Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

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)	R2	2
1(d)	R1 and R2	2
1(e)	R1 and R2	2
1(f)	R1 and R2	2
1(g)(i)	R1 and R2	3
1(g)(ii)	R3 and R4	6
Total		**20**

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Question	Answer	Marks
1(a)	Which **one** word suggests that Joe is annoyed about losing his way (paragraph 1)? • Frustrated	**1**
1(b)	**Using your own words**, explain why Joe is uncertain about what he sees happening in the train carriage (paragraph 2). • The train appears suddenly/passes very quickly • He only has a brief glimpse. • He is blinded by the light/the light affects his vision 1 mark for each point up to maximum of 2	**2**
1(c)	**Using your own words, explain what is meant by the phrase: 'Not one feature of the two men in the carriage remained clear' (lines 17–18).** • It is difficult to remember/recall/visualise • any specific details about the men on the train/what the men looked like 2 marks for a clear explanation; 1 mark for a partial explanation	**2**
1(d)	**How does Joe explain to himself what he thought he saw through the carriage window (paragraph four)?** • It seems too strange to be real/not plausible/impossible/surreal • He must have been seeing things/imagined it/a dream. Allow direct lift/s of the text.	**2**
1(e)	**Using your own words, explain why Joe is confused and exhausted (line 22).** • He has walked for another hour/ a long time or a long distance • Mixed thoughts/emotions/is not sure if what he saw was real • Can't get it out of his head/stop thinking about it. Do not allow a complete lift of 'conflicting thoughts and emotions' or a partial lift of 'feeling confused and exhausted'.	**2**
1(f)	**Using your own words, explain what it is about Joe's behaviour that the railway worker is worried about (lines 28–31).** • He seems to be extremely disturbed/upset (by the news of a body found by the track) *(Do not allow sad)* • He seems involved/to know something. Direct lift of whole sentence denies the mark.	**2**

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Question	Answer	Marks
1(g)(i)	**Re-read paragraph two. Explain, using your own words, what the writer means by the words in *italics* in each of the following phrases:** **(a)'The *thunderous* roar of a train emerging from the depths of the earth (line 5)** **(b) '…burst out with the *dazzling* glare of its great round eye.' (line 8)** **(c) '..they flew past at such a whirling speed' (line 11)** (a) Crashing noise/sudden/powerful/extremely loud/very loud (b) Shining/glaring brightly/extremely bright/very bright/blinding (c) Dizzying/extreme/high/very fast/creates wind or turbulence 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 how the language in each of the phrases in Question (g)(i) helps to suggest the experience of watching the train pass.** • The train moves with great power and noise / comes out of the ground like an animal / ominous / shocking / terrifying. • The light is very bright and resembles an eye staring through the darkness / monstrous / intimidating / threatening. • The speed is dizzying and confusing / immense / passes like a flash / like a flying creature / uncontrollable. 1 mark for a partial explanation 2 marks for a full explanation. If the meaning is repeated from **(g)(i)** use REP.	**6**

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 (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 Joe from Passage A. The morning after these events you write a letter to your sister in which you explain what has happened. Write your letter.** **In your letter you should explain:** • **explain what you were doing and what you saw** • **give your later doubts about whether or not you had imagined what you saw** • **say how you helped the signalman and what you both discovered.** **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 Sister, I am writing to tell you …'.** **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 convincing account of the events from Joe's perspective using a range of details from the passage. The response to bullet 3 is likely to be a discriminator. There will be a sensible and convincing attempt to develop the ending of the passage and to explain what happened to the person falling from the train (developing the story based on what Joe saw and the signalman's discovery of the man) as well as Joe's reactions. 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. 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 Joe's confused feelings and understands the effects of the sudden appearance and the power of the train. Explains what was discovered at the side of the track and what had really happened.
Band 2	7–8	Refers to several details from the passage and makes some reference to Joe's confusion and the reasons for it. Shows some awareness of the effect of the sudden appearance of the train. Offers some details about the body on the side of the track.
Band 3	5–6	Repeats some details from the passage about Joe's feelings. Shows some incomplete understanding of the effects of the sudden appearance of the train. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	3–4	There is some relevance to the question with a tendency to retell the original rather than to develop ideas or to offer an explanation. Makes simple references to Joe's confusion.
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)	**Notes** **What can be learned about the Indian Railways and what impressed the writer about travelling on them, 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.** 1 Indian Railways is massive / the third largest network 2 There is a tea seller / tea available 3 Reserved seats / not overcrowded 4 Air conditioning (in second class). 5 Comfortable sleeping compartments (with clean bedding) / seats convert to beds 6 8 classes / range of different compartments available 7 Second class popular (with tourists / Indian families) 8 (The best trains have) 1st class 9 Army officers & bank managers use first class. 10 Lockable compartments / open plan seating (in first class) 11 First class is reasonably priced 12 There is a fast express train. 13 You can buy tickets at station 14 Trains are busy / fully booked / book in advance (do not allow overcrowded) 15 Trains have tourist quota for last minute tickets 1 mark per point listed below, up to a maximum of 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 response which attempt to use own words and convey the essence of the point.	**10**

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Question	Answer	Marks
3(b)	**Summary** **Now use your notes to write a summary of what Passage B tells you about Indian railways and what impressed the writer about travelling on them.** **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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