Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading Passages (Core) **March 2019**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

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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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Question	Answer	Marks
1(a)	**Give <u>two</u> reasons why the writer wanted the trip to Delphi to be cancelled (paragraph 1, 'I took a look …').** • had been touring for 7 days non-stop / many early mornings • students exhausted • students wanted to hang out in the city / have a break • gruelling drive / 3 hour drive	**2**
1(b)	**<u>Using your own words</u>, explain why the writer wanted to speak to the guide 'out of earshot' (line 8).** • she doesn't want the students to know she's planning to cancel the trip Note: Don't credit answers which simply focus on 'hearing' such as 'She doesn't want them to hear her' but reward implicit understanding of why she doesn't want them to hear.	**1**
1(c)	**<u>Using your own words</u>, explain the writer's reasons for finally deciding to go on the trip to Delphi (lines 8–12).** • she didn't want to disappoint the guide (who had frowned) • the guide advised her to go • she didn't think it fair to deny the trip to those students <u>who wanted to go</u>	**2**
1(d)	**<u>Using your own words</u>, explain the writer's feelings when they first began to explore the site at Delphi (lines 13–21).** • she felt that the place had a power • felt protective of the place • captivated by the place 1 mark for each feeling up to a maximum of 2 Note: Reward own words that capture the essence of the points.	**2**
1(e)	**Give <u>two</u> reasons why the writer found the stadium at Delphi so impressive (paragraph 9, 'At the top …').** • its <u>great</u> size / it was enormous (1 mark) • been there over 2500 years (1 mark)	**2**

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Question	Answer	Marks
1(f)	**Using your own words, explain the true source of Delphi's power (paragraph 11, 'And I realised …').** • Its simplicity / consisting of the most basic elements / rocks, stones, sky and earth (1 mark) • it gave visitors (the writer) a link to the past / an awareness of their place in human existence / it helped to explain the mysteries of life / sacred place (1 mark) Note: Don't reward lifts of complete sentences. Selective lifting should be rewarded.	**2**
1(g)	**Give the meaning of the underlined words in the following three phrases as the writer uses them in the passage. Then explain how the phrases help to suggest the narrator's thoughts and feelings about Delphi and her visit there.**	
	(i) 'awe' (line 19): wonder / admiration / astonishment / amazement	**1**
	(ii) 'feeling in awe of the timeless magnificence of the surroundings: Reward up to 2 marks for: sense of the grandeur / impressive / beautiful nature / / the huge impact on them / the sense that it has been there for a long time or historical setting	**2**
	(iii) 'significance' (lines 20–21): importance / greatness / value	**1**
	(iv) 'it was as if everyone recognised the significance of the place': Reward up to 2 marks for: sense of the shared experience / the huge impact on them / the mystical or special qualities of the place	**2**
	(v) 'overwhelmed' (lines 24–25): overpowered / deeply moved / deeply affected / amazed	**1**
	(vi) 'We stood and stared, overwhelmed by its size': Reward up to 2 marks for: they are stunned into silence or immobility / shocked or surprised / they feel dwarfed or small in comparison / they feel a sense of their insignificance / its massive size.	**2**

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Question	Answer	Marks
2	**Imagine that you are one of the students who visited Delphi, in Passage A. It is the evening of your visit and you have now returned to Athens.** **Write a letter to your parents, telling them about your experiences so far.** **In your letter you should include the following points:** • **details of your trip and your feelings about it before you visited Delphi** • **your thoughts and feelings about the visit to Delphi and about how your teacher reacted to it** • **what you have learnt from your trip so far and why you would (or would not) recommend your parents to make a similar visit.** **Base your 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.** **Begin your letter: 'I had mixed feelings when I first set out on this tour …'** **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.**	**10**

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Question	Answer	Marks

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 provides a developed, appropriate account of the writer's feelings about the sites visited. Makes thoughtful, perceptive comments as to why parents would appreciate a similar trip (or not).
Band 2	7–8	Refers to several details from the passage and makes some convincing comments about the writer's feelings about the sites visited. Makes a sensible attempt to comment as to why parents would appreciate a similar trip (or not).
Band 3	5–6	Repeats some details from the passage about the visit to Delphi. Makes a limited but straightforward attempt to comment as to why parents would appreciate a similar trip (or not).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 writer's feelings about the trip to Delphi. 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 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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Question	Answer	Marks

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	Answer	Marks
3(a)	**What do you learn about the history of Ostia Antica and what it offers to modern-day visitors, 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)** **History of Ostia Atica and what it offers modern-day visitors** The history: • the ancient port of Rome / originally a sea port • increased in importance 2400 years ago • a major naval and trading base (2400 years ago) / held commercial significance • expanded in size and grandeur • 1700 years ago, its place was taken by a new port (at Fiumicino) • the Tiber was no longer navigable / silted up / the port began to decline / roads overgrown / muddy oblivion. What it offers modern-day visitors: • twenty-minute train journey / not far from Rome • Ostia station is very close to the site • visitors can wander and explore freely • major sites / lots to see there (or two examples – the Roman theatre / the impressive Forum / a large baths complex / temples) • many of the buildings are preserved up to the second storey • impressive mosaics and columns (or two examples – fishmonger's slab / the bar / the public toilets / the residential villas or courtyards) • old village of Ostia / papal fortress • powerful sense of the past / good for those interested in archaeology.	**10**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>
Now use your notes to write a summary of what <u>Passage B</u> tells you about <u>the history of Ostia Antica and what it offers to modern-day visitors</u>.

You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.

Your summary should not be more than 150 words.

<u>Up to 5 marks are available for the quality of your writing.</u>

Table A, Writing (concision, focus, use of own words)
Use the following table to give a mark out of 5 for Writing.

<table>
<tr><td>Band 1</td><td>5</td><td>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.</td></tr>
<tr><td>Band 2</td><td>4</td><td>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.</td></tr>
<tr><td>Band 3</td><td>3</td><td>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.</td></tr>
<tr><td>Band 4</td><td>2</td><td>The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.</td></tr>
<tr><td>Band 5</td><td>1</td><td>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.</td></tr>
<tr><td>Band 6</td><td>0</td><td>Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.</td></tr>
</table>
</td><td>5</td></tr>
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