**Cambridge Assessment International Education**
Cambridge International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH** **0500/11**

Paper 1 Reading Passages (Core) **October/November 2018**

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.**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1</td><td>This question tests Reading Objectives R1–R4 (20 marks):<br><br>R1 demonstrate understanding of explicit meanings<br>R2 demonstrate understanding of implicit meanings and attitudes<br>R3 analyse, evaluate and develop facts, ideas and opinions<br>R4 demonstrate understanding of how writers achieve effects<br><br>Overview of items for Question 1
<table>
<tr><th>Item</th><th>Reading assessment objectives tested</th><th>Marks for reading assessment objectives</th></tr>
<tr><td>1(a)</td><td>R1</td><td>1</td></tr>
<tr><td>1(b)</td><td>R1</td><td>2</td></tr>
<tr><td>1(c)</td><td>R1</td><td>2</td></tr>
<tr><td>1(d)(i)</td><td>R1</td><td>2</td></tr>
<tr><td>1(d)(ii)</td><td>R1 and R2</td><td>3</td></tr>
<tr><td>1(e)</td><td>R4 and R4</td><td>6</td></tr>
<tr><td>1(f)</td><td>R1 and R2</td><td>2</td></tr>
<tr><td>1(g)</td><td>R1 and R2</td><td>2</td></tr>
<tr><td>Total</td><td></td><td>20</td></tr>
</table></td><td>1</td></tr>
<tr><td>1(a)</td><td>Give <u>one</u> detail that the writer enjoyed, despite the bad weather (paragraph 1, 'When I first visited … ').<br><br>Answer:<br>seeing the emperor's summer retreat / citadel<br>(dramatic) <u>stormy</u> weather (even though it contradicts the question)<br><br>Note: don't credit 'bad weather' which is in the question.<br><br>1 mark for either point</td><td>1</td></tr>
</table>

| Question | Answer | Marks |
|---|---|---|
| 1(b) | **Give <u>two</u> reasons why the writer chose the Salkantay trail rather than the Classic Inca Trail (paragraph 2, 'If you believe … ').**<br><br>Answer:<br>• <u>fewer</u> people / astounding scenery<br>• <u>better</u> accommodation / luxurious lodges<br>• travelling on horseback (rather than by foot)<br><br>*1 mark for each point to a maximum of 2* | **2** |
| 1(c) | **When the writer first sees his horse, he describes it as 'woefully unenthusiastic'. What does this suggest about the horse's suitability for the journey (line 14)?**<br><br>Answer: any acceptable rendition of 'woefully unenthusiastic' in own words.<br><br>partial own words explanation of unenthusiastic (not enthusiastic, etc.) – 1 mark<br><br>full own words explanation (uninterested / indifferent / not keen / lazy, etc.) – 2 marks<br><br>Note: Do not credit 'not capable of doing it' or 'looks tired'. The focus is on 'attitude' not 'ability'.<br><br>*1 mark for partial own words explanation, 2 marks for full own partial explanation (give credit to any attempt to explain sensibly the word 'woefully')* | **2** |
| 1(d) | **<u>Using your own words</u>, explain what features of Pedro's behaviour show that he is 'relentlessly enthusiastic' (line 17).**<br><br>Answer:<br>he enjoys riding very <u>fast</u> / <u>downhill</u><br>despite the <u>rough</u> / <u>rocky</u> ground<br><br>Note: 'he had a passion for galloping on rocky dirt roads' is a lift – award 1 mark only.<br><br>For one lift and one own words – award 2 marks. For one lift only, e.g. 'gallop', award 1 mark.<br><br>*1 mark for partial explanation, 2 marks for full explanation* | **2** |

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| Question | Answer | Marks |
|---|---|---|
| 1(e)(i) | **Re-read lines 9–11 ('Up to 500 people … below freezing') and lines 21–22 ('My first impression … But it wasn't.'). <u>Using your own words</u>, explain what the writer means by the words <u>underlined</u> in each of these phrases:**<br><br>**(1) ' … an undulating route with three dramatic passes. (lines 9–10)**<br><br>Answer: winding / bending / wavy / curving / dipping / meandering / curving<br><br>**(2) 'My first impression of the lodge was of <u>eerie</u> grandeur … ' (line 21)**<br><br>Answer: strange / unsettling / mysterious / supernatural / weird<br><br>**(3) ' … such a tantalising, no-expense-spared structure in such a <u>bleak</u> spot could only be an illusion.' (lines 21–22)**<br><br>Answer: barren / bare / exposed / desolate / empty / isolated<br><br>*1 mark for each explanation, up to a maximum of 3.*<br><br>*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** |

| Question | Answer | Marks |
|---|---|---|
| 1(e)(ii) | **Explain how the language in each of these quotations in 1(e)(i) helps to suggest the impressive nature of the surroundings through which the writer is travelling. In your answer you should refer to the whole quotation, not just the underlined words.**<br><br>**(1) ' … an undulating route with three dramatic passes. (lines 9–10)**<br><br>Example:<br>• eye-catching / spectacular (views scenes)<br>• difficult (passes) / challenging (ways through)<br>• is dangerous<br><br>**(2) 'My first impression of the lodge was of eerie grandeur … ' (line 21)**<br><br>Example:<br>• the writer's feelings / response to the lodge<br>• the magnificence / impressiveness of the lodge<br>• the haunting / mysterious nature of the lodge (but do not reward direct repetition of response in **1(e)(i)**<br><br>**' … such a tantalising, no-expense-spared structure in such a bleak spot could only be an illusion.' (lines 21–22)**<br><br>Example:<br>• tempting / inviting<br>• luxury / wealth<br>• the barren, desolate location, (but do not reward direct repetition of response in **1(e)(i)**<br>• is unreal or like a mirage / dream.<br><br>*Award 1 mark for a partial explanation of each phrase.*<br><br>*Award 2 marks for an explanation of each phrase which shows clear appreciation of the effect of the writer's use of language.*<br><br>*Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.*<br><br>*Examiners should observe the following principles when assessing candidates' responses to this question:*<br><br>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).<br><br>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. | **6** |

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(e)(ii)</td><td>
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.<br><br>
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.<br><br>
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.)<br><br>
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.<br><br>
<table>
<tr><td>2 marks</td><td>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.<br><br>Note: 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation.</td></tr>
<tr><td>1 mark</td><td>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 will probably be implied rather than specifically explained.</td></tr>
<tr><td>0 marks</td><td>Responses gaining 0 marks will either show one or all of the following characteristics:<br><br>• complete misunderstanding of the phrase<br>• listing of the figure(s) of speech used by the writer without further comment<br>• repetition of the explanations of the vocabulary already given in answer to (i).</td></tr>
</table>
<br>
Note: A response to 1(e)(ii) which does no more than repeat the definition in 1(e)(i) = 0
</td><td></td></tr>
</table>

| Question | Answer | Marks |
|---|---|---|
| 1(f) | **Give <u>two</u> details that the writer found memorable about his ride on the z-bend trail. (lines 27–29)**<br><br>Answer:<br>• <u>glittering</u> / <u>turquoise</u> (glacial) <u>lake</u><br>• (twenty) condors (flying)<br>• <u>sun-filtered</u> clouds<br><br>Note: Do not reward 'the colour of the lake' or 'it was sunny'.<br><br>*1 mark for each point to maximum of 2* | **2** |
| 1(g) | **Re-read lines 33–35. <u>Using your own words</u>, explain the difference in the environment as the writer comes down the mountain.**<br><br>Answer:<br>Higher altitudes: plain (stone) buildings / crops growing / rivers / bridges<br><br>Lower altitudes: (exotic) flowers / fruits growing / (the sight and sound of wild) birds<br><br>*I mark for a relevant point under each heading to a maximum of 2.*<br><br>*Note: award 1 mark only for a complete lift of the lines from the passage; award 2 marks selective, relevant lifting.*<br><br>Your judgement should be based on whether there has been **an attempt to recast** the material by **omissions** or **reorganisation even when own words haven't been used.** | **2** |

| Question | Answer | Marks |
|---|---|---|
| 2 | This question tests reading assessment objectives R1–R3 (10 marks):<br><br>**R1** demonstrate understanding of explicit meanings<br>**R2** demonstrate understanding of implicit meanings and attitudes<br>**R3** analyse, evaluate and develop facts, ideas and opinions<br><br>AND writing assessment objectives W1–W4 (5 marks):<br><br>**W1** articulate experience and express what is thought, felt and imagined<br>**W2** sequence facts, ideas and opinions<br>**W3** use a range of appropriate vocabulary<br>**W4** use register appropriate to audience and context<br><br>**Imagine that you and your family have been on holiday riding horses on the trail to Machu Picchu. When you return home you are interviewed on local radio about your holiday.**<br><br>**<u>Write the words of the interview</u> in which the interviewer asks you three questions:**<br><br>• **What was the scenery like on your journey to Machu Picchu?**<br>• **How did you feel about making the journey on horseback?**<br>• **What things would you suggest an older person, like me, would find interesting about the trip?**<br><br>**Base your ideas on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Answer each of the three questions.**<br><br>**Begin the interview:**<br>**'Interviewer: I have with me this morning (your name), who is going to tell us about a visit to Machu Picchu … '**<br><br>**Write about 200 to 300 words.**<br><br>**<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**<br><br>The most successful responses are likely to use details from the passage, but adapt them to a personal narrative and may, but does not have to, involve other family members. There will be a sensible and convincing attempt to describe the experience of going by horse. 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.<br><br>Look for and credit an attempt to write in an appropriate interview register but don't penalise those which don't. Responses which do not include some version of the 3 questions are unlikely to score higher than Band 3. Do not penalise responses which include additional questions. | |

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 writer and understands the uniqueness of the experience: both terrain and riding on the horse. Gives credible and useful advice to other travellers. |
| **Band 2** | **7–8** | Refers to several details from the passage and makes fairly detailed reference to the terrain and the scenery. Shows some awareness of the writer's feelings about the trip and the horse ride. Gives some sensible, developed advice to potential travellers about likely interesting features of the trip. |
| **Band 3** | **5–6** | Repeats some details from the passage about the location. Shows some understanding of the horse-riding experience. Focuses on the question and on the passage, but uses material simply and partially with no or very little advice to potential travellers about likely interesting features of the trip. |
| **Band 4** | **3–4** | There is some relevance to the question with a tendency to retell the original rather than to develop or adapt material. Makes simple references to terrain and scenery. May also comment on feelings about aspects of the trip. |
| **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. |

**Note:** Responses which only cover bullets 1 and 2 are unlikely to score above a Band 3 mark, unless both bullets are very well developed.

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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 | Answer | Marks |
|---|---|---|
| 3 | **Question 3**<br><br>The questions tests reading assessment objectives R1, R2 and R5 (10 marks)<br><br>**R1** demonstrate understanding of explicit meanings<br>**R2** demonstrate understanding of implicit meanings and attitudes<br>**R5** select for specific purposes<br><br>*and* writing assessment objectives W1 to W3 (5 marks)<br><br>**W1** articulate experience and express what is thought, felt and imagined<br>**W2** sequence facts, ideas and opinions<br>**W3** use a range of appropriate vocabulary<br><br>**Read carefully Passage B, *Rapa Nui National Park (Easter Island*), in the Reading Booklet Insert and then answer Question 3 (a) and (b).**<br><br>**Question 3**<br>**Answer the questions in the order set.**<br><br>**(a) Notes**<br><br>**What does the passage tell you about Easter Island and its statues, according to Passage B?**<br><br>**Write your answers using short notes. Write one point per line.**<br><br>**You do not need to use your own words.**<br><br>**Up to 10 marks are available for the content of your answer.**<br><br>**(b) Summary**<br><br>**Now use your notes to write a summary of what Passage B tells you about Easter Island and its statues.**<br><br>**You must use continuous writing (not note form) and use your own words as far as possible.**<br><br>**Your summary should include all 10 of your points in Question 3 (a) and must be 100 to 150 words.**<br><br>**Up to 5 marks are available for the quality of your writing.** | **15** |

| Question | Answer | Marks |
|---|---|---|
| 3 | **Reading content for Question 3(a)**<br><br>**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.<br><br>Answer: (use additional notes for guidance)<br><br>**Easter Island**:<br><br>1 tiny / Polynesian island / (once had) Polynesian / Rapa Nui population/ society<br>2 in (middle of) the Pacific / 3700 km west of South America / 1770 km from nearest island<br>3 (Rapa Nui) developed (distinct) architecture / artistic culture (its zenith 10th to 16th Century)<br>4 not clear when (first) settled / (first) settled from 800 to 1200 CE<br>5 barren ecosystem / ecosystem wrecked<br>6 (caused by Pacific) rats eating seeds / cutting down / loss of (millions of) trees / soil erosion<br>7 numerous tourists / (most) tourists visit the (Rano Raraku) quarry<br><br>**Statues:**<br><br>8 (the Rapa Nui placed) stones / statues around the island (from 10th to 16th C)<br>9 no one knows why they were made or are there / (possibly) made in honour of important people /ancestors / chiefs<br>10 very tall / 4 metres high (on average)<br>11 very heavy / weigh 14 000 kg<br>12 many / 400 statues in (Rano Raraku) quarry / quarry statues both complete / incomplete<br>13 contain priceless carvings / carved into shape of heads-and-torso figures<br>14 (many) statues are deteriorating / statues / stones are suffering from the weather | |

**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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