Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/13**

Paper 1 Reading Passages (Core) **May/June 2017**

MARK SCHEME

Maximum Mark: 50

Published

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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.

For the summary question, be careful not to award the same point twice; where an answer/idea is repeated you may indicate by using the REP (repeat) annotation.

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

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Question	Answer	Marks	Notes
1(a)	**Using your own words, explain why the writer says 'There was a small grain of truth' in the rumours about the existence of El Dorado (line 2).** • It is known that local people mined gold and emeralds which were easily found in the eastern Andes. • Gold dust was used to turn their chief into a living, golden statue.	**2**	**Note:** *Do not penalise selective lift of appropriate vocabulary taken from the passage but an extended lift that does not convey understanding = 0* **Note:** If candidate does not refer to either bullet but makes a comment about a mixture of fact and fiction award 1 mark
1(b)	**What is the meaning of the Spanish phrase, 'El Dorado'?** The gilded/golden one.	**1**	
1(c)	**Give two details about the Spanish exploration of South America (paragraph 2, 'The Spanish explorers…not yet ventured.').** • There were five expeditions in the space of five years. • They did not reach northern part of South America/as far as the Orinoco/Amazon basin.	**2**	
1(d)	**Explain why Juan Martinez was punished by his companions (paragraph 3, 'Meanwhile…on his way back.').** (The ship was blown up by its own gunpowder). He was responsible for looking after the gunpowder.	**1**	
1(e)(i)	**Which two-word phrase in paragraph 3 ('Meanwhile…on his way back.') suggests that the writer questions the truth of Juan Martinez's account?** • He claimed.	**1**	
1(e)(ii)	**Which piece of evidence later in the passage suggests that at least some of his story was true?** Raleigh's expedition found the ship's anchor in the Orinoco area.	**1**	

Question	Answer	Marks	Notes
1(f)	**Explain what is meant by 'potential investors' (line 34).** • People who are likely to be willing to finance an expedition.	**1**	
1(g)	**<u>Using your own words</u>, explain what the writer means by 'it is most likely that El Dorado was an excuse used by the European adventurers who were eager to discover the quickest path to riches.' (line 38–40).** It is generally agreed that the main reason adventurers from Europe made expeditions to look for El Dorado was because they saw this as an opportunity to get rich quick.	**2**	*Two marks for a full, clear explanation. One mark for a partial explanation.*
Re-read paragraphs one, two and seven of <u>Passage A</u>. <u>Using your own words</u>, explain what the writer means by the words in *italics* in the following phrases: **a. 'and in its retellings, the tale became *<u>embellished</u>' (line 8)** **b. 'assumed that this *<u>fugitive</u>* empire was flourishing somewhere' (lines 12–13)** **c. 'a place of fabulous wealth and has fed the *<u>romantic</u>* imaginations of writers throughout the centuries' (lines 37–38).**			
1(h)(i)	embellished: embroider / elaborate / exaggerate etc. fugitive: elusive / ephemeral / evanescent etc. romantic: fanciful / whimsical / colourful / dreamy etc.	**3**	

Question	Answer	Marks	Notes

Explain <u>how</u> the words and language <u>in each of the phrases</u> in <u>(h)(i)</u> help to suggest how the writer presents the story of El Dorado.

Notes on the Task

- Examiners should observe the following principles when assessing candidates' responses to this question:
  - Question 1 (h) (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. 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.
  - 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. Note: 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.

Question	Answer	Marks	Notes
1(h)(ii)	The word 'embellish' suggests that unsubstantiated details have been added to accounts to make them more attractive and interesting. The word 'assumed' implies that there is no evidence for the existence of El Dorado; its description of being a 'fugitive empire' implies that it can never be found and the sense of disbelief is reinforced by the slightly dismissive tone of 'flourishing somewhere'. 'Fabulous' suggests that the wealth is unrealistic and the rest of the quotation suggests that El Dorado is really only found in the fictional writings produced by the whimsical minds of writers. All three quotations suggest that the writer doubts the existence of the place. Award up to 2 marks for each explanation to a maximum of 6.	**6**	*Note: If candidates choose to comment on the phrase not selected for the previous question, do not penalise but mark as appropriate.*

Question	Answer	Marks	Notes
Question 2 **Imagine that you are Juan Martinez from <u>Passage A</u>. You are interviewed by an official about your experience.** **<u>Write the words of your interview.</u>** **In your interview you are asked three questions:** • **tell me exactly why you were cast adrift in the jungle** • **explain what happened to you before you mysteriously reappeared** • **why should I believe anything that you are telling me?** **Base your interview on what you have read in <u>Passage A</u>, but do not copy from it.** **Be careful to use your own words. Address each of the three bullets.** **Remember your interview is formal; you should begin with the first question: 'Tell me exactly why you were cast adrift in the jungle…'** **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>**			
2	**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 marks]** Uses and develops several ideas, both factual and inferential, from the passage. There is a consistent and convincing account of Juan's experiences and a developed and appropriate explanation of why he should be believed. **Band 2 [7—8 marks]** Refers to several details from the passage and makes some convincing reference to Juan's experiences. Gives some credible, but there is likely to be an undeveloped explanation of why he should be believed. **Band 3 [5—6 marks]** Gives some details about Juan's experiences which may not be fully convincing. Shows some incomplete or limited attempt to explain why he should be believed. Focuses on the question and on the passage, but uses material simply and partially.	**10**	**Note:** response does not need to quote the questions, but response should clearly refer to each of the three aspects. Answers which omit one or more are unlikely to get above Band 3 for Reading.
2	**Band 4 [3—4 marks]** There is some relevance to the question with a		

Question	Answer	Marks	Notes
	tendency to retell the original rather than to focus on the bullet points. Makes simple references to Juan's experiences. There is likely to be much irrelevant or inappropriate content. **Band 5 [1—2 marks]** 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 marks]** There is little or no relevance to the question or to the passage or the response copies unselectively or directly from the passage.		

Question	Answer	Marks	Notes
2	**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 marks]** 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 marks]** 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 marks]** 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 marks]** 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 marks]** The response is difficult to understand. The response may be almost entirely lifted from the original. **Band 6 [0 marks]** The response cannot be understood.	**5**	

Question	Answer	Marks	Notes
Question 3 **What do you learn about the appearance and behaviour of unicorns <u>and</u> of the qualities they possessed, according to <u>Passage B</u>?** **Write your answers using short <u>notes</u>. <u>Write one point per line</u>.** **You do <u>not</u> need to use your own words.** **<u>Up to 10 marks are available for the content of your answer</u>.**			
3(a)	Give 1 mark per point listed below, up to a maximum of 10. **<u>Appearance and behaviour of Unicorns</u>** **1.** Body of a deer/white body **2.** Red hair/ blue eyes **3.** Tail of an ox **4.** Horse's hooves **5.** <u>Single</u> horn (45cm / growing from the centre of its forehead) **6.** Could execute a guilty person (by spearing) with its horn **7.** Very swift moving/untameable **8.** love for beautiful women caused it to lose fear of humans. **9.** fall asleep in her lap, and could then be captured **<u>The Qualities They Possessed</u>** **10.** Magical qualities/horn was a good luck charm (against scorpions). **11.** Could recognise guilt **12.** <u>Ground unicorn horn</u> a cure for many ailments **13.** <u>Shoes</u> made from its l<u>eather</u> assured healthy feet and legs **14.** Wearing unicorn <u>leather belts</u> prevented plague/fever **15.** <u>Jewellery</u> made from its horn protected wearer from evil	**10**	*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.*

Question	Answer	Marks	Notes
Question 3b **Summary** **Now use your notes to write a summary of what <u>Passage B</u> tells you about the appearance and behaviour of unicorns <u>and</u> of the qualities they possessed.** **You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should include all 10 of your points in <u>Question 3(a)</u> and must be 100 to 150 words.** **<u>Up to 5 marks are available for the quality of your writing.</u>**			
3(b)	Table A, Writing (concision, focus, use of own words). Use the following table to give a mark out of 5 for Writing. **1 [5 marks]** 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. **2 [4 marks]** 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. **3 [3 marks]** 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. **4 [2 marks]** The summary is **sometimes focused**, but it may include comment, repetition, unnecessarily long explanation or lifted phrases. **5 [1 marks]** 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. **6 [0 marks]** Excessive lifting: no focus. The response cannot be understood or consists entirely of the words of the passage.	**5**	