Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/13**

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

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.

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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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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)		2
1(e)		2
1(f)		2
1(g)(i)		3
1(g)(ii)		6
Total		**20**

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Question	Answer	Marks	Notes
1(a)	**Using your own words, explain why the girl 'has no idea where she is' (paragraph 1, 'An eleven-year-old ...').** • she is alone • she is only 11 • she's miles from home/in the wilderness	**2**	*Award 1 mark for each point to a maximum of 2*
1(b)	**State one sound the girl hears before she stops and one sound she hears when she listens more closely (paragraph 2, 'The crunch of bicycle ...').** • *crunch of (wheels on) gravel / roar of a truck (on the highway) / the wind* • *rustle of barley / buzz of a bee*	**1**	*1 detail from each section required for 1 mark*
1(c)	**What details in paragraph 3 ('The pale grass ...') suggest that the schoolyard had been neglected for a long time?** • *the grass is long / up to the knees* • *yard is overgrown with / weeds / dandelions shrubs* • *shrubs form (an overgrown square) around it*	**2**	*1 mark for each point to a maximum of 2*
1(d)	**Using your own words, explain why the girl does not walk up the steps to the school building (lines 17–19).** • *she was afraid of / didn't want to disturb any animals that might be inside* [1 mark] • *she might find something unpleasant that would spoil the perfect day* [1 mark]	**2**	*1 mark for each point to a maximum of 2* ***Note:*** *Direct lift of 'Who knows...summer's day' = 0*
1(e)	**Using your own words, explain the change in the girl's feelings after she picks up the rock (lines 25–27).** • *she admires its appearance* • *she fears the huge ants*	**2**	*Award 1 mark for each point.* *Don't award a mark for 'disgust'.*

Question	Answer	Marks	Notes
1(f)	**<u>Using your own words</u>, explain what the girl felt about walking in the meadow (paragraph 5, 'I was, at that time ...').** • *she thought it was private land / they should not be walking / didn't know it was common land* • *she was excited at doing something new* • *she was thrilled at the thought of trespassing* • *she had no idea she would not go there again (with her mother)*	**2**	*1 mark for any of the details to a total of 2.* *Verbatim lift 'the sense of...didn't know this' = 0*
1(g)(i)	**Re-read paragraph 2 ('The crunch ...') and paragraph 4 ('She remembers ...'). <u>Using your own words</u>, explain what the writer means by the words <u>underlined</u> in each of the following phrases:** **1 'When the girl stops and listens closely, the rustle of barley in the fields and the buzz of an occasional bee add detail to the <u>texture</u> of the afternoon.' (lines 9–11)** **2 'In the middle sits the old school. Still white from its <u>initial</u> coat of paint, it's a standard one-room school building.' (lines 13–14)** **3 '...more of an outcrop of untouched prairie than the other man-made rock piles dotted <u>randomly</u> through the fields.' (lines 21–22)** **1** *feeling / atmosphere* **2** *first / beginning / original* **3** *without a plan / disorderly*	**3**	*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. 1 mark for each explanation in own words, up to a maximum of 3. Note that the definitions contain the essence of an answer. Be careful not to credit a word actually used in the quoted phrase. However, accept that candidates may respond in different ways, e.g. at greater length.

Question	Answer	Marks	Notes
1(g)(ii)	**Explain <u>how</u> the writer conveys the quiet and emptiness of the surroundings through the use of language <u>in each of the three underlined words in Question 1(g)(i)</u>.** **You should refer to the <u>whole phrase</u> in your answer and not just the words underlined.** ***1*** *the natural / calm sounds that she hears add to the whole peaceful atmosphere of the afternoon* ***2*** *the building sounds plain, simple and basic* **3** *the rockpiles look dis-organised and scattered around in contrast to the prairie rock she is sitting on. Irony as they are man-made*	**6**	*Examiners should observe the following principles when assessing candidates' responses to this question:* 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 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 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 above.

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Question	Answer	Marks	Notes
Question 2			
This question tests reading assessment objectives **R1** to **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** to **W4**			[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 **W4** use register appropriate to audience and context			

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Question	Answer	Marks	Notes

General Notes

The most successful response 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 the of effects nature on the narrator's early life and her feelings about it. The most successful responses will use the clues in the passage to show some developed and thoughtful appreciation of why the narrator's family moved away and of her feelings about the life she left.

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. Gives a convincing account of the Narrator's early experiences and develops effectively her thoughts after leaving. Attempts to develop all three bullet points.
Band 2	**7–8**	Refers to several details from the passage and gives an account of the Narrator's early experiences and some references to her thoughts after leaving. Attempts to develop at least two bullet points.
Band 3	**5–6**	Uses some details from the passage to suggest an understanding of the Narrator's early experiences. Focuses on the question and on the passage, but uses material simply and partially with an attempt to suggest why the family left and perhaps some reference to her thoughts about leaving. Makes reference to at least two bullet points.
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 happened during the first days of the storm with either undeveloped or unconvincing comments about the problems. 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.

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Question	Answer	Marks	Notes

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 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	Notes
2	**Imagine you are the writer from Passage A and that you are now a senior student. Your school magazine has a regular feature called 'Childhood Memories'.** **<u>Write your article</u> for the magazine, describing your earlier life and what happened after the events described in the passage.** **In your article you should cover the following points:** • **your thoughts as a child about where you lived** • **your memories of your life with your mother** • **how your life changed and why you never walked to the meadow again.** **Base your article 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.** **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>**	**15**	

Question	Answer	Marks	Notes

Question 3

This question 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

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.

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Question	Answer	Marks	Notes

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 4	**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 2	**2**	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.
Band 1	**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 0	**0**	Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.

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Question	Answer	Marks	Notes
3(a)	**What do you learn from <u>Passage B</u> about the life of Mary Kingsley <u>and</u> her achievements?** **Write your answers using short <u>notes</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>** **<u>Information about the life of Mary Kingsley and her achievements:</u>**	**10**	**1** born in England / in 1862 **2** from a young age had to look after her invalid mother / run the house (as mother was ill / father was away for long periods of time) **3** had little formal education **4** read a lot / very interested in tales of voyages / foreign travel **5** in 1891 she became the carer for both of her parents (until they had both died in 1892) **6** she remained single / never married **7** had a substantial income / £500 pa / independent woman **8** decided to travel to West Africa (at the age of 30) **9** studied the region in detail before travelling **10** travelled as a single woman **11** she travelled through wild and dangerous terrain **12** she climbed <u>to the top of</u> Mount Cameroon **13** she conducted scientific research (unlike other women of her time) **14** in particular she studied the culture of the African peoples / recorded large amounts of geographical information about a little-known area **15** collected samples of local flora and fauna **16** a pioneer / she was one of the first women to study geography / paved way for women to study geography

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Question	Answer	Marks	Notes
3(b)	**Now use your notes to write a summary of what <u>Passage B</u> tells you about the life of Mary Kingsley <u>and</u> her achievements.** **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>.**	**5**	

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