Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT) **0500/13**

Paper 1 Reading Passage (Core) **October/November 2017**

MARK SCHEME

Maximum Mark: 80

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.

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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)(i)	R1	1
1(b)(ii)	R1	1
1(c)	R1	1
1(d)	R2	2
1(e)	R1	2
1(f)	R1	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)	**What does the conductor think he has seen ahead on the railway line (line 2)?** Another train/red lights of a train.	**1**
1(b)(i)	**Why is Fred concerned by what the conductor says (line 3)?** See 1(b)(ii).	**1**
1(b)(ii)	**What does Fred think has caused the conductor to say this?** • he conductor is becoming unreliable (doesn't trust the conductor)/says he has seen something ahead (when there obviously isn't)/because Fred has seen nothing • Fred thinks the conductor is hallucinating/imagining what he sees. • Fred thinks conductor has lost confidence in Fred/is afraid of storm. (Note: 1 mark for each point to a maximum of 2. Candidates may make these points under either **(i)** or **(ii)**, but may be awarded only 1 mark for **(i)** and 1 mark for **(ii)**).	**1**
1(c)	**Give two details about the station master's reaction to Fred that show he does not agree with Fred's suggestion (paragraph two):** • He has a 'frown'. • He shakes his head. *1 mark for each to a maximum of 2*	**2**
1(d)	**<u>Using your own words</u>, explain what you understand by the phrase: '…his face lacerated by the gusts…' (line 26).** His face felt as if it had been slashed/injured/cut by the strength of the wind and snow. *1 mark for a partial explanation, 2 marks for a full explanation in own words***.**	**2**
1(e)	**State <u>two</u> expressions which suggest that Fred finds driving the train painful (paragraph 6).** • His face is 'lacerated'. • He 'suffers terribly'. *1 mark for each to a maximum of 2*	**2**

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Question	Answer	Marks
1(f)	**State <u>two</u> reactions of Mr Beeching that suggest he does not want to help Fred (lines 34–39).** • He says he has done his job/has given Fred a warning • He says "Get going!"/Tells Fred they mustn't annoy the passengers. • Is silent • Gives signal himself *1 mark for each to a maximum of 2*	**2**
1(g)(i)	**Re-read paragraph five. Explain, <u>using your own words</u>, what the writer means by the word in *italics* in each of the following phrases:** **(a)** '…the train was struggling in the immense white *whirlwind*' (lines 17–18) Powerful storm/gale/hurricane/twisted violently by strong wind **(b)** '...in this uncertain light nothing could be *distinguished*.' (line 18) Seen clearly/differentiated **(c)** '…this *wilderness* of snow.' (lines 20–21) Desolate place/middle of nowhere/far from civilisation	**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 harshness of the weather conditions.** **(a) The train is being over powered/being prevented from moving by a huge and violent storm**. **[2]** **(b) It is becoming dark and it is getting harder to see anything clearly.** **[2]** **(c) The snow is thick/heavy and covers everything make it feel unfamiliar like a remote place.** **[2]** *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.* *(Note: the definitions above for both part **(i)** and part **(ii)** 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.)*	**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–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 stationmaster, Mr Beeching, from Passage A. It is the day after these events. The train was badly delayed because of the snow and you are being interviewed by local radio about the reasons for the delay. Write the words of this interview.** **In your interview you are asked three questions:** • **Can you tell us what the conditions were like yesterday and what effect they were having on the train service?** • **Why did you not agree with your driver's request for an extra engine?** • **Can you reassure listeners by telling us what you will be doing to ensure this does not happen the next time that there is a snowstorm?** **Base your interview 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 interview with the first question.** **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 situation and Mr Beeching's concerns with keeping the trains moving. There will be a sensible and convincing attempt to convey the tensions between the driver's perspective and that of Mr Beeching. 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 the feelings of Mr Beeching and understands the difficulty of making decisions about the train service and the disagreement with the driver. Give's a convincing response from Mr Beeching about measures that will be taken in future.
Band 2	7–8	Refers to several details from the passage and makes some reference to Mr Beeching's feelings and his disagreement with the driver. Shows some awareness of what actions might be taken in future.
Band 3	5–6	Repeats some details from the passage about the weather. Shows some incomplete understanding of the differences of opinion between Mr Beeching and the driver. 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 from the perspective of Mr Beeching. Makes simple references to the weather conditions and the differences between Mr Beeching and the driver.
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
Read carefully Passage B, *Travelling on the Trans-Siberian Railway*, in the Reading Booklet Insert and answer Question 3(a) and (b) on this Question Paper.		
3	**Question 3** **Answer the questions in the order set.**	
3(a)	**Notes** **What are the possible problems you might experience when travelling on the Trans-Siberian Railway and advice on dealing with them given by the writer, 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**
3(b)	**Summary** Now use your notes to write a summary of what **Passage B** tells you about possible problems you might experience when travelling on the Trans-Siberian Railway **and** advice on dealing with them given by the writer. 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**

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Reading content for Question 3(a)

Give 1 mark per point listed below, up to a maximum of 10.

Give 1 mark for a point about:

1 Don't take any notice of advice on internet forums.
2 Difficult to communicate with ticket office staff (in Russian)/Learn/use Russian/Cyrillic alphabet/communicate in writing at ticket offices
3 Buy tickets at the ticket office to save money/save 25%.
4 Choose the 'open carriage'.
5 Less privacy.
6 Take the opportunity to observe local customs.
7 Remember you will need visas/can get your own visas/need more than 1 visa (or list of 3 countries that require visa).
8 To save time use an agent (to get visas).
9 Russian visas are difficult to obtain.
10 Timetables based on Moscow time.
11 Have to cross 8 time zones.
12 Be prepared to change plans (especially in peak season).
13 Trains may be sold out.
14 October is a good time to go.
15 Don't rush your trip/take time to enjoy it.

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.

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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