Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/13**

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.

Cambridge International will not enter into discussions about these mark schemes.

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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	Answer	Marks	Notes
1(a)	**Reread the <u>first</u> sentence. Give <u>one</u> word that suggests the journey is difficult for the bus.** Accept: 'desperately', 'swerving' or 'died' (Do not accept 'torrential').	**1**	If the answer contains more than 1 word – the chosen word must be clearly indicated to get the mark.
1(b)	**<u>Using your own words</u>, explain what the writer means when they say that travelling by bus was 'The most practical option' (lines 5–6).** of all methods / ways / alternatives / choices (of making the journey) – the bus was the easiest / most achievable / straightforward/suitable (Do not accept 'cheap').	**2**	1 mark for a partial explanation; 2 marks for a full explanation. *For 2 marks the answer must explain both 'methods' & 'practical'.*
1(c)	**Give the meaning of the <u>underlined</u> words in the following <u>three</u> phrases as the writer uses them in the passage. Then explain how the phrases help you understand the excitement that the narrator experiences on his trip.**		*Examiners should observe the following principles when assessing candidates' responses to this question:* 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.
1(c)(i)	**'sublime' (line 9)** *very beautiful / stunning ('beautiful' alone is not sufficient)*	**1**	Part **(i)** requires an explanation of the meaning of the *italicised word or short phrase* only.

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Question	Answer	Marks	Notes
1(c)(ii)	**'every possible type of extreme and <u>sublime</u> landscape.' (lines 8–9)** **Award up to 2 marks for:** *there is a great variety of landscapes / they are unique and dramatic*	**2**	
1(c)(iii)	**'rickety' (line 14)** s*hakey / unstable / falling apart*	**1**	
1(c)(iv)	**'who drove their <u>rickety</u> contraptions at such speeds that the wheels would sometimes leave the ground.' (lines 13–15)** **Award up to 2 marks for:** *The vehicles are not roadworthy and are driven with no concern for safety.*	**2**	
1(c)(v)	**'bleak' (line 17)** *barren / bare*	**1**	
1(c)(vi)	**'observing the gradual transformation from their lush lower slopes to the <u>bleak</u> high-altitude moorland.' (lines 16–17)** **Award up to 2 marks for:** *There is a slow & contrasting change from the green overgrown base / approaches to the higher, isolated, sparse moors/uplands.*	**2**	

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Question	Answer	Marks	Notes
1(c)			*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
1(d)	**Give <u>two</u> main differences between travelling on buses in Ecuador and Peru (lines 18–23, 'It was not ... by tape.').** • Ecuador has better (surfaced) roads • can catch a bus anywhere in Ecuador without a long wait / more frequent Note: points can be gained by explaining that the reverse is true in Peru.	**2**	*Award 1 mark for each point to a maximum of 2*
1(e)	**Why does the writer suggest that reaching the mountain town of Chachapoyas by 10 pm would only be achieved through good luck (paragraph 3, 'It was not ...')?** • dirt track • battered bus • high passes / long climb	**2**	*Award 1 mark for each point to a maximum of 2*
1(f)	**Give <u>two</u> things the writer enjoys when reaching Chile's Carretera Austral (paragraph 4, 'The main challenges ...').** • brilliant blue conditions • forests fjords and glaciers	**2**	*1 mark for each point to a maximum of 2*
1(g)	**Give <u>two</u> details the writer suggests make the journey through Patagonia less interesting (paragraph 5, 'But, however much ...').** • unchanging and flat • never ending / straight roads	**2**	1 mark for each point to a maximum of 2

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Notes</th></tr>
<tr><td>2</td><td>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</td><td>15</td><td>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

<table>
<tr><td>Band 1</td><td>9–10</td><td>Uses and develops several ideas, both factual and inferential, from the passage. Gives a convincing account of the Narrator's experiences and develops effectively the narrator’s feelings about the dangers and pleasures involved. Attempts to develop all three bullet points.</td></tr>
<tr><td>Band 2</td><td>7–8</td><td>Refers to several details from the passage and gives an account of the Narrator's experiences and some references to feelings – may cover ‘best things’ in more detail.. Attempts to develop at least two bullet points.</td></tr>
</table>
</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Notes</th></tr>
<tr><td>2</td><td>Imagine you are the narrator of the events in <u>Passage A</u>. When you return home you are interviewed by a local radio station about your experiences on the journey.

<u>Write the words of the interview.</u>

In your interview you are asked the following three questions only:
• What were the particularly impressive sights on your journey?
• What were the best things about travelling by bus?
• What are your thoughts and feelings about the challenges you faced on this trip?

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></td><td></td><td>
<table>
<tr><td>Band 3</td><td>5–6</td><td>Uses some details from the passage to suggest an understanding of the Narrator's experiences. Focuses on the question and on the passage, but uses material simply and partially with an attempt to explain some of the feelings involved. Makes reference to at least two bullet points.</td></tr>
<tr><td>Band 4</td><td>3–4</td><td>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 trip and what was enjoyable. May be undeveloped or unconvincing comments about the problems. The response is likely to contain much repeated detail from the passage.</td></tr>
<tr><td>Band 5</td><td>1–2</td><td>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.</td></tr>
<tr><td>Band 6</td><td>0</td><td>Very little/no relevance. General misunderstanding of task and passage.</td></tr>
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</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Notes</th></tr>
<tr><td>2</td><td></td><td></td><td>
Writing: Structure and order, style of language: Use the following table to give a mark out of 5 for Writing.
<table>
<tr><td>Band 1</td><td>5</td><td>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.</td></tr>
<tr><td>Band 2</td><td>4</td><td>Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.</td></tr>
<tr><td>Band 3</td><td>3</td><td>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.</td></tr>
<tr><td>Band 4</td><td>2</td><td>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.</td></tr>
<tr><td>Band 5</td><td>1</td><td>The response is difficult to understand. The response may be almost entirely lifted from the original.</td></tr>
<tr><td>Band 6</td><td>0</td><td>The response cannot be understood.</td></tr>
</table>
</td></tr>
</table>

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Question	Answer	Marks	Notes
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) **W2** sequence facts, ideas and opinions **W3** use a range of appropriate vocabulary **W5** accurate use of spelling punctuation and grammar	**10**	**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. **Notes on the Task** **In 3(a), if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct.** In **3(a)**, if a candidate lists more than one point per line and one of these points is incorrect, they can receive the mark for the other/correct point. In **3(a)**, whole sentences lifted from the passage which contain a number of points will not be credited, as they are not showing selection of points, and are not conveying the essence of the point. 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 and is correct) it should be credited.

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Question	Answer	Marks	Notes
3(a)	**What do you learn about the features and achievements of the first Zeppelin 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.**	**10**	**1** 130 metres long **2** 12 metres in diameter **3** very large / largest thing built to fly **4** (first) rigid airship **5** aluminium skeleton **6** launched in front of 12 000 people **7** carried 5 people **8** travelled 5.5 kilometres **9** reached height of 400 metres **10** flew for 18 minutes **11** larger than existing airships **12** faster than existing airships **13** could withstand bad weather better than other airships **14** began golden age of airships
3(b)	**Now use your notes to write a summary of what Passage B tells you about the features and achievements of the first Zeppelin.** **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**	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)**. Writing (concision, focus, use of own words): Use the following table to give a mark out of 5 for Writing.

Question	Answer	Marks	Notes
3(b)			

Band 3	**4-5**	• A relevant response that is mostly expressed clearly and concisely. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate), but there may be reliance on the words of the passage. • There may be errors in spelling, punctuation and grammar but they do not impede communication.
Band 2	**2-3**	• A relevant response that may lack some clarity and concision. • There may be frequent lapses in organisation. • The response is occasionally expressed in the candidate's own words (where appropriate), but may be over dependent on the words of the passage. • There may be errors in spelling, punctuation and grammar, which occasionally impede communication.
Band 1	**1**	• A relevant response that lacks clarity and concision. • The response may lack organisation. • The response may include lifted sections. • There may be excessively long explanations or the response may be very brief. • Frequent errors of spelling, punctuation and grammar, which may occasionally impede communication.
Band 0	**0**	• No creditable content.

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