). However, it is fully acceptable to award a holistic mark for this question (e.g. a maximum of 5 out of 6) especially when a partial understanding of the effects of some of the chosen phrases is implied.

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 given.
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 is likely to be implied rather than specifically explained.
0 marks	Responses gaining 0 marks will either show complete misunderstanding of the phrase or simply list the figure(s) of speech used by the writer without further comment.

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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

Question	Answer	Marks
2	**Imagine that you are Leo, the narrator's son in Passage A. You have decided to write a journal entry, describing the fishing trip to the mountain lake with your father.** **<u>Write your journal entry.</u>** **In your journal entry you should:** • **describe the sights and sounds of the mountain and lake** • **describe how you felt on catching your first trout** • **explain how these experiences have influenced your attitude to the natural world.** **Base your journal entry 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.** **Begin your journal entry: 'I didn't know what to expect when I first saw the mountain lake …'** **Write about 200 to 300 words.** **<u>Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing</u>.** **General notes** The most successful responses are likely to emphasise the strange quality of the location and the trout (the lake is located uphill, the trout present themselves to be caught) and to tie this in with the novelty/excitement of his first catch. There will be a sensible and convincing attempt to evaluate the key elements of the experience. Less successful responses are likely to lift sections of the original and do little more than repeat points that are already there without going beyond the more obvious details. Look for and credit an attempt to write in an appropriate register.	**15**

Marking criteria for Question 2

Table A, READING: Using and understanding the material

Use the following table 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. Consistently reflects Leo's feelings about his surroundings and his reaction to catching his first trout. Shows a confident, logical appreciation of what has been learned from the experience (e.g. how this has increased his understanding of **the natural world** around him).
Band 2	**7–8**	Refers to several details from the passage and makes some reference to his surroundings and his reaction to catching his first trout. Shows some detailed awareness of what has been learned from the experience (e.g. how this has increased his understanding of **the natural world** around him).
Band 3	**5–6**	Repeats some details from the passage about his surroundings and his reaction to catching his first trout. Shows some incomplete understanding of, with limited detail or no reference to, what has been learned from the experience. 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 the events of the fishing trip.
Band 5	**1–2**	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be examples of 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.

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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**	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.

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Question 3

The questions tests reading assessment objectives R1, R2 and R5 (10 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

Question	Answer	Marks
3	**Read carefully Passage B, *A life-changing decision*, in the Reading Booklet Insert and answer Question 3(a) and (b) on this Question Paper.** **Question 3** **Answer the questions in the order set.**	

Question	Answer	Marks
3(a)	**Notes** **What are John Treagood's essential daily needs and the difficulties he faces in maintaining his lifestyle, 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.** **Reading content for Question 3(a)** Give 1 mark per point listed below, up to a maximum of 10. Give 1 mark for a point about: **Needs** 1 A (placid) horse 2 A caravan 3 An area/wasteland to park/keep caravan/horse. 4 Financial income made from odd jobs/pruning hedges 5 70 litres / a lot of water / 50 litres for horse (from streams) 6 Collects food / berries / vegetables (from land) 7 Food / carrots / apples for horse 8 Friends to contact for help 9 Radio for entertainment / listening to music **Difficulties** 10 Very cold/ freezing temperatures 11 Doesn't collect his pension 12 Accidents/injuries from frost / ice / slipped and broke his arm 13 Injuries untended for days / not treated immediately / didn't seek help for 3 days 14 Help some distance / a long way / 7 km away 15 Mobile phone not switched on **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 responses which attempt to use own words and convey the essence of the point.	**10**

Question	Answer	Marks
3(b)	**Summary** **Now use your notes to write a summary of what Passage B tells you about John Treagood's essential daily needs and the difficulties he faces in maintaining his lifestyle.** **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.**	**5**

Marking criteria for Question 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	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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