Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading Passages (Core) **October/November 2019**

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.

Cambridge International will not enter into discussions about these mark schemes.

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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.

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.

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<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):

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 overview</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>1</td></tr>
<tr><td>1(d)</td><td>R1 & R2</td><td>3</td></tr>
<tr><td>1(e)</td><td>R1</td><td>1</td></tr>
<tr><td>1(f)i (f)ii</td><td>R1 & R2</td><td>1 + 1</td></tr>
<tr><td>1(g)i, iii, v
1(g)ii, iv, vi</td><td>R1 & R2
R3 & R4</td><td>3
6</td></tr>
<tr><td>TOTAL</td><td></td><td>20</td></tr>
</table></td><td></td></tr>
<tr><td>1(a)</td><td>Using your own words, explain what pressures the writer was under when he visited New York City (paragraph 1, ‘Of my wanderings …’).

• problem of doing jobs in the rain/many jobs
• he had to do them all in that day/he was leaving New York that night/pressure of time</td><td>2</td></tr>
<tr><td>1(b)</td><td>Using your own words, explain the effects that the rain had on the writer (paragraph 1, ‘Of my wanderings …’).

• he (frequently) had to find shelter/go inside
• it rained so hard that his raincoat was becoming: wet on the inside/he got very wet/drenched/soaked.
NB: don’t accept ‘clothes’ or ‘shoes’ getting wet
• he left a puddle on the floor/dripped all over the floor of every building/all the places he entered</td><td>2</td></tr>
<tr><td>1(c)</td><td>Using your own words, explain what the writer means by ‘dismissing my attempts at evasion’ (lines 10–11).

• ignoring/discounting my efforts to avoid the question/not allowing him to avoid the question
• he (the writer) tried/attempted to avoid answering the question</td><td>1</td></tr>
</table>

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Question	Answer	Marks
1(d)	**Using your own words, explain how the manager of the bookshop <u>at first</u> behaved towards the writer and how the writer reacted to this behaviour (paragraph 3, 'Similarly, in a …').** • the Manager treated the writer with suspicion/thought he was dishonest • he refused to give the writer any assistance/help him look up books/was rude/unkind • the writer lost his temper/told him he was a stranger and didn't expect this kind of treatment/said it wouldn't happen in England	3
1(e)	**Give one example of the way that the manager's behaviour changed towards the writer (paragraph 3, 'Similarly, in a …').** • examples accepted: he gave addresses (of those who could help)/came out in the rain/directed him to a restaurant • he went out of his way to help/became <u>very</u> helpful *Accept a relevant selective quote but not a lifted chunk.*	1
1(f)(i)	**Using your own words, explain:** **What the writer did with his wet clothes when he returned to the hotel (paragraph 4, 'I was so wet …')?** • he left his (wet) clothes (shoes, socks, trousers) behind/he did not pack them/threw them on kitchen floor *NB: do not credit 'he took his clothes off'.*	1
1(f)(ii)	**Why he decided on this course of action (paragraph 4, 'I was so wet …').** • there wasn't time to dry them out/they were <u>too</u> wet to pack/they would have made all the rest of his possessions wet if he had packed them	1
1(g)(i)	**Give the meaning of the <u>underlined</u> words in the following <u>three</u> phrases as the writer uses them. Then explain how the phrases help to suggest the narrator's thoughts about his experiences with the weather conditions and the people he met in New York.** **'It rained with a <u>patient</u> fury.' (lines 2–3)** • composed/unemotional/implacable/calm/continual/sustained	1
1(g)(ii)	**Award a mark each up to a maximum of two for any reference to:** • 'patient fury' is an oxymoron/ • rain is relentless and non–stop/heavy/strong • has (controlled) anger **Note:** accept any reference to anger.	2

Question	Answer	Marks
1(g)(iii)	'**The money–changer cross–questioned me like a <u>prosecution counsel'</u> (line 9)** • lawyer/barrister/solicitor (seeking to prove a defendant guilty). **Note:** accept a reference to being in a law court here.	1
1(g)(iv)	**Award a mark each up to a maximum of two for any reference to:** • the money–changer's attitude is that the writer is dishonest or guilty/a criminal • he is questioning him <u>forensically</u>/<u>in detail</u>/he is trying to catch him out (accept 'interrogating' on its own) • he feels it is unnecessarily intrusive	2
1(g)(v)	**'I said farewell to them as they lay in a <u>sodden</u> heap in the middle of the floor' (lines 29-30)** • soaked/soggy/water–logged/saturated **Note:** 'wet' must have an intensifier.	1
1(g)(vi)	**Award a mark each up to a maximum of two for any reference to:** • the writer knows he will never see them again/they are past their useful life/ • they are so full of water/they are unlikely ever to dry out/they are unrecognisable • <u>he feels sad or regretful to leave them</u>	2
1(g)	**Guidance Notes:** *Award 1 mark for a partial explanation of each phrase.* 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.	2
	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.	1
	Responses gaining 0 marks will either show complete misunderstanding or offer no relevant comment.	0

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Question	Answer	Marks
1(g)	*Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.* *Examiners should observe the following principles when assessing candidates' responses to this question:* Parts **(ii)**/**(iv)**/**(vi)** require 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). 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 these literary devices. (See 0 marks descriptor below. 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. Note: A response to **1(g)(ii)/(iv)/(vi)** which does no more than **repeat the definition** in **1(g)(i)/(iii)/(v), respectively, = 0**	

Question	Answer	Marks
2	This question tests reading assessment objectives R1–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 (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	
2	**Imagine that you are the narrator in <u>Passage A</u>. Soon after this experience you write your journal about your time in New York City. Write your journal.** **In your journal you should:** • **describe your first impressions of New York City** • **explain your thoughts and feelings about the people that you met there** • **say what advice you would give to other people from your country who are considering visiting New York City.** **Begin your journal: 'New York City has been busy to say the least …'.** NB: The most successful responses are likely to develop on the writer's feelings about the rain and his thoughts about the ambivalence of the attitude of the people with whom he came into contact. There will be an attempt to develop these opinions to provide helpful and perceptive advice as to how to deal with these matters for prospective visitors. Band 6 and 5 responses will usually cover all 3 bullets in detail. Look for and credit an attempt to write in an appropriate register.	**15**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
Table A, READING: Using and understanding the material

Use the following table to give a mark out of 10 for Reading.

<table>
<tr><td>Band 6</td><td>9–10</td><td>Uses and develops several ideas, both factual and inferential, from the passage. Consistently provides a developed, appropriate account of the writer’s views of the city and its inhabitants. Provides helpful, perceptive advice to future visitors based on this experience.</td></tr>
<tr><td>Band 5</td><td>7–8</td><td>Refers to several details from the passage and makes some convincing comments about the writer’s views of the city and its inhabitants. Shows some sensible attempt to provide helpful advice for future visitors.</td></tr>
<tr><td>Band 4</td><td>5–6</td><td>Repeats some details from the passage about the city and its inhabitants. Makes limited but straightforward attempts to provide advice for future visitors. Focuses on the question and on the passage, but uses material simply and partially.</td></tr>
<tr><td>Band 3</td><td>3–4</td><td>There is some relevance to the question with a tendency to retell the original rather than to focus on the bullet points. Makes simple references to the writer’s feelings about the city and its inhabitants. There is likely to be much irrelevant or inappropriate content.</td></tr>
<tr><td>Band 2</td><td>1–2</td><td>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.</td></tr>
<tr><td>Band1</td><td>0</td><td>There is little or no relevance to the question or to the passage or the response copies unselectively or directly from the passage.</td></tr>
</table>
</td><td>10</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
Table B, WRITING: Structure and order, style of language:

Use the following table to give a mark out of 5 for Writing.

<table>
<tr><td>Band 6</td><td>5</td><td>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.</td></tr>
<tr><td>Band 5</td><td>4</td><td>Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.</td></tr>
<tr><td>Band 4</td><td>3</td><td>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.</td></tr>
<tr><td>Band 3</td><td>2</td><td>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.</td></tr>
<tr><td>Band 2</td><td>1</td><td>The response is difficult to understand. The response may be almost entirely lifted from the original.</td></tr>
<tr><td>Band 1</td><td>0</td><td>The response cannot be understood.</td></tr>
</table>
</td><td>5</td></tr>
</table>

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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 W2–W5 (5 marks) **W2** organise facts, ideas and opinions **W3** use a range of appropriate vocabulary **W5** accurate use of spelling, punctuation and grammar	
3(a)	**Read carefully <u>Passage B</u>, *The Millau Viaduct*, in the Reading Booklet Insert and then answer <u>Question 3(a) and (b)</u>.** **Answer the questions in the order set.** **What are the main features <u>and</u> history of the Millau Viaduct, according to <u>Passage B</u>?** **Use short notes. Write <u>one</u> point per line** **You do <u>not</u> need to use your own words**	**15**

3(a)	**Notes on Task 3(a)** **Give 1 mark per point listed, up to a maximum of 10.** In **3(a)**, if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct. If a candidate lists 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 should 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. **Features:** 1. consecutive cable stayed spans/7 cable-stayed 'sails' 2. viaduct is tallest bridge (structure) in Europe 3. lofty/high/335 metre mast 4. a roadway 277 metres above the Tarn River 5. the roadway curves (slightly) 6. has tall, slender support columns/columns gradually split into two before closing up again 7. bridge is beautiful/breath taking/spectacular/awe-inspiring (not view) 8. roadway has a tall wind barrier/which provides stylish aerodynamic shape **History** 9. was the highest cable-stayed bridge in the world 10. construction began in October of 2001 11. completed in a little over 3 years/opened in 2004 12. located near the small town of Millau/in the southern end of France 13. last major connection on the A75 motorway 14. 13th among all high bridges of the world	**10**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(b)</td><td>
Now use your notes to write a summary of what <u>Passage B</u> tells you about the main features and history of the Millau Viaduct.

You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.

Your summary should not be more than 150 words.

<u>Up to 5 marks are available for the quality of your writing</u>.

Table A, Writing (concision, focus, use of own words)

Use the table below to give a mark out of 5.

<table>
<tr><td>Band 3
4–5</td><td>• A relevant response that is mostly expressed clearly and concisely.
• There may be some lapses in organisation.
• The response is mainly expressed in the candidate’s own words (where appropriate), but there may be reliance on the words of the passage.
• There may be errors in spelling, punctuation and grammar but they do not impede communication.</td></tr>
<tr><td>Band 2
2–3</td><td>• A relevant response that may lack some clarity and concision.
• There may be frequent lapses in organisation.
• The response is occasionally expressed in the candidate’s own words (where appropriate), but may be over dependent on the words of the passage.
• There may be errors in spelling, punctuation and grammar, which occasionally impede communication.</td></tr>
<tr><td>Band 1
1</td><td>• A relevant response that lacks clarity and concision.
• The response may lack organisation.
• The response may include lifted sections.
• There may be excessively long explanations or the response may be very brief.
• Frequent errors of spelling, punctuation and grammar, which may occasionally impede communication.</td></tr>
<tr><td>Band 0
0</td><td>• No creditable content.</td></tr>
</table>
</td><td>5</td></tr>
</table>