Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

8569209023

FIRST LANGUAGE ENGLISH **0500/11**

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

1 hour 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** questions on this Question Paper. The Reading Booklet Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [ ] at the end of each question or part question.

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Read carefully **Passage A**, ***Machu Picchu: the Inca Trail on horseback***, in the Reading Booklet Insert and then answer **Questions 1** and **2** on this Question Paper.

Answer all questions using your own words as far as possible.

Question 1

(a) Give **one** detail that the writer enjoyed, despite the bad weather (paragraph 1, 'When I first visited … ').

.....

.....[1]

(b) Give **two** reasons why the writer chose the Salkantay trail rather than the Classic Inca Trail (paragraph 2, 'If you believe … ').

- .....
- ..... [2]

(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)?

.....

.....

.....[2]

(d) **Using your own words**, explain what features of Pedro's behaviour show that he is 'relentlessly enthusiastic' (line 17).

.....

.....[2]

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(e) (i) Re-read lines 9–11 ('Up to 500 people … below freezing') and lines 21–22 ('My first impression … But it wasn't.'). **Using your own words**, explain what the writer means by the words underlined in each of these phrases:

(1) ' … an undulating route with three dramatic passes … ' (lines 9–10)

(2) 'My first impression of the lodge was of eerie grandeur … ' (line 21)

(3) ' … such a tantalising, no-expense-spared structure in such a bleak spot could only be an illusion.' (lines 21–22)

Word underlined: .....

Meaning of the word underlined: .....

.....[1]

Word underlined: .....

Meaning of the word underlined: .....

.....[1]

Word underlined: .....

Meaning of the word underlined: .....

.....[1]

(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.

Explanation:

.....

.....[2]

Explanation:

.....

.....[2]

Explanation:

.....

.....[2]

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(f) Give **two** details that the writer found memorable about his ride on the z-bend trail. (lines 27–29)

- .....
- ..... [2]

(g) Re-read lines 33–35. **Using your own words**, explain the difference in the environment as the writer comes down the mountain.

Higher altitudes: .....

Lower altitudes: ..... [2]

[Total: 20]

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[Turn to page 6 for Question 2]

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Question 2

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.

Write the words of the interview in which the interviewer asks you three questions:

- What was the scenery like on your journey to Machu Picchu?
- How did you feel about making the journey on horseback?
- What things would you suggest an older person, like me, would find interesting about the trip?

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.

Begin the interview:

'Interviewer: I have with me this morning (your name), who is going to tell us about a visit to Machu Picchu … '

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.

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[Total: 15]

Read carefully **Passage B**, ***Rapa Nui (Easter Island)***, in the Reading Booklet Insert and then answer **Question 3(a) and (b)** on this Question Paper.

Question 3

Answer the questions in the order set.

(a) Notes

What does the passage tell you about Easter Island **and** its statues, 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.

Information about Easter Island <u>and</u> its statues:

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

[10]

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(b) Summary

Now use your notes to write a summary of what **Passage B** tells you about Easter Island **and** its statues.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 10 of your points in **Question 3(a)** and must be 100 to 150 words.

Up to 5 marks are available for the quality of your writing.

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[Total: 15]

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Additional Page

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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

0128741532

FIRST LANGUAGE ENGLISH **0500/21**

Paper 2 Reading Passages (Extended) **October/November 2018**

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** the questions on the Question Paper. The Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [ ] at the end of each question or part question.

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This document consists of **12** printed pages and **1** Reading Booklet Insert.

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[Turn over

Read carefully **Passage A**, ***Mikaela and Jane***, in the Reading Booklet Insert and then answer **Questions 1** and **2** on this Question Paper.

Question 1

You are Mikaela from Passage A.

Write your diary entry for the day's events.

In your diary entry you should include your thoughts and feelings about:
- what you and Jane did during the morning
- what happened after Jane returned and later that evening
- your relationship with Jane and Niki.

Base your diary entry on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.

Begin your diary entry, 'Dear Diary,
Today has been quite eventful … '

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

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[Turn to page 6 for Question 2]

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Question 2

Re-read the descriptions of:

(a) the world outside Mikaela's window in paragraph 1, beginning 'Mikaela watched the world pass by … '

(b) the scene at the market in paragraph 4, beginning 'Ahead, the market was beginning to wake up … '

Select **four** powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer.

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[Total: 10]

Read carefully **Passage B**, ***A grandfather's advice***, in the Reading Booklet Insert and then answer **Question 3(a)** and **(b)** on this Question Paper.

Question 3

Answer the questions in the order set.

(a) Notes

According to **Passage B**, what does this grandfather wish for his grandchildren in their future lives?

Write your answer using short **notes**. **Write one point per line.**

You do **not** need to use your own words.

Up to 15 marks are available for the content of your answer.

This grandfather's wishes for his grandchildren in their future lives:

- .....
- .....
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[Total: 15]

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(b) Summary

Now use your notes from **Question 3(a)** to write a summary of what this grandfather wishes for his grandchildren in their future lives, according to **Passage B**.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 15 of your points in **Question 3(a)** and must be 200 to 250 words.

Up to 5 marks are available for the quality of your writing.

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CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

5785764923

FIRST LANGUAGE ENGLISH **0500/31**

Paper 3 Directed Writing and Composition **October/November 2018**

2 hours

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **two** questions in the space provided: **Question 1** in **Section 1** and **one** question from **Section 2**. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passage for use with **Question 1** in **Section 1** on the Question Paper.
The Reading Booklet Insert is **not** assessed by the Examiner.

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This document consists of **11** printed pages, **1** blank page and **1** Insert.

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[Turn over

Read carefully the article in the Reading Booklet Insert and then answer **Section 1**, **Question 1** on this Question Paper.

Section 1: Directed Writing

Question 1

Imagine that you run a small company. Your staff have asked you to join the Take-a-Break campaign.

Write a letter to your staff in which you should:
- consider the different ideas discussed in the passage
- explain the decision you have made about joining the Take-a-Break campaign.

Base your letter on the ideas in the article, but be careful to use your own words. Address each of the bullet points.

Begin your letter: 'Dear Team … '

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.

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[Turn to page 6 for Section 2]

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Section 2: Composition

Questions 2, **3**, **4** and **5**

Write about 350 to 450 words on **one** of the following questions. Answer on this Question Paper.

Up to 13 marks are available for the content and structure of your answer, and up to 12 marks for the style and accuracy of your writing.

Descriptive Writing

2 You wake up after a period of time to find things around you have changed. Describe the first few minutes as you adjust to your surroundings.

OR

3 Write a description with the title, 'The Tree'.

OR

Narrative Writing

4 Write a story which involves finding something which was previously believed to have been lost or destroyed.

OR

5 Write a story with the title, 'The Day Before'.

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Please write your chosen question number here (**2**, **3**, **4** or **5**): .....

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[Total: 25]

Additional Page

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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.

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

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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):

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>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 … ').

Answer:
seeing the emperor's summer retreat / citadel
(dramatic) <u>stormy</u> weather (even though it contradicts the question)

Note: don't credit 'bad weather' which is in the question.

1 mark for either point</td><td>1</td></tr>
</table>

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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 … ').** Answer: • <u>fewer</u> people / astounding scenery • <u>better</u> accommodation / luxurious lodges • travelling on horseback (rather than by foot) *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)?** Answer: any acceptable rendition of 'woefully unenthusiastic' in own words. partial own words explanation of unenthusiastic (not enthusiastic, etc.) – 1 mark full own words explanation (uninterested / indifferent / not keen / lazy, etc.) – 2 marks Note: Do not credit 'not capable of doing it' or 'looks tired'. The focus is on 'attitude' not 'ability'. *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).** Answer: he enjoys riding very <u>fast</u> / <u>downhill</u> despite the <u>rough</u> / <u>rocky</u> ground Note: 'he had a passion for galloping on rocky dirt roads' is a lift – award 1 mark only. For one lift and one own words – award 2 marks. For one lift only, e.g. 'gallop', award 1 mark. *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:** **(1) ' … an undulating route with three dramatic passes. (lines 9–10)** Answer: winding / bending / wavy / curving / dipping / meandering / curving **(2) 'My first impression of the lodge was of <u>eerie</u> grandeur … ' (line 21)** Answer: strange / unsettling / mysterious / supernatural / weird **(3) ' … such a tantalising, no-expense-spared structure in such a <u>bleak</u> spot could only be an illusion.' (lines 21–22)** Answer: barren / bare / exposed / desolate / empty / isolated *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**

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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.** **(1) ' … an undulating route with three dramatic passes. (lines 9–10)** Example: • eye-catching / spectacular (views scenes) • difficult (passes) / challenging (ways through) • is dangerous **(2) 'My first impression of the lodge was of eerie grandeur … ' (line 21)** Example: • the writer's feelings / response to the lodge • the magnificence / impressiveness of the lodge • the haunting / mysterious nature of the lodge (but do not reward direct repetition of response in **1(e)(i)** **' … such a tantalising, no-expense-spared structure in such a bleak spot could only be an illusion.' (lines 21–22)** Example: • tempting / inviting • luxury / wealth • the barren, desolate location, (but do not reward direct repetition of response in **1(e)(i)** • is unreal or like a mirage / dream. *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.* *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:* 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). 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**

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<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.

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 mark 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.

<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.

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:

• complete misunderstanding of the phrase
• listing of the figure(s) of speech used by the writer without further comment
• repetition of the explanations of the vocabulary already given in answer to (i).</td></tr>
</table>

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>

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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)** Answer: • <u>glittering</u> / <u>turquoise</u> (glacial) <u>lake</u> • (twenty) condors (flying) • <u>sun-filtered</u> clouds Note: Do not reward 'the colour of the lake' or 'it was sunny'. *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.** Answer: Higher altitudes: plain (stone) buildings / crops growing / rivers / bridges Lower altitudes: (exotic) flowers / fruits growing / (the sight and sound of wild) birds *I mark for a relevant point under each heading to a maximum of 2.* *Note: award 1 mark only for a complete lift of the lines from the passage; award 2 marks selective, relevant lifting.* 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**

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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 **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.** **<u>Write the words of the interview</u> in which the interviewer asks you three questions:** • **What was the scenery like on your journey to Machu Picchu?** • **How did you feel about making the journey on horseback?** • **What things would you suggest an older person, like me, would find interesting about the trip?** **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.** **Begin the interview:** **'Interviewer: I have with me this morning (your name), who is going to tell us about a visit to Machu Picchu … '** **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>**	**15**
	General notes 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. 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.	

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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 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** 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 **Read carefully Passage B, *Rapa Nui National Park (Easter Island)*, in the Reading Booklet Insert and then answer Question 3 (a) and (b).** **Question 3** **Answer the questions in the order set.** **(a) Notes** **What does the passage tell you about Easter Island and its statues, 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.** **(b) Summary** **Now use your notes to write a summary of what Passage B tells you about Easter Island and its statues.** **You must use continuous writing (not note form) and use your own words as far as possible.** **Your summary should include all 10 of your points in Question 3 (a) and must be 100 to 150 words.** **Up to 5 marks are available for the quality of your writing.**	**15**

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

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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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Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/21**

Paper 2 Reading Passages (Extended) **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.

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

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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	Answer	Marks
1	This question tests reading assessment objectives R1 to R3 (15 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	
	You are Mikaela from Passage A. **<u>Write your diary entry</u> for the day's events.** **In your diary entry you should include your thoughts and feelings about:** • **what you and Jane did during the morning** • **what happened after Jane returned and later that evening** • **your relationship with Jane and Niki.** **Base your diary entry on what you have read in Passage A, but be careful to use your own words. Address each of the three bullet points.** **Begin the diary entry, 'Dear Diary,** **Today has been quite eventful … '** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.</u>**	**20**
	General notes Candidates should select **ideas** from the passage and **develop** them relevantly, supporting what they write with **details** from the passage. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.	

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Question	Answer	Marks
1	**Responses *might* use the following ideas:** **A1: what you and Jane did during the morning** • Mikaela **waited** (det. stayed in the house) [dev. seemed to be waiting a long time, over-joyed when she returned] • Mikaela **watched people** (det. drawing stick-people on the window) [dev. bored, wishes she could socialise, envies their freedom) • problem **operating wheelchair** (det. control not working on chair, just whirred) [dev. frustrated] • **Jane went to the market** (det. buying groceries, enjoyed shopping) [dev. might be distracted by other stalls, hurried back] • **Jane helped Niki** on stall (det. busy setting up) [dev. liked him] • **expected visit from doctor** (det. cough, tight chest, weak; doctor coming tomorrow) [dev. recovery] **A2: what happened after Jane returned** • Jane **offered to cook** (det. potato and onion soup) [dev. enjoys watching her] • **moved into kitchen** (det. chair tilted on back wheels) [dev. felt involved] • **played cards** (det. after eating) [dev. regular pastime] • **chatted** about morning at market (det. soap stalls, colourful clothing) [dev. assault on the senses, possible threat] • **Niki's visit** (det. that evening) [dev. often pops in, pleased to see him, brought gift for Jane] **A3: your relationship with Jane and Niki** **Jane** • **family** (det. Granddaughter) [dev. appreciates her help, considerate] • **companionship** (det. does not take long at the market) [dev. worries how relationship might change, feels guilty about taking her time] • **practical help** (det. shops each week, doctor's appointment) [dev. hard work, depends on her] **Niki** • **friend** (det. asks how she is, sends freshest ingredients) [dev. concerned about her health] • **does odd jobs** (det. tried/offered to repair wheelchair) [dev. grateful] • **emotional support for Jane** (det. kind smile) [dev. hopes for their future, potential romance]	

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Marking Criteria for Question 1

Table A, Reading:
Use the following table to give a mark out of 15 for Reading.

Band 1	**13–15**	The response reveals a **thorough** reading of the passage. A wide range of ideas is applied. There is sustained use of supporting detail, which is well integrated into the response, contributing to a strong sense of purpose and approach. Developed ideas are well related to the passage. All three bullets are well covered.
Band 2	**10–12**	There is evidence of a **competent** reading of the passage. Some ideas are developed, but the ability to sustain them may not be consistent. There is frequent supporting detail. The response answers all three bullets, though perhaps not equally well.
Band 3	**7–9**	The passage has been read **reasonably well**, but the response may not reflect the range or complexity of ideas in the original. There may be some mechanical use of the passage. Supporting detail is used occasionally. Opportunities for development are rarely taken and ideas are simply expressed. There is uneven focus on the bullets.
Band 4	**4–6**	Some brief, straightforward reference to the passage is made. There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the passage or the question. One of the bullets may not be addressed.
Band 5	**1–3**	The response is either very general, with little reference to the passage or the question, or a **reproduction** of sections of the original. Content is insubstantial, or there is little realisation of the need to modify material from the passage.
Band 6	**0**	There is very 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**	The language of the response sounds convincing and consistently appropriate. Ideas are firmly expressed in a wide range of effective and/or interesting language. Structure and sequence are sound throughout.
Band 2	**4**	Language is mostly fluent and there is clarity of expression. There is a sufficient range of vocabulary to express ideas with subtlety and precision. The response is mainly well structured and well sequenced.
Band 3	**3**	Language is clear but comparatively plain and/or factual, expressing little opinion. Ideas are rarely extended, but explanations are adequate. Some sections are quite well sequenced but there may be flaws in structure.
Band 4	**2**	There may be some awkwardness of expression and some inconsistency of style. Language is too limited to express shades of meaning. There is structural weakness and there may be some copying from the passage.
Band 5	**1**	Expression and structure lacks clarity. Language is weak and undeveloped. There is very little attempt to explain ideas. There may be frequent copying from the original.
Band 6	**0**	The response cannot be understood.

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Question	Answer	Marks
	Re-read the descriptions of: **(a) the world outside Mikaela's window in paragraph 1, beginning 'Mikaela watched the world pass by … '** **(b) the scene at the market in paragraph 4, beginning 'Ahead, the market was beginning to wake up … '** **Select <u>four</u> powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in the context.** **Write about 200 to 300 words.** **<u>Up to 10 marks are available for the content of your answer.</u>**	**10**
	General notes This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not take marks off for inaccurate statements; simply ignore them. The following notes are a guide to what good responses *might* say about the selections. They can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices. They must be additional to comments on vocabulary.	

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Question	Answer	Marks
2	**(a) The world outside Mikaela's window** *The general effect is to emphasise Mikaela's feelings of loneliness and exclusion.* **watched the world pass by the window (image):** observes people outside, as if excluded from everyone else on the planet; cinematic panorama, spectator **liberated pedestrians:** free to walk, Mikaela's desire to be like them/free of current restrictions **drawn into a current (image):** pulled in one direction together, swept along like a body of water, irresistible force **bags bounced and bounded behind them:** bumping along the uneven ground**,** leaping up and down, childlike exuberance, excited, animated, carefree (in) **enthusiastic obedience (image):** wheeled shopping bags follow like pets on a leash, Mikaela's own wish that she wasn't restricted. **a sea of movement (image):** a large body of people walking purposefully in the same direction, force, tide, overwhelming numbers that belong to the world she can't join and which have left her behind. **imprisoned figure (in the window) (image):** no-one raised their eyes /moved their heads in her direction, do not think about her, abandoned, captive, character in a fairy-tale	
	(b) The scene at the market *The general effect is that a visit to the market is an assault to the senses – exciting and potentially dangerous.* **the market was beginning to wake up (image):** starting the day, signs of activity, gaining consciousness **like a large beast (image):** huge creature, impressive size of market, monstrous, dangerous, dragon, mythical **groaning in dismay at being prodded into life (image):** mix of low, deep sounds of the stalls and awnings being erected, hard work, effort, difficulty **elongated body undulating and rippling (image):** line of awnings stretching into the distance, billowing motion, wavelike **fluttering** (awnings and canvas covers): quick light movements, winged creature (metal trollies) **squealed in angry protest (image):** high pitched noise of grinding metal wheels, rebelling, apparent hostility, resistance to work **careered crazily:** uncoordinated, fast headlong dash, out of control, chaotic **butted up against the stalls:** reached a dead end, come to a final halt **disgorged their contents (image):** poured out goods inside**,** vomiting **slipping and sliding across shiny surfaces:** skidding, uncontrolled movement	

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Marking Criteria for Question 2

Table A, Reading: Language analysis:
Use the following table to give a mark out of 10 for Reading.

Band 1	9–10	Wide-ranging and closely-focused discussion of language with some high quality comments that add associations to words in both parts of the question, and demonstrate the writer's reasons for using them. Tackles imagery with some precision and imagination. There is clear evidence that the candidate understands how language works.
Band 2	7–8	Explanations are given of appropriately selected words and phrases, and effects are identified in both parts of the question. Images are recognised as such and the response goes some way to explaining them. There is some evidence that the candidate understands how language works.
Band 3	5–6	A satisfactory attempt is made to identify appropriate words and phrases. The response mostly gives meanings of words and any attempt to suggest and explain effects is basic, vague or very general. One half of the question may be better answered than the other.
Band 4	3–4	The response provides a mixture of appropriate choices and words that communicate less well. The response may correctly identify linguistic or literary devices but not explain why they are used. Explanations of meaning may be few, general, slight or only partially effective. They may repeat the language of the original or do not refer to specific words.
Band 5	1–2	The choice of words is insufficient or rarely relevant. Any comments are inappropriate and the response is very thin.
Band 6	0	The response does not relate to the question. Inappropriate words and phrases are chosen or none are selected.

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Question	Answer	Marks
3	**Question 3** This question tests reading assessment objectives R1, R2 and R5 (15 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	
3(a)	**Notes** **According to Passage B, what does this grandfather wish for his grandchildren in their future lives?** **Write your answer using short notes. Write one point per line.** **You do not need to use your own words.** **Up to 15 marks are available for the content of your answer.** **This grandfather's wishes for his grandchildren in their future lives:**	**15**

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Question	Answer	Marks
3(a)	**Reading content for Question 3(a)** Give 1 mark per point listed below, up to a maximum of 15. **What the grandfather wishes for his grandchildren in their future lives.** 1 tranquillity / calmness / stillness 2 watch and listen / observe what is around 3 appreciate technology 4 embrace what is new / adapt (and change) 5 reflect / think deeply 6 judgement / know what is important / ability to discern 7 fulfilment / wealth of the mind 8 appreciate what you possess / think yourself lucky / rejoice in good fortune 9 education (allow example) 10 material wealth 11 (be) broad-minded 12 critical thinking 13 meet different people / learn about different cultures / tolerance (of other cultures) 14 happiness in relationships (of the heart) 15 show kindness / show respect / never inflict misery 16 make setback(s) a positive learning experience/ learn from negative experience(s) 17 resilience 18 enjoy youth Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by **clearly focusing** on the key details. Over-lengthy lifting (e.g. of **whole** sections containing a number of points) should not be credited. Where errors of grammar / spelling seriously affect the accuracy of an idea, the point should not be awarded.	

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Question	Answer	Marks
3(b)	**(b) Summary** **Now use your notes from Question 3(a) to write a summary of what this grandfather wishes for his grandchildren in their future lives, according to Passage B.** **You must use continuous writing (not note form) and use your own words as far as possible.** **Your summary should include all 15 of your points in Question 3(a) and must be 200 to 250 words.** **Up to 5 marks are available for the quality of your answer.**	**5**

B Quality of Writing: concision, focus and 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 concision. 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. It may lack some clarity. 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) or lack clarity. 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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FIRST LANGUAGE ENGLISH **0500/31**

Paper 3 Directed Writing and Composition **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.

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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.

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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: 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.

Section 1: Directed Writing

Question	Answer	Marks
1	This question tests writing assessment objectives W1 to W5 (15 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 **W5** make accurate use of spelling, punctuation and grammar *and* 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	
	Imagine that you run a small company. Your staff have asked you to join the Take-a-Break campaign. **<u>Write a letter</u> to your staff in which you should:** • **consider the different ideas discussed in the passage** • **explain the decision you have made about joining the Take-a-Break campaign.** **Base your letter on the ideas in the article, but be careful to use your own words. Address each of the bullet points.** **Begin your letter: 'Dear Team … '** **Write about 250 to 350 words.** **<u>Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.</u>**	**25**

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Question	Answer	Marks
1	**Responses *might* use the following ideas:** **A1 ideas discussed in the passage** • **nap room** – capacity (one person?) • **afternoon break** – break from a computer screen (television / games console also screens) • **mini bowling alley, basketball hoops** – space/cost required , noise • **serenity room** – massage chair (how relaxing if managers are timing you?) • **facilities in office** – can be observed (distracting for workers / feel guilty) • **working break** – compromise / efficient / not a break at all • **innovation lounge** – really just a meeting room?	
	A2 reasons for agreeing with the proposal • **health and well-being** of employees – shows commitment to them • **productivity / efficiency** – sharpens focus, avoiding mid-afternoon slump • **image of the company** / national campaign – forward looking company • **team building** – important to socialise, inspiration / time to think – avoiding burn out, prompting new ideas, informal chats and research often lead to new ideas • **commitment levels** of companies/managers involved e.g. facilities on offer – one person nap room for a large company / in corner of office / whether employees are really free to take a proper break	

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Question	Answer	Marks
1	**A3 reasons for disagreeing with this proposal/possible evaluative points** • **health and well-being** of employees – how beneficial if employees feel guilty • **waste of** r**esources** / better uses for money e.g. could reduce **hours** employees are required to work but pay same / employ more staff not introduce 'breaks' • will **create divisions** – problems regarding supervision within team , employees who take advantage or return, late difficulties around policing length of breaks / rules / inconsistent usage could create bad feeling • employers need to be constantly **vigilant** – time-wasting/inappropriate • **disruptive** – need team together, all need to be involved in decisions • **limited effectiveness** of breaks / difficulty re-focusing afterwards e.g. productivity/efficiency reduced in Mo Garra's company • opportunity in **employees' own time** for leisure / rest – holidays/weekends, invasive to expect them to work very long hours and control all aspects of their life • promotes **a culture of laziness** • solutions must be **tailored** for different companies/new companies/startups	
	The discriminator is the evaluation of the arguments, which requires candidates to draw inferences and make judgements about whether the advantages claimed outweigh the disadvantages and consider the likely effects in this particular case. Perceptive responses may compare the differing nature of a school to that of a commercial business. Ideas and opinions must be derived from the passage, developing its claims and assessing their implications with clear and persuasive arguments.	

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Marking criteria for Section 1, Question 1.

Table A, Writing:
Use the following table to give a mark out of 15 for Writing.

Band 1	**13–15**	Consistent sense of audience; authoritative and appropriate style. Fluent, varied sentences; wide range of vocabulary. Strong sense of structure, paragraphing and sequence. Spelling, punctuation and grammar almost always accurate.
Band 2	**10–12**	Sense of audience mostly secure; there is evidence of style and fluency; sentences and vocabulary are effective. Secure overall structure; mostly well-sequenced. Spelling, punctuation and grammar generally accurate.
Band 3	**7–9**	Occasional sense of audience; mostly written in correctly structured sentences; vocabulary may be plain but adequate for the task; mostly quite well structured. Minor, but more frequent, errors of spelling, punctuation and grammar.
Band 4	**5–6**	Inconsistent style; simple or faultily constructed sentences; vocabulary simple; basic structure. Frequent errors of spelling, punctuation and grammar.
Band 5	**3–4**	Inappropriate expression; the response is not always well sequenced. Errors of spelling, punctuation and grammar impair communication.
Band 6	**1–2**	Expression unclear; flawed sentence construction and order. Persistent errors of spelling, punctuation and grammar impede communication.
Band 7	**0**	The response cannot be understood.

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Table B, Reading:
Use the following table to give a mark out of 10 for Reading.

Band 1	**9–10**	Gives a thorough, perceptive, convincing response. Reads effectively between the lines. Shows understanding by developing much of the reading material and assimilating it into a response to the task.
Band 2	**7–8**	Some evidence of evaluation, engaging with a few of the main points with success. Uses reading material to support the argument. Occasionally effective development of ideas from the passages.
Band 3	**5–6**	Reproduces a number of points to make a satisfactory response. The response covers the material adequately, but may miss opportunities to develop it relevantly or at length.
Band 4	**3–4**	Selects points from the passages rather literally and/or uses the material thinly. Points should be connected.
Band 5	**1–2**	Parts of the response are relevant, though the material may be repeated or used inappropriately.
Band 6	**0**	There is very little or no relevance to the question or to the passages, or the response copies unselectively or directly from the passages.

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Section 2: Composition

Question	Answer	Marks
2, 3, 4, 5	This question tests writing assessment objectives W1 to W5 (25 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 **W5** make accurate use of spelling, punctuation and grammar	
	Write about 350 to 450 words on <u>one</u> of the following questions. **<u>Up to 13 marks are available for the content and structure of your answer, and up to 12 marks for the style and accuracy of your writing.</u>** **<u>Descriptive Writing</u>** **<u>2</u> You wake up after a period of time to find things around you have changed. Describe the first few minutes as you adjust to your surroundings.** **<u>OR</u>** **<u>3</u> Write a description with the title, 'The Tree'.** **<u>OR</u>** **<u>Narrative Writing</u>** **<u>4</u> Write a story which involves finding something which was previously believed to have been lost or destroyed.** **<u>OR</u>** **<u>5</u> Write a story with the title, 'The Day Before'.**	**25**

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Table A, Composition: Content and structure

		General criteria	Specific criteria	
			Descriptive Writing	**Narrative Writing**
Band 1	**11–13**	**W1:** Content is complex, sophisticated and realistic. **W2:** Overall structure is secure and the constituent parts well balanced and carefully managed.	Many well-defined and developed ideas and images create a convincing, original, overall picture with varieties of focus.	The plot is convincing with elements of fiction such as description, characterisation and climax, and with cogent detail.
Band 2	**9–10**	**W1:** Content develops some interesting and realistic features in parts of the writing. **W2:** Writing is orderly, and beginnings and endings are satisfactorily managed.	Frequent, well-chosen images and details give an impression of reality, although the overall picture is not consistent.	The plot incorporates some interesting features, but not consistently so: the reader may be aware of the creation of suspense and a sense of climax.
Band 3	**7–8**	**W1:** Content is straightforward with ideas, features and images that satisfactorily address the task; some opportunities for development are taken. **W2:** Overall structure is competent and some sentences are well sequenced.	A selection of relevant ideas, images and details addresses the task, even where there is a tendency to write a narrative.	The plot is straightforward and cohesive with some identification of features such as character and setting.
Band 4	**5–6**	**W1:** Content consists of relevant ideas that are briefly developed. **W2:** Overall structure is easily followed, though some constituent parts are too long or too short to be effective.	The task is addressed with a series of ordinary details, which may be more typical of a narrative.	Recording of relevant but sometimes unrealistic events outweighs other desirable elements of narrative fiction.
Band 5	**3–4**	**W1:** Content is simple, and the presentation of ideas and events may only be partially credible. **W2:** Overall structure is recognizable though paragraphing is inconsistent and sequences of sentences insecure.	Where a narrative is written, the recording of events may preclude the use of sufficient descriptive detail.	The plot is a simple narrative that may consist of events that are only partially credible or which are presented with partial clarity.

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		General criteria	Specific criteria	
			Descriptive Writing	**Narrative Writing**
Band 6	**1–2**	**W1:** Content is inconsistent in relevance, interest and clarity. **W2:** Structure is frequently unclear, revealing a limited grasp of purpose.	Some relevant facts are identified, but the overall picture is unclear and lacks development.	The plot lacks coherence and narrates events indiscriminately.
Band 7	**0**	**W1:** Content is rarely relevant and there is little material. **W2:** The structure is disorderly.	Individual ideas are not properly communicated and the effect is one of incoherence.	The plot is hard to follow and is only partially relevant.

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Table B, Composition: Style and accuracy

Band 1	**11–12**	Writing is consistent, stylistically fluent, linguistically strong and almost always accurate; has sense of audience. **W3:** Consistently wide range of appropriate vocabulary. **W4:** Subtle and effective sense of audience; appropriate use of varied sentence structures. **W5:** Spelling, punctuation and grammar almost always accurate.
Band 2	**9–10**	Writing is mostly fluent, sometimes linguistically effective and generally accurate; may have some sense of audience. **W3:** Obvious attempt to use range of vocabulary to interest the reader. **W4:** Partial or inferred sense of audience, with appropriate sentence structures. **W5:** Spelling, punctuation and grammar mainly accurate.
Band 3	**7–8**	Writing is clear, competent, if plain in vocabulary and grammatical structures; errors minor, but frequent. **W3:** Occasional precision and/or interest in choice of words. **W4:** Accurate if repetitive sentence structures **W5:** Minor but frequent errors of spelling, punctuation and grammar.
Band 4	**5–6**	Writing is clear and accurate in places, and uses limited vocabulary and grammatical structures; errors occasionally serious. **W3:** Plain but mostly correct choice of words. **W4:** Correct use of simple sentence structures; some errors of sentence separation. **W5:** Frequent errors of spelling, punctuation and grammar.
Band 5	**3–4**	Writing is simple in vocabulary and grammar; overall meaning can be followed, but errors are distracting and sometimes impair communication. **W3:** Words may sometimes communicate meaning satisfactorily. **W4:** Frequent weakness in sentence structures. **W5:** Errors of spelling, punctuation and grammar impair communication.

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Band 6	**1–2**	Writing is weak in vocabulary and grammar; persistent errors impede communication. **W3:** Insufficient language to carry intended meaning. **W4:** Faulty and/or rambling sentence structures. **W5:** Persistent errors of spelling, punctuation and grammar impede communication.
Band 7	**0**	Writing is impossible to follow. Language proficiency is lacking; incorrect sentences; multiple errors of spelling, punctuation and grammar.

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