Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading Passage (Core) **October/November 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.

Question 1

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

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Question	Answer	Marks
1(a)	**Which <u>one</u> word (in line 3) tells you that the train is having difficulty moving?** Faltered	**1**
1(b)	**Give <u>two</u> reasons from paragraph one for the train having difficulty in moving.** • The train enters dip with thick snow on the ground/a metre of snow • The (amount of) snow weighs down the carriages/train/roof. 1 mark for each point to a maximum of 2	**2**
1(c)	**Explain, <u>using your own words</u>, what the writer means by the phrase: 'a strip of shadow lost in a field of sparkling whiteness' (lines 9–10).** • Long/thin/dark train • Difficult to see train/train seems small or insignificant • (Contrasts) with the brilliant/ snowy/ background/field 1 mark for each point to a maximum of 2	**2**
1(d)	**<u>Using your own words</u>, state three things Jack does when the train stops moving (paragraphs 3 and 4).** • Stays at the controls/with his hand on the wheel • Talks to himself (angrily)/swears (curses) • Opens every valve • Shuts down the accelerator 1mark for each point to a maximum of 3	**3**
1(e)	**Re-read paragraph seven:**	
1(e)(i)	**Why did Jack not reply to the conductor?** He was <u>very</u> angry/furious (must have an intensifier – 'angry' not enough)	**1**
1(e)(ii)	**What is the reason for this reaction?** He had never been prevented from completing the journey (by the weather)/because he can't complete the journey.	**1**
1(f)	**Explain why the conductor 'clenched his hands nervously' (line 47).** Uncertain/worried about whether the train would be able to move (soon)/ Afraid of the passengers' reactions if they can't get moving Note: Don't accept 'he was lying' without some reference to he doesn't know what is going to happen	**1**

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Question	Answer	Marks
1(g)	**Complete parts (i) and (ii) to answer <u>Question 1(g)</u>.**	
1(g)(i)	**Re-read paragraphs 3 & 4. Explain, <u>using your own words</u>, what the writer means by the word in <u>*italics*</u> in <u>each</u> of the following phrases:** **(a) 'He felt the engine shuddering *pathetically*…' (lines 12–13)** **(b) '…exhausted, with all its wheels *clogged* with snow.' (line 14)** **(c) '…the engine settled and ceased its *straining* efforts.' (line 19)** (a) Hopelessly/weakly/feebly (b) Filled (up)/stuffed/packed with/covered (c) Struggling/(trying) hard/strong 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 quoted phrase. 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 phrases in Question (g)(i)</u> helps to suggest the difficulty that the train encounters moving in the snow.** (a)The engine is weak/helpless and seems like it is giving up (b)The train has reached the limit**/**worn out/wheels are filled up/lost its strength (c)The train gives up as if resting/is defeated and stops Award 1 mark for a partial explanation of each phrase. Award 2 marks for an explanation of each phrase which shows clear appreciation of the effect of the writer's use of language. *Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.*	**6**

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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. 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.

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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–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 conductor from Passage A. After the train has reached its destination, you write a journal entry recording the events of the day. Write the words of the journal entry.** **In your journal you should comment on:** • **what the weather was like that day and how it affected the journey** • **the problems you faced with the passengers and how you dealt with them** • **how the train eventually started moving again.** **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: 'We had a very difficult journey on the express train this morning…'.** **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.** **General notes** The most successful responses are likely to give a clear account of what the conductor would have experienced when the train is struggling to move & to show understanding of how he tried to keep the passengers calm. There will be a sensible and convincing attempt to explain how the driver (possibly with the conductor's/passengers' help) managed to escape the snow. 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. Responses that do not comment on how the train eventually started moving again (third bullet) are unlikely to score higher than Band 3, although this will also depend on the quality of the responses to the first two bullet points. Look for and credit an attempt to write in an appropriate register.	**15**

Marking criteria for Question 2

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 reflects the feelings of the conductor and understands the uncertainty he has experienced. Gives convincing details of the passengers and their concerns. Provides a detailed and credible account of how the train starts moving again.
Band 2	7–8	Refers to several details from the passage and makes some reference to the conductor's concerns. Shows some awareness of some of the passengers' concerns. Explains in reasonable detail how the train is able to continue its journey.
Band 3	5–6	Repeats some details from the passage about what has happened and the difficulty of the situation. Shows some incomplete understanding of the conductor's concerns. Focuses on the question and on the passage, but uses material simply and partially. There is little or no reference as to how the train is able to continue on its journey.
Band 4	3–4	There is some relevance to the question with a tendency to retell the original rather than to tell it from the conductor's point of view. Makes simple references to the difficulty the conductor has to deal with.
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.

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 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

Question	Answer	Marks
3(a)	**What did the writer enjoy about Swiss railways <u>and</u> the holiday 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>.** 1 Glacier Express/train/short spectacular ride – unique/high points/mountainous 2 Glacier Express ride has observation windows 3 (Glacier Express) Amazing/breathtaking views (lush green valleys/steep cliffs/mountains) 4 Glacier Express/train speed of 30 kph/unrushed/plenty of time to see views 5 (Glacier Express) route extraordinary architecture 6 Assume you are honest/don't check your <u>bus</u> ticket 7 <u>Buses</u> are modern/clean/efficient/four an hour 8 September sunshine 9 Punctuality of Swiss Transport 10 (Waldhaus Hotel) musician/pianist playing (popular, local) music 11 Overnight stay <u>in Cologne /trip on Rhine</u> (to Basel and Zurich) 12 4 days stay in the lovely (town of) <u>Chur</u> 13 Comprehensive/lots of train routes/Network covers all areas 14 (72 metre high) Landwasser viaduct/tunnel/lots of bridges/tunnels 1 mark for each point	**10**

Question	Answer	Marks
3(a)	**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 response which attempt to use own words and convey the essence of the point. If candidates list more than one point per line, they cannot receive marks for both points if both are correct. If candidates list more than one point per line and one of these points is incorrect, they can receive the mark for the other/correct point. 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. 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. 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.	
3(b)	**Summary** **Now use your notes to write a summary of what Passage B tells you about what the writer enjoyed about Swiss railways and the holiday.** **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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