Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/12**

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>
Question 1

This question tests Reading Objectives R1–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
<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>2</td></tr>
<tr><td>1(b)</td><td>R1</td><td>2</td></tr>
<tr><td>1(c)</td><td>R2</td><td>2</td></tr>
<tr><td>1(d)(i)</td><td>R1</td><td>3</td></tr>
<tr><td>1(d)(ii)</td><td>R4</td><td>6</td></tr>
<tr><td>1(e)</td><td>R2</td><td>2</td></tr>
<tr><td>1(f)</td><td>R1</td><td>3</td></tr>
<tr><td>Total</td><td></td><td>20</td></tr>
</table>
</td><td></td></tr>
<tr><td>1(a)</td><td>
Give <u>two</u> features of the area north of Lisbon that make it popular with tourists (paragraph 1, 'In this region … ')?

Answer:
• the coast
• natural park/sand dunes/vineyards/wooded hillsides
• castles/palaces/country houses

1 mark for each point to a maximum of 2
</td><td>2</td></tr>
</table>

Question	Answer	Marks
1(b)	**Using your own words, explain what the writer finds unusual about the interior of the Almaa Hotel (paragraph 2, 'One of the oldest … ').** Answer: • rooms are very plainly decorated • it has dark / eerie corridors (Do not allow complete lifts of 'simply furnished', 'dark corridors' or 'a touch of spookiness') *1 mark for partial explanation, 2 marks for full explanation in own words*	**2**
1(c)	**Using your own words, explain the effect the writer achieves by describing the fortress as 'snaking up the hillside like a mini Great Wall of China' (line 11).** Answer: 1 mark for an explanation that refers to it winding 1 mark for an explanation that refers to it being long 1 mark for an explanation that it is highly visible / can be seen from a distance 2 marks for a full explanation which explains the comparisons with snakes/Great Wall **using two of the above ideas** 1 mark for a partial explanation which explains the comparisons with snakes/Great Wall **using one of the above ideas**	**2**
1(d)(i)	**Re-read paragraph 4, 'Many well-travelled …' Using your own words, explain what the writer means by the words underlined in each of the following quotations:** **(1) ' … you find an astonishing mixture of styles … ' (lines 15–16)** Examples: remarkable / breath-taking / unexpected / surprising / amazing **(2) ' … from the delicate carved Arabic interior of the Palace of Monserrate to the Alpine chalet … ' (lines 16–17)** Examples: fragile / intricate / easily broken **(3) ' … a breath-taking collection of lakes, grottoes, waterfalls, fake doors and secret tunnels that take the visitor through an 'underworld' in the grounds of a vast gloomy mansion.' (lines 19–20)** Examples: surprising / unbelievable / amazing / impressive / stunning / awesome *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**

Question	Answer	Marks
1(d)(ii)	**Explain <u>how</u> the language <u>in each of these quotations</u> helps to suggest the unusual appearance of the buildings in Sintra. In your answer you should refer to the whole quotation, not just the underlined words.** *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.* *Use the bullets below to award up to 2 marks.* *If a candidate has scored 0 in **1(d)(i)** and then defines the underlined word correctly in **1(d)(ii)** they can be awarded 1 mark.* **(1) ' … you find an astonishing mixture of styles … ' (lines 15–16)** *Reward explanations that mention:* • *his surprise / joy at the finding / expression of relevant reaction* • *the unique / unusual nature of the …* • *variety of styles all in one place / in close proximity* *(Reward a repeat of **1(d)(i)** if it is firmly linked to the writer's / visitor's response)* **(2) ' … from the delicate carved Arabic interior of the Palace of Monserrate to the Alpine chalet … ' (lines 16–17)** *Reward explanations that mention:* • *the effort / time / skill* • *attention to detail / ornateness / exotic appearance / beauty (of the carvings)* • *beauty / grandeur / variation (of the buildings)* ***(3)* ' … a breath-taking collection of lakes, grottoes, waterfalls, fake doors and secret tunnels that take the visitor through an 'underworld' in the grounds of a vast gloomy mansion.' (lines 19–20)** *Reward explanations that mention:* • *the fairy-tale / magical quality of the description* • *myths / legends / adventures* • *secrecy / darkness / sinister implications* • *beauty / stunning scenes*	**6**

Question	Answer	Marks
1(e)	**Using your own words, explain why Marco chose to live in a cave (paragraph 5, 'After such flamboyance … ').** Answer: • he thought living in the monastery room too luxurious / comfortable • and wanted to be apart from the other monks / alone / a simple life *1 mark for a partial explanation/lifting; 2 for a full explanation **in own words**.*	**2**
1(f)	**Using your own words, explain what changes Tomaz has made to the House of the She Pine Tree (paragraph 7, 'I found further … ').** Answer: • repurchased / rebuilt the collection with great care • returns the paintings to where they were originally displayed / decorated walls with his father's/Olavo's artwork • made museum of his father's work • made it into a place for paying guests to stay *1 mark for each to a maximum of 3. Mark response holistically, not by the bullet points on the question paper.*	**3**

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Question	Answer	Marks
2	**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 (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 **Imagine that you have been on a school visit to Sintra. When you return, you are asked to give a speech to younger students in which you describe your experience and encourage them to go there.** **Write the words of your speech.** **In your speech you should include:** • **information about the history of Sintra** • **what there is to see there** • **why Sintra might be an interesting place for a family holiday.** **Base your ideas 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 speech: 'Good morning, fellow students … '** **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.**	**15**
	General notes **The most successful responses are likely to give a variety of details about Sintra and organise them into the historical details and interesting places to see / things to do. There will be a sensible and convincing attempt to convince other students that it is interesting to visit with their family. 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 or reorganising the material.** **Look for and credit an attempt to write in an appropriate register.**	

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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, provides well-chosen details (of local sights and characters) and understands the reasons why the area would be interesting to other students.**
Band 2	7–8	**Refers to several details from the passage and makes some reference to features and people from the area. Shows some awareness of what is interesting to a visitor.**
Band 3	5–6	**Repeats some details from the passage about the buildings and local people. Shows some incomplete understanding of how to convince others to visit. 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 select relevant material and develop ideas. Makes simple references to the buildings.**
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.**

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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.**

[Total: 15]

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Question	Answer	Marks
3	**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	

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Question	Answer	Marks
3(a)	**Notes** **What do you learn about the features <u>and</u> the history of the Long Man, 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.** **Up to 10 marks are available for the content of your answer.** **Information about the features <u>and</u> the history of the Long Man:**	**10**
	Reading content for Question 3(a) Give 1 mark per point listed below, up to a maximum of 10. 1 70 metres high 2 cut into grassland / chalk hillside 3 in South East England / facing the North East / Windover Hill / Sussex 4 very large / one of largest / 2nd largest in the world 5 holding two <u>poles</u> (70 metres high/35 metres apart) 6 poles are closer at the top / not symmetrical / figure is not quite central (between poles) 7 his length gave him his name 8 properly proportioned on ground / elongated from the air 9 not clear if holding weapons or tools 10 origins lost in myths and legend / cannot be accurately dated 11 possibly pre-historic / unproven to be prehistoric 12 may have been made in Bronze or Iron age 13 possibly made by monks <u>in 11th–15th century</u> 14 shown in surveyor's drawing in 1710 **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.	
3(b)	**Summary** **Now use your notes to write a summary of what <u>Passage B</u> tells you about the features <u>and</u> the history of the Long Man.** **You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should include all 10 of your points in <u>Question 3(a)</u> and must be 100 to 150 words.** **<u>Up to 5 marks are available for the quality of your writing</u>.**	**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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