Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading Passages (Core) **May/June 2018**

MARK SCHEME

Maximum Mark: 50

Published

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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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 assessment objectives R1 to 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)		2
1(b)		1
1(c)		2
1(d)		1
1(e)		2
1(f)(i)(ii)		3
1(g)(i)		3
1(g)(ii)		6
Total		**20**

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Question	Answer	Marks
1(a)	**Using your own words, explain the effects of the snow on the man on the pathway (paragraph 2, 'It was in ...').** • snow covered / blew around him • it looked like you could see through him / it looked like bits of him had disappeared 1 mark for each reason, up to a maximum of 2.	**2**
1(b)	**Using your own words, what caused the man to notice the narrator (paragraph 3, 'I laughed some ... ')?** • the narrator laughed	**1**
1(c)	**Using your own words, explain the contrast the narrator describes in the final sentence of paragraph 3 (lines 12–13).** • his clothes (wool) felt/smelt wet / cold • his mother's skin felt smooth, warm / smelt pleasant (sweet) Note: If the response merely states there is a difference between the above two without explanation, award 1 mark only. 1 mark for each, up to a maximum of 2.	**2**
1(d)	**What caused the narrator to think that everything around him had disappeared (lines 17–18)?** • the wind blew the snow which covered everything (accept partial lift)	**1**
1(e)	**Using your own words, explain why the narrator was relieved that the man had disappeared (lines 17–20**). • he thought the man was bringing bad news • he stopped worrying/relieved about his father / he thought his father was/ would be safe 1 mark for each reason, up to a maximum of 2.	**2**
1(f)	**In line 23 the man has difficulty with the father's name. Using your own words, explain as fully as you can:**	
1(f)(i)	**how the mother responds to this?** • she corrects the pronunciation / helps him pronounce it • she gives both his actual and pet names • she repeats herself 1 mark for each, up to a maximum of 2.	**2**
1(f)(ii)	**what this suggests about the mother's state of mind?** • she is flustered /worried/upset	**1**

Question	Answer	Marks
1(g)(i)	**Re-read paragraphs 4 ('The street was ...') and 9 ('"Sorry", she said ...').** **<u>Using your own words</u>, explain what the writer means by the words <u>underlined</u> in each of the following quotations:** 1 'The hill was white all the way to where it disappeared. Black sticks stuck out, here and there: trees; a <u>skeletal</u> fence; telephone poles.' (lines 14–15) • like a skeleton / gaunt / thin 2 'The tram tracks were black lines along the way, then they <u>glazed</u> over white, then vanished.' (lines 15–16) • became covered with a <u>shiny</u> surface / polished / iced-over 3 'The bell clanged, sounding very close in the woolly snow and the silence. The tram disappeared towards town, its wheels <u>growling</u> against the tracks.' (lines 34–36) • snarling / rumbling / moaning / grinding / low throaty sound *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**
1(g)(ii)	**Explain <u>how</u> the language <u>in each of the three underlined words in Question1(g)(i)</u> helps to convey the effects of the snow on the surroundings.** **<u>You should refer to the whole quotation in your answer and not just the words underlined.</u>** 1 'The hill was white all the way to where it disappeared. Black sticks stuck out, here and there: trees; a <u>skeletal</u> fence; telephone poles.' (lines 14–15). 2 'The tram tracks were black lines along the way, then they <u>glazed</u> over white, then vanished.' (lines 15–16) 3 'The bell clanged, sounding very close in the woolly snow and the silence. The tram disappeared towards town, its wheels <u>growling</u> against the tracks.' (lines 34–36)	**6**

Question	Answer	Marks

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. 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.

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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 the narrator's mother in Passage A. It is the day after the events described in the passage. Write an entry for your journal in which you describe what happened the day before.** **In your journal entry you should cover the following points:** • **the weather conditions and how they affected the surrounding environment** • **the visit of the man, and the telegram** • **your thoughts and feelings about the content of the telegram.** **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 can remember so clearly … '** **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 personal style with a clear focus on the backdrop of the weather and the visit of the man with the telegram and the mother's thoughts and feelings about the possible content of the telegram in relation to her husband's welfare. 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 of the passage. Look for and credit an attempt to write in an appropriate register.	

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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. Attempts to develop all three bullet points and makes convincing suggestions as to the content of the telegram with clear explanation of the mother's thoughts and feelings.
Band 2	**7–8**	Refers to several details about the weather, surrounding environment, and visit of the man, from the passage. Attempts to develop the first two bullet points in detail, and gives sensible suggestions as to the content of the telegram with some explanation of the mother's thoughts and feelings.
Band 3	**5–6**	Uses some details from the passage to suggest an understanding of the effects of the snow and the man's visit on the mother and the narrator. Focuses on the question and passage but uses material simply and partially. There will be a limited or no attempt to suggest the content of the telegram and the mother's thoughts and feelings.
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 man's visit and the weather.
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.

Responses which do not address the third bullet point are unlikely to achieve a mark higher than Band 3 for Reading, depending on the quality of the first two bullet points. Responses written by the narrator as opposed to the mother are unlikely to achieve a mark higher than Band 4 for Reading.

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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	Answer	Marks
3(a)	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 **What do you learn from Passage B about Franklin's attempt to find the North-West Passage and what may have happened to him and his crew?** **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.** **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 **Give 1 mark for a point:** **Expedition Information** 1 Took place in 1845 2 Involved 2 ships / Erebus and Terror / 129 men (in total) 3 Well provisioned (Royal Navy) expedition 4 No one survived / returned / greatest (Polar Expedition) loss of life 5 Men/they suffered / dreadful hardships 6 3 skeletons / graves (of crew found on Beechey Island) / only a few scattered remains – papers, bones 7 The men were trapped (near King William Island) by extreme cold for 2 years / a long time 8 Provisions (food, water) ran short during this time 9 Franklin and 23 others died at this time 10 The rest of the men ill-equipped and in poor health 11 They tried to trek south / to mainland Canada **What May Have Happened** 12 Skeleton analysis indicated (severe) lead poisoning 13 Poisoning might have been caused by ships' (canned) food lead containers 14 Some scientists disagreed / believed poisoning caused by high levels of lead at home (food, water, medicine) 15 One writer believed it was ice/ extreme cold / not lead which killed the crew	**10**

Question	Answer	Marks
3(b)	This question tests 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 **Now use your notes to write a summary of what Passage B tells you about Franklin's attempt to find the North-West Passage and what may have happened to him and his crew.** **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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