Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT) **0500/12**

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.

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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

Question	Answer	Marks
1(a)	**Which <u>one</u> word in the first sentence tells you that the writer did not meet anyone on his travels?** • solitary	**1**
1(b)	**<u>Using your own words</u>, explain what you learn about the song that is sung by the woman (paragraph 1, 'The road went …')** • ballad/old/endless/sad/traditional • it was about love/her lover/partner	**2**
1(c)	**<u>Using your own words</u>, explain (paragraph 2, 'We came at last …'):**	**2**
1(c)(i)	• the effect of the fresh water on the writer • the writer felt reinvigorated/had more energy	
1(c)(ii)	• the effect of the moonlight on Modestine, the donkey • Modestine quickened her pace/became more lively in her movements	
1(d)	**<u>Using your own words</u>, describe the appearance of the shadows of the writer and Modestine as they descended the slope (lines 16–18).** • the shadows were <u>misshapen by their packs</u> • the <u>shadows appeared to move</u> as they went along/around the corner	**2**
1(e)	**<u>Using your own words</u>, explain what the writer means by:**	**2**
1(e)(i)	**the 'whispering music' (line 20)** • the 'whispering music' was <u>the sound of the wind</u> (rustling the leaves and fruit of the chestnut trees)	
1(e)(ii)	**'the shadows danced in tune to it.' (lines 20–21).** • moving in time/to the music	
1(f)	**<u>Using your own words</u>, explain the problems that the writer's arrival causes for the landlady (paragraph 4, 'And then, …').** • she cannot finish closing up • she would have to relight the fire • she would have to cook for him	**2**

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Question	Answer	Marks
1(g)	**Give the meaning of the underlined words in the following <u>three</u> phrases as the writer uses them. Then explain how the phrases help to suggest the writer's thoughts and feelings about his surroundings.**	**9**
	'We came at last to a wide white high-road <u>carpeted</u> with noiseless dust.' (line 9)	
1(g)(i)	**'carpeted' (line 9):** • covered/blanketed/layered (the path/floor/the ground)	
1(g)(ii)	Award up to 2 marks for any of the following: • the thickness or softness of the dust covering/emptiness of the road/no one else on the road • the road is modern: 'wide' and 'high' contrasting with the forest path • the peace and quiet/tranquillity of the night	
	'the ribs and <u>gullies</u> of the mountain were faintly outlined in the moonshine like a monstrous skeleton.' (lines 22–23)	
1(g)(iii)	**'gullies' (line 22–23):** • channels/ravines/troughs	
1(g)(iv)	Award up to 2 marks for any of the following: • the effect of the moonlight distorting reality • the sinister connotations of 'monstrous skeleton' • the impressive size of the mountain	
	'The place was asleep and silent, and buried in <u>opaque</u> night.' (line 27)	
1(g)(v)	**'opaque' (line 27):** • not being able to see/the thick or impenetrable darkness/<u>very</u> dark	
1(g)(vi)	Award up to 2 marks for any of the following: • lonely setting/no people/empty • a creepy or mysterious atmosphere • the lack of any sound/<u>very</u> quiet/peaceful	

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Additional guidance for 1g:

2 marks	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. N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.
1 mark	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. N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.
0 marks	Responses gaining 0 marks will either show complete misunderstanding or offer no relevant comment.

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Question 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 organise 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 landlady of the hotel in Passage A and you have had a long conversation with the writer about his travels.** **Write your journal entry giving an account of your conversation with him.** **In your journal entry you should refer to:** • **your thoughts when you first met the writer the night before** • **what you learned about his journey** • **your thoughts about the journey he is taking.** **Base your responses 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 journal entry: 'The traveller and his donkey were an interesting pair …'** **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.** Note: The most successful responses are likely to develop on the landlady's feelings about the visitor arriving so late at night and the inconvenience caused and her impressions of his travels on the donkey focusing on the solitude and the way he reacts to the world around him. In response to bullet 3 she may think he is eccentric or odd, or she may think he is brave and admirable. There will be an attempt to develop her voice as she describes her impressions of her visitor. 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 A, READING: Using and understanding the material
Use the following table to give a mark out of 10 for Reading.

Band 6	**9–10**	Uses and develops several ideas, both factual and inferential, from the passage in a fully focused response. Consistently provides a developed, appropriate account of the landlady's impressions of and reaction to her visitor and his journey. Develops all 3 bullets.
Band 5	**7–8**	Refers to several details and ideas from the passage in a focused response. Provides a competent account of the landlady's reaction to her visitor and her impressions of his journey. Addresses all 3 bullets.
Band 4	**5–6**	Repeats some details from the passage. Makes limited but straightforward attempts to describe the landlady's visitor and his journey. Focuses on the question and on the passage but uses material simply and partially. May only address 2 bullets.
Band 3	**3–4**	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 landlady's visitor and his journey. There is likely to be much irrelevant or inappropriate content.
Band 2	**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 1	**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 6	**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 5	**4**	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.
Band 4	**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 3	**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 2	**1**	The response is difficult to understand. The response may be almost entirely lifted from the original.
Band 1	**0**	The response cannot be understood.

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uestion 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):

W2 organise facts, ideas and opinions
W3 use a range of appropriate vocabulary
W5 accurate use of spelling, punctuation and grammar

Question	Answer	Marks
3(a)	**What do you learn about the features of the Øresund Bridge and its effect on the surrounding area, 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.** **Reading content for Question 3(a)** **Features and Effects:** **1.** 16 km long in total/bridge part is 490 m long **2.** links Sweden and Denmark **3.** created a region with a population of 3.7 million inhabitants **4.** between Copenhagen and Malmö/between the two main cities **5.** located near Copenhagen Airport **6.** it has three sections/it has a bridge, island and a tunnel **7.** bridge is a cable-stayed design **8.** bridge has 204-metre high pylons **9.** rail is on lower deck and vehicles on upper deck/cars and trains are on separate levels **10.** a man-made island (links the bridge and tunnel sections) **11.** easier than ever to live on the one side and work on the other **12.** commuting has increased dramatically/greatly **13.** crossing by car (or driving) takes 10 minutes **14.** it is a toll bridge/tolls are on the Swedish side	**10**

Question	Answer	Marks
3(b)	**Now use your notes to write a summary of what <u>Passage B</u> tells you about <u>the features of the Øresund Bridge and its effect on the surrounding area</u>.** **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>**	**5**

Table A, Writing (concision, focus, use of own words)
Use the following table to give a mark out of 5 for Writing.

Band 3 4–5	• A relevant response that is mostly expressed clearly and concisely • There may be some lapses in organization. • 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.
Band 2 2–3	• A relevant response that may lack some clarity and concision. • There may be frequent lapses in organization. • 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.
Band 1 1	• A relevant response that lacks clarity and concision. • The response may lack organization. • 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.

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Notes on the Task

In 3(a), if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct.
In 3(a), 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.

In 3(a), whole sentences lifted from the passage which contain a number of points will not be credited, as they are not showing selection of points, and are not conveying the essence of the point.

In 3(a), 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.

In 3(a), 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.

In the Writing Mark Scheme descriptors for 3(b), the length of the candidate's response is no longer specifically referred to, however, it can still be borne in mind when considering the use of concision, or lack of, in the candidate's response. **The purpose of the assessment is the candidate's focus on the topic and the question**, and this is partly related to length, although it's not necessarily the case that an unfocused response will be over-long. **There is no requirement to count words**.

Candidates are assessed for Reading in 3(a) and for Writing in 3(b). They cannot be given marks for Writing for their response to 3(a), nor can they be given marks for Reading for their response to 3(b).

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