Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/11**

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

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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	1
1(b)	R1	2
1(c)	R4	2
1(d) (i)(iii)(v)	R1	3
1(d) (ii)(iv)(vi)	R4	6
1(e)	R2	2
1(f)	R1	2
1(g)	R1	2
Total		**20**

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Question	Answer	Marks	Guidance
1(a)	**Reread the <u>second</u> sentence (lines 1–3). Give <u>one</u> word that suggests Rio de Janeiro is an outstanding place to visit.** paradise / wonder / world-class *If more than one word is offered give 0 unless the correct word is underlined, circled etc.*	**1**	
1(b)	**<u>Using your own words</u>, explain why the writer did not feel confident about hang-gliding (paragraph 2, 'Paulo was…').** • no experience / knowledge / didn't know what to expect • nervous about being alone *Allow selective lifting*	**2**	
1(c)	**<u>Using your own words</u>, explain what the writer means when he says: 'I looked out over the ledge and saw nothing but a vast carpet of trees…' (lines 12–13).** • sense of height / looking down on • sense of tree-tops looking like a covering / blanketing / one mass • sense of the huge scale of the space below (not vast) *Do not allow direct lifts of phrases*	**2**	1 mark for each point up to a maximum of 2 marks
1(d)	**Give the meaning of the <u>underlined</u> words in the following three phrases as the writer uses them in the passage. Then explain how the phrases help you understand the conditions at the jump site.**		**1 mark for each meaning** Note: The definitions contain the essence of an answer. Be careful not to credit a word actually used in the quoted phrase. **Up to 2 marks for each explanation** Award up to 2 marks for any references to the explanations listed

Question	Answer	Marks	Guidance
1(d)(i)	**'This seemed pretty logical: just run and jump off a <u>sheer</u> cliff.' (lines 15–16)** **'sheer':** steep / vertical / straight down / sudden drop	**1**	
1(d)(ii)	**Reward up to 2 marks for:** his realisation that this is dangerous / foolhardy or reckless behaviour / his doubts or fear / he is being sarcastic	**2**	
1(d)(iii)	**'A savage wind <u>buffeted</u> us.' (line 19)** **'buffeted':** hit / beaten / attacked / blew THEM strongly / shook them / pushed them	**1**	
1(d)(iv)	**Reward up to 2 marks for:** wind is aggressive or violent or angry (not horrible) / sense of danger or immense risk / the wind is more powerful than them, or stronger or controlling them	**2**	
1(d)(v)	**'I found myself on the ramp ready to hurl myself off into a <u>perilous</u> abyss' (lines 21–22)** **'perilous':** life-threatening / dangerous / unsafe / hazardous / risky	**1**	
1(d)(vi)	**Reward up to 2 marks for:** he can't remember getting there / absolves himself of the decision / exaggeration of hurled / shows fear or lack of control / doesn't know what's below or what will happen when he jumps / endless nature of the abyss	**2**	
1(e)	**<u>Using your own words</u>, explain why the writer asks himself: 'Why are you doing this, you fool?' (line 23).** • starting to question his decision / change his mind / not sure if he should • thinks he is silly to put himself in unnecessary danger	**2**	1 mark for each point mentioned to a total of 2

Question	Answer	Marks	Guidance
1(f)	**Reread paragraph 6 ('To this day …'). Using your own words, explain two things that the writer enjoys about his experience of hang-gliding.** • enjoys the adrenaline rush or the feeling of danger • being alone in the sky (with the birds) • feeling of freedom / like a bird in the air • the (stunning) view *Note: Don't reward lifts of complete phrases.*	**2**	
1(g)	**Reread paragraph 7 ('Half an hour …'). Using your own words, explain what happens when the writer reaches the end of his hang-gliding trip.** • initially sad to be landing • Paulo releases his legs • falls on his back • proud of achievement / the unusual experience *Accept selected lifted phrases but not whole sentence.*	**2**	

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 W1–4 (5 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise facts, ideas and opinions
W3 use a range of appropriate vocabulary
W4 use register appropriate to audience and context

Question	Answer	Marks	Guidance
2	**Imagine you are Paulo, the guide in <u>Passage A</u>. The day after these events you write a letter to a friend describing your experience taking the writer on their hang-gliding trip.** **<u>Write your letter.</u>** **In your letter you should comment on:** • **the place where you take people hang-gliding** • **your impression of the writer and what they thought about their hang-gliding experience** • **what happened after your landed.** **Base your letter 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: 'Dear …'** **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**	General notes Look for and credit an attempt to write in an appropriate register. If only 2 bullets are addressed the response is unlikely to move beyond band 3 for Reading.

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 guide's thoughts about the writer's first attempt at hang-gliding at his chosen spot, developing all three bullet points. Develops the material about Rio's sites for bullet 3.
Band 2	7–8	Refers to several details from the passage and makes some convincing comments about the guide's thoughts about the writer's first jump at his chosen spot, addressing all three bullet points with a little development. Makes a sensible attempt to comment on what happened after the jump but may not develop bullet 3.
Band 3	5–6	Uses some details from the passage about the site of the jump and the writer's attempt. Addresses at least two bullet points with some details used well OR covers all three very thinly by close paraphrasing. Focuses on the question and on the passage but uses material simply without development.
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 or change perspective. Makes simple references to the events in the passage. There is likely to be irrelevant or inappropriate content and/or some lifting from the passage.
Band 5	1–2	There is an attempt to use the passage but there may be untethered narrative. May give occasional relevant facts. There may be examples of misunderstanding or lack of clarity, or the response may be very brief. There may be selective copying with few own words.
Band 6	0	There is 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 W2, W3 and W5 (5 marks)

W2 organise facts, ideas and opinions
W3 use a range of appropriate vocabulary
W5 accurate use of spelling, punctuation and grammar

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Question	Answer	Marks	Guidance
3(a)	**Read carefully Passage B, *Flying* squirrels, in the Reading Booklet Insert and then answer Question 3(a) and 3(b).** **Answer the questions in the order set.** **Notes** **What do you learn about the appearance of flying squirrels and how they fly (or glide), 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.** Appearance: 1 Very small / smallest of squirrels 2 Very soft / velvet soft fur 3 Range of colours / 3 of cinnamon, grey, red, brown 4 Tail is broad and flat (and fluffy) 5 Large black eyes 6 Small, (lightly furred) ears How they fly: 7 (thin furred) membrane (or skin) from wrists to ankles 8 Stretch out arms and legs / legs stretch to form flat surface 9 Glide or move from tree to tree / can fly or glide (not move) up to 90 metres 10 Uses hind legs to leap / take off 11 Uses tail to steer / brake 12 Land lightly / gently 13 Land upright / vertical 14 Land back feet first	**10**	Give 1 mark per point listed below, up to a maximum of 10. In **3(a)**, if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct; if a candidate lists more than one point per line and one of these points is incorrect, they can receive the mark for the correct point; excessively long lifts will not be credited. In **3(a)**, additional points added on to the bottom of the list (in addition to the 10) should not be credited unless earlier points have been removed/crossed out. In **3(a)**, if a point has been crossed out and not replaced with another (and it can still be read) it should be credited if correct.

Question	Answer	Marks	Guidance
3(b)	**Summary** **Now use your notes to write a summary of what Passage B tells you about the appearance of flying squirrels and how they fly (or glide).** **You must use continuous writing (not note form) and use your own words as far as possible.** **Your summary should not be more than 150 words.** **Up to 5 marks are available for the quality of your writing.**	**5**	**Notes on the Task** In the Writing Mark Scheme descriptors for **3(b)**, the length of the candidate's response is no longer specifically referred to, however, it can still be borne in mind when considering the use of concision, or lack of, in the candidate's response. **The purpose of the assessment is the candidate's focus on the topic and the question**, and this is partly related to length, although it's not necessarily the case that an unfocused response will be over-long. **There is no requirement to count words.** Candidates are assessed for Reading in **3(a)** and for Writing in **3(b)**. They cannot be given marks for Writing for their response to **3(a)**, nor can they be given marks for Reading for their response to **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 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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