Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

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

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.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2019

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.

© UCLES 2019

Question	Answer	Marks
1(a)	**Give <u>one</u> detail mentioned by the writer about the <u>outside</u> of the processing mill and <u>one</u> detail that he mentions about the <u>inside</u> of this building (paragraph 1, 'We arrived by noon …').** Outside: brown building / two storey / water tanks / ladders on the roof / Inside: dusty / rusty machinery. *(Note: credit only one point for each bullet)*	**2**
1(b)	**<u>Using your own words</u>, explain what the writer means by 'contemplating this great bulk of useless building.' (line 4).** <u>mulling over / thinking about</u> the <u>huge size</u> of this <u>now defunct / empty / unused</u> building	**2**
1(c)	**What does the writer's use of the word 'temple' in the phrase 'like the temple of a forgotten religion' suggest about the mill and the precious metal that was processed in it (line 7)?** the size of the building / it was very large / silent / the importance of the building it was as if gold and silver were objects of worship	**2**
1(d)	**Why did the writer and his wife think there was a 'chill' in their arrival at the mine (line 14)?** it made them feel sad or empty / affected them emotionally. *Reward any answer that indicates a general understanding of the writer's meaning.*	**1**
1(e)	**Give <u>two</u> details about the path between the mine and the Toll House that the writer followed (paragraph 3, 'Silverado Mine buildings …').** fallen branches and dead trees straight down the steep canyon / no break in the descent ended above the roof of the hotel	**2**
1(f)	**Give <u>two</u> statements made by the writer about the 'last outpost of the mine' that suggest that he thought it was fascinating and mysterious (Paragraph 4, 'Signs remained …').** like a treasure cave in a fairy story no boy could have left it unexplored *Reward own words versions.*	**2**

Question	Answer	Marks
1(g)	**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 writer's thoughts and feelings about the surroundings of the Silverado settlement.**	
1(g)(i)	**'like the temple of a forgotten religion, the workers <u>toiling</u> somewhere else.' (lines 7–8)** **toiling:** working <u>hard</u>	**1**
1(g)(ii)	Award 2 marks for any of the following: • it is empty / abandoned / unused • it is like a place of worship • stresses how important it used to be	**2**
1(g)(iii)	**'buried in foliage, deep out of sight of Silverado, I stumbled upon a last <u>outpost</u> of the mine' (lines 25–26)** **outpost**: boundary / remainder / sign / part of it	**1**
1(g)(iv)	Award 2 marks for any of the following: • the area is wild / overgrown • it is well hidden / seems to be hiding • he found it by accident	**2**
1(g)(v)	**'A stream of water dyed red with iron, <u>danced</u> out of the depths of the cave' (lines 27–28)** **danced:** flowed / moved quickly	**1**
1(g)(vi)	Award 2 marks for any of the following: the water is rusty / an unusual colour for water the water comes from a deep opening / the earth a sense of mystery / it's an odd or unusual sight	**2**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
Imagine that you are the wife of the writer in <u>Passage A</u>. It is the day after your arrival in Silverado and you are writing a letter to your parents in England about your travels.

<u>Write your letter.</u>

In your letter you mention the following details:

• what you have learnt about Silverado as it was in the past
• what it is like now <u>and</u> your thoughts when you arrived
• what you think your life will be like for the next two months <u>and</u> your thoughts about Robert’s (your husband’s) decision to visit there.

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 letter: ‘Well, we’re here at last, and I hope this letter eventually reaches you …’

Write about 200 to 300 words.

<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>

Table A, READING: Using and understanding the material
<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 feelings about Silverado. Develops perceptive comments about what the next two months have in store and about the husband’s decision to stay there.</td></tr>
<tr><td>Band 5</td><td>7–8</td><td>Refers to several details from the passage and gives some convincing comments about the writer’s feelings about Silverado. Shows some sensible attempt to comment about what the next two months have in store and about the husband’s decision to stay there.</td></tr>
<tr><td>Band 4</td><td>5–6</td><td>Repeats some details from the passage about the appearance of Silverado with straightforward comments about what the next two months have in store. Focuses on the question and on the passage, but uses material simply and partially.</td></tr>
</table>
</td><td>10</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2</td><td>
<table>
<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 Silverado and possibly about her husband. 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>Band 1</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></td></tr>
<tr><td>2</td><td>Table B, WRITING: Structure and order, style of language:
<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>

© UCLES 2019

Question	Answer	Marks
3(a)	**Reading content for Question 3(a)** **What are the main features and history of the Forth Rail Bridge, 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.** **Features** 1 just outside of Edinburgh in Scotland 2 length of over 2440 metres 2 towers reach a height of 110 metres 3 trains cross / railway at height of 48 metres 4 it is a railway suspension bridge **History** 1 designed by Thomas Bouch 2 construction began in 1879 3 construction stopped due to collapse of Tay Bridge 4 construction of redesigned bridge started again in 1883 5 opened on 4th March 1890/took 7 years to complete 6 bridge was tested before it opened / (successfully) tested in January 1890 7 4000 construction workers 8 57 men were killed during construction 9 in 2000, some 60,000 trains crossed the bridge	**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 <u>the main features and history of the Forth Rail Bridge</u>.

You must use <u>continuous writing</u> (not note form) and <u>use your own</u> words 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 following table to give a mark out of 5 for Writing.

<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>
</table>
</td><td>5</td></tr>
</table>

Question	Answer	Marks
3(b)	**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).	

© UCLES 2019