Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education (9–1)

Cambridge IGCSE

FIRST LANGUAGE ENGLISH (9–1)   **0627/01**

Paper 1 Reading Passages   **October/November 2018**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **18** printed pages.

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.

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 passages.

Question	Answer	Marks
1	**Question 1** This question tests reading assessment objectives R1 and R4 (30 marks): **R1** Demonstrate an understanding of explicit and implicit meanings and attitudes **R4** Demonstrate understanding of how writers achieve effects and influence readers **Overview of items for Question 1**	

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1(a)(i)	R1	1
1(a)(ii)	R1	1
1(b)	R1	2
1(c)(i)	R1	2
1(c)(ii)	R1	2
1(d)	R1	3
1(e)	R4	4
1(f)	R4	15
Total		**30**

Question	Answer	Marks
1(a)	**Re-read paragraph 1, 'It was eight ... and try to live.'**	
1(a)(i)	**Pick out <u>one</u> word which shows that someone may be following Oliver.** pursued	**1**
1(a)(ii)	**<u>Using your own words</u>, explain what Oliver thinks about as he sits by the milestone?** where he should go / live / make for / travel to *complete lift of 'where he had better go and try to live' denies the mark*	**1**

Question	Answer	Marks
1(b)	<u>**Using your own words**</u>, give <u>two</u> reasons why Oliver decides that London is where he must go in Paragraph 2 ('The stone by … walked forward.'). it is only 70 miles away / he sees a signpost he wouldn't be found/discovered there / he would be able to hide / avoid detection there he would get help there/would be able to survive there / it's a good place to be homeless 1 *mark for each point, up to a maximum of 2*	**2**
1(c)	<u>**Using your own words**</u>, explain the meaning of the following phrases as they are used in the passage	
1(c)(i)	**'slackened his pace' (line 12)** Slowed / decelerated / reduced / relaxed Speed / rate / stride / footstep / walk	**2**
1(c)(ii)	**'meditated upon his means' (line 12)** thought about / pondered / considered / contemplated / mused method / way / manner / mode / course / plan *For responses to* **1(c)**, *give 2 marks for a clear explanation in own words and 1 mark for a partial understanding; that is, an acceptable explanation of one part of the phrase quoted. Be careful not to credit a word (or close derivative) actually used in the quoted phrase. Note that the definition above contains the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.*	**2**
1(d)	**Re-read lines 12–16, 'He had a crust of bread … and trudged on.'** **What impression does the writer give of Oliver at this point?** • he is thoughtful/reflective / works things out • he is being resourceful and auditing his provisions for the journey • he is being positive and trying to look on the bright side: *'A clean shirt …'* • he realises that it is going to be a difficult journey – he is realistic: *'small helps to a sixty-five mile walk …'* • he is small and vulnerable / brave and determined: *'Changed his little bundle … trudged on'* 1 *mark for each point, up to a maximum of 3*	**3**

Question	Answer	Marks
1(e)	**'When the night came, he turned into a meadow; and <u>creeping close under a hay-rick</u>, determined to lie there till morning. He felt frightened at first, <u>for the wind moaned dismally over the empty fields</u>, and he was <u>cold and hungry</u> and more alone than he had ever felt before.'** **<u>Using your own words</u>, explain how the writer uses language in the phrases <u>underlined</u> to reveal Oliver's situation.** he was moving quietly / secretly / didn't want to be discovered / hiding / seeking warmth and protection: 'creeping close under a hay-rick' it was desolate and frightening / he was exposed to the elements / the wind was sinister / the weather reflected his vulnerable situation – pathetic fallacy/personification *'the wind moaned dismally …'* he is desperate and has no comforts / he has no one to help him in his desperation / the listing is powerful in painting his bleak situation: *'cold and hungry and more alone'* *Award 4 marks for a full explanation of the effect of the extract which shows understanding of the writer's use of language.* *Award 3 marks for a mostly convincing explanation of the effect of the language.* *Award 2 marks for an explanation of the meaning of the sentence which shows some awareness of the writer's use of language.* *Award 1 mark for basic explanation of the meaning.* *The explanation must be predominantly in the candidate's own words.*	4
1(f)	**Re-read lines 23–35, 'He felt cold and stiff … beyond his years to accomplish.'** **Explain how the writer uses language <u>and</u> techniques to describe:** • **Oliver's physical condition** • **the weather and the surroundings.** **In your answer you should select powerful words and phrases <u>and</u> explain how the writer has created effects by using language and techniques.** **You should write about 200–300 words.** **There are up to 15 marks available for the content of your answer.**	15

Question	Answer	Marks
1(f)	**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 used effectively by the writer. Expect responses to identify and analyse words and phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words and phrases 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 imagery. 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. You should use the table to give a mark out of 15 for Reading.	

Question	Answer	Marks
1(f)	**Indicative Content** *The overall impression of the horse-drill should be one of a rather eccentric and magnificent agricultural machine that is colourful and makes incredible sounds. The language compares it to a huge musical instrument suggesting beauty and grace in its manufacture and function.* Responses may refer to some or all of the following language choices: **Oliver's physical condition:** **'hungry and stiff'** emphasises his suffering '**feet were sore'** he has been walking for miles and is in physical pain '**legs so weak that they trembled beneath him'** gives the impression that he cannot go on any longer as his legs are giving way. Makes him sound vulnerable and exhausted. Reminder that he is very young and not physically strong **'could hardly crawl along'** emphasises his exhaustion as it implies that he cannot move at all, even on all fours **'limped slowly':** this makes Oliver sound injured and evokes pity **'he sat with bleeding feet and covered in dust'** this makes him sound as though he has suffered a great deal – has the ring of a martyr **'gazing listlessly':** he cannot focus properly due to his exhaustion/has no energy at all/is vacant and incapable of thought **The weather and surroundings:** **'night closed in again':** it makes the night sound like an enemy pursuing him. The 'again' stresses how long his journey has taken **'bleak, damp air':** the air sounds hostile and unhealthy **'window shutters were closed':** this gives an unfriendly impression as though he has nowhere to go / doesn't belong anywhere. Stresses his homelessness **The street was empty; not a soul had awakened':** This tells us that it was very early morning – everyone else is safe and warm in their beds /homes / Oliver is alone **'sun rising in all its splendid beauty':** almost seems to be mocking Oliver	

Marking Criteria for Question 1(f)

Table A, Reading: Analysing how writers achieve effects
Use the following table to give a mark out of 15 for Reading

Band 6	**13–15**	• Wide ranging and perceptive discussion of language and techniques with some high quality comments that add associations to words and features of the text and analyse their effects. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
Band 5	**10–12**	• Insightful explanations are given of appropriately selected words, phrases and techniques, and effects are analysed with some precision. • Images are identified and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
Band 4	**7–9**	• Sound understanding of relevant words and phrases with some attempt to explain their effects. • Images are identified with appropriate examples offered and some attempt to offer appropriate comment.
Band 3	**4–6**	• A satisfactory attempt is made to identify appropriate words and phrases. • The response mostly gives meanings of words and is able to identify techniques, but attempts to suggest and explain effects are basic or general.
Band 2	**2–3**	• The response provides some appropriate words and phrases and some that communicate less well. • The response may correctly identify linguistic or literary devices but not explain why they are used. Explanations may be few, general, slight or only partially effective. They may repeat the language of the original.
Band 1	**1**	• The choice of words/phrases is insufficient or rarely relevant. • Any comments are inappropriate and the response is very thin.
Band 0	**0**	• A mark of zero should be awarded for no creditable content.

Question	Answer	Marks
2	**Question 2: Summary Task**	**25**
	Imagine that you are the writer of this article and have spent time investigating homelessness at Heathrow Airport.	
	Write a report to the British Airport Authority summarising the reasons for homeless people choosing to live at the airport and how they overcome the difficulties they face.	
	You should write no more than 250 words.	
	There are up to 15 marks available for the quality of writing, and up to 10 marks available for the content of your answer.	
	This question tests Reading assessment objectives R1 and R3 (10 marks)	
	R1 Demonstrate understanding of explicit and implicit meanings and attitudes	
	R3 Analyse and critically evaluate facts, ideas and opinions using appropriate support from the text	
	and Writing assessment objectives W1 to W5 (15 marks):	
	W1 Articulate and express what is thought, felt and imagined **W2** Organise and structure ideas and opinions for deliberate effect **W3** Use a range of appropriate vocabulary and sentence structures **W4** Use register appropriate to audience and purpose **W5** Make accurate use of spelling, punctuation and grammar	
	General notes Candidates are expected to select relevant ideas from the passage, reorganise them appropriately, and evaluate them, offering an overview. Look for an appropriate register, which is suitable for the purpose and audience. Further credit can be given for employing suitable vocabulary and creating a convincing voice. Although lifting of individual words from the passage is acceptable, it is important that candidates show evidence of understanding. Copying from the passage must not be rewarded. Credit responses which use own words.	

Question	Answer	Marks
2	**Indicative content** Candidates should refer to a number of the following points: • **They can get food / drink** in the airport • **There are distractions** such as shops/discarded newspapers to read • **Can sleep indoors /** get a regular sleeping spot • **It is warm/comfortable /** better than the streets • **It is a safer place** to be homeless than the streets • **They can stay there for a long time** • **There are washing / toilet facilities /** they can keep clean • **They can keep their belongings with them –** carry suitcase / bag • **They sometimes find lost property** and keep it • **They can avoid detection / police/airport security** by blending in/dressing carefully • **They play games to avoid the security staff.** • **Thy can avoid facing up to their problems – e.g. family** • **They come back if they are forced out by security staff**. • **The builders / cleaners/airport staff don't report them** • **They have to guard their possessions** as they sleep • **They don't / can't make plans for the future /** don't have much hope, but try to stay positive	

Marking Criteria for Question 2

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

Band 6	**10 marks**	• Interprets a wide range of relevant ideas and is consistently well-focused on task and text. • Successfully evaluates ideas and opinions, both implicit and explicit. • Assimilates information and ideas to offer a convincing overview.
Band 5	**8–9 marks**	• Interprets a range of relevant ideas with clear focus on task and text. • Some successful evaluation of ideas and opinions, both implicit and explicit. • Re-organises information and ideas to offer a clear overview.
Band 4	**6–7 marks**	• Identifies a range of relevant ideas and mostly focused on task and text. • Begins to evaluate mainly explicit ideas and opinions. • Some sense of overview
Band 3	**4–5 marks**	• Identifies some straightforward ideas and is sometimes focused on task and text. • Comments on explicit ideas and opinions.
Band 2	**2–3 marks**	• Identifies a few ideas and offers a general response to the task. • Identifies explicit ideas and opinions.
Band 1	**1 mark**	• Reproduces selected sections of the original text.
Band 0	**0 marks**	• A mark of zero should be awarded for no creditable content.

Table B, Writing: Structure and order, style of language:
Use the following table to give a mark out of 15 for Writing.

Band 6	**14–15**	• Highly effective register for audience and purpose. • Well-organised and carefully structured for the benefit of the reader. • Precise use of well-chosen vocabulary with consistent use of own words. • Appropriate use of varied sentence structures. • Spelling, punctuation and grammar almost always accurate.
Band 5	**12–13**	• Effective register for audience and purpose. • Secure overall structure with some helpful organisation of ideas and information. • Some precision in vocabulary and mostly own words. • Appropriate use of sentence structures. • Spelling, punctuation and grammar is mainly accurate; occasional errors arise from ambition.
Band 4	**9–11**	• Sometimes effective register for audience and purpose • Ideas generally well sequenced. • Vocabulary may be plain but adequate; some use of own words • Mostly correct, if repetitive, sentence structure. • Minor errors of spelling, punctuation and grammar.
Band 3	**6–8**	• Some awareness of an appropriate register for audience and purpose. • Relies on the sequence of the original text. • Uses simple vocabulary with some reliance on the wording of the original text. • Straightforward sentences mostly correct; errors in more complex structures • Occasionally serious and frequent errors of spelling, punctuation and grammar.
Band 2	**3–5**	• The response is not well sequenced. • There may be frequent lifting of phrases and sentences from the original text • Persistent errors of spelling, punctuation and grammar sometimes impair communication.
Band 1	**1–2**	• Excessive copying from original text. • Expression unclear. • Persistent errors of spelling, punctuation and grammar impede communication.
Band 0	**0**	• A mark of zero should be awarded where response cannot be understood and/or where it is entirely copied from the original.

Question	Answer	Marks
3	**Question 3** This question tests Reading assessment objectives R2, R3 and R4 (25 marks) **R2** Compare how writers convey ideas and perspectives **R3** Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text **R4** Demonstrate understanding of how writers achieve effects and influence readers **Overview of items for Question 3** | Item	Reading assessment objectives tested	Marks for Reading assessment objectives | |---|---|---|
3(a)	R4	2
3(b)(i)	R3	1
3(b)(ii)	R3	1
3(b)(iii)	R4	1
3(c)	R2	20
Total		**25**		

Overview of items for Question 3

Item	Reading assessment objectives tested	Marks for Reading assessment objectives
3(a)	R4	2
3(b)(i)	R3	1
3(b)(ii)	R3	1
3(b)(iii)	R4	1
3(c)	R2	20
Total		**25**

	Passage B: *Heathrow is my home*	
3(a)	**Re-read paragraph 1, 'With pink lipstick … canvas bag.'** **Give two reasons why this is effective as an opening paragraph.** The first sentence challenges reader's stereotypical assumptions about homeless people – Eram sounds well-presented and confident. The anonymity of 'a woman' followed by naming her is very effective. Makes her an individual and personalises the article from the outset. The complete contrast after the short sentence 'Yet Eram Dar has no ticket.' Short sentence 'Terminal 1 is her home' is unexpected/shocking.	1

	Passage C: *Subways are for sleeping*	
3(b)	**Question 3(b)** **Re-read paragraphs 1–3, 'On March 4, 1953, … "I'm happy."'**	
3(b)(i)	**Using your own words, explain why Henry Shelby was locked out of his flat.** he was behind with/hadn't paid the rent (don't accept had money problems/no friends etc.)	1

Question	Answer	Marks
3(b)(ii)	**Give <u>one</u> fact about Henry Shelby that makes it surprising that he is homeless.** he is a university graduate he was a teacher *1 mark for any of the above*	**1**
3(b)(iii)	**<u>Using your own words</u>, explain what is meant by 'treading water' as it is used in line 9.** he is getting anywhere / he is just existing/surviving / has no future plans *1 mark each for either of the above*	**1**
3(c)	**Compare and contrast how the writers of <u>Passage B</u>, *Heathrow is my home,* and <u>Passage C</u>, *Subways are for sleeping,* convey their views and ideas about homeless people.** **In your response you should compare and contrast:** • **the views and ideas each writer presents to the reader** • **the evidence that the writers use to support their views and ideas** • **the language, structure and techniques used by the writers <u>and</u> why they are effective.** **Remember to support your answer with details from the passages.** **You should write about 300 to 350 words.** **<u>There are up to 20 marks available for the content of your answer.</u>**	**20**
	General notes Mark holistically for the overall quality of the response. 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 texts. You should use the table to give a mark out of 20 for Reading.	

Indicative Content

PASSAGE B	PASSAGE C
A1 – The views and ideas each writer presents to the reader	
The ideas, views and perspectives differ in these passages, therefore responses should be able to draw many comparisons and contrasts between them. Passage B is an investigative article exploring why and how homeless people choose to live at Heathrow Airport rather than survive on the streets, whereas Passage C is a more narrative account of one man's experience of vagrancy in New York.	
- Passage B features a variety of homeless people and looks at the issue from a wider perspective, whereas Passage C looks closely at the experiences of one man. - Both passages feature real people. - Both passages show some sympathy to the plight of homeless people. - Both passages show that homeless people have to fill their time and suggest different ways that they do that. - Both passages stress that homeless people try to blend in to avoid detection by police or the authorities. - Both passages stress personal pride in appearance. - Both passages offer reasons for people becoming homeless. - Both passages feature people who are prepared to help/support homeless people. - Both passages offer no real solutions or hope at the end.	
In Passage A: - Homeless people look ordinary - They do ordinary things to use up time, like having a coffee, window shopping - Homeless people at Heathrow are grateful to be there - A huge number of people live at Heathrow and the number is growing. - Homeless people constantly have to avoid detection - Homeless people dress like travellers to blend in with the crowds - Homeless people use the airport facilities to keep clean and neat - They have to guard their possessions - It's a lonely existence - Airport staff are sympathetic and don't give them away. - There is little hope for the future/homeless people can't plan for a future	In Passage B: - The article features one man's story so is very personal - Money difficulties cause homelessness - Anyone can finds themselves homeless regardless of education or profession. - Lack of friends and support - There are thousands of people wandering the streets with no home in New York - Selby has to avoid the police constantly - Selby is proud – won't rely on charity and works to eat. - Others respect him and think he is a good worker - Selby takes great pride in his appearance - Selby sleeps on the subway at night. - Selby has a lonely existence - Selby has little hope for the future

PASSAGE B	PASSAGE C
A2 – The evidence that the writers use…	
The overall impression should be that both writers offer evidence to support their ideas and views. In Passage B the evidence offered is based on a number of homeless individuals that have been observed and talked to, as well as spokespeople from charities and the airport. In Passage C there is evidence based on one man's personal experiences and his account of his daily life.	
- The writer of Passage B offers a more investigative approach and bases the article on a few homeless people living at Heathrow. - Uses quotations from charities as well as those who work at the airport. - Focuses mostly on Eram's experience but also others. - Uses own personal experience of spending two nights at Heathrow. - Uses names to personalise the article and make it more convincing. - Stresses that homeless people look ordinary using descriptions of real people	- Gives date and other facts to make it clear that this is a true story. - Factual details – owed $113, had $14 - Stresses Selby's education and profession to challenge assumptions. - Writer writes from Selby's perspective mostly. - Great level of detail about how he uses the subway for sleeping while evading security. - Refers to the jobs that Selby does to accentuate that he isn't a scrounger - Stresses his pride in his appearance referring to his experiences

PASSAGE B	**PASSAGE C**
A3 – The language, structure and techniques used by the writers and their effects on the reader	
Passage B is more investigative and has a more anonymous authorial voice. Passage C is more emotive and through a narrative with a strong writer perspective tells a tragic story. Both use language and techniques to persuade the reader but differently.	
- Investigative style - Use of 'a woman' in first line makes Eram sound like everyone else. - Short sentence : 'Yet Eram…no ticket' is designed to stop reader in tracks. - Outlines plans for day – makes it sound like normal life. - Description of sleeping 'between a currency…' is deliberately meant to jar/shock. - Use of 'warm haven' 'cat and mouse game' makes it sound as though they are pursued unfairly and constantly. 'floral shirts/posing as businessmen' – ironic as they are far from having a holiday or a job. Stresses the haves and have nots. - Stresses that this is an investigation: 'I spent….'. - Shows sympathy for Harben and Michael. - Stresses sympathy of staff as this indicates that the homeless are not seen as a nuisance. - Ends on a rather pessimistic note – no future is stressed.	- Narrative style – tells the story of one man. - Use of date pins down the moment – stresses its significance. - By referring to his home/rent it makes it clear that this could happen to anyone. - Use of stats – thousands…... - Factual information about Shelby's education and past professions – again stresses that this could happen to anyone regardless of social standing and background. 'treading water' implies an inertia and hopelessness. - Very respectful to Selby- stresses his pride and refusal to rely on charity. Offers detail about how he finds work. 'well-liked by his bosses and…' emphasises his decency.. - Detail re sleeping on the subway – offers us a real insight into the reality of vagrant life. - Final paragraph takes a more tragic tone and evokes sympathy for Selby as his life seems so lonely and hopeless. 'Plagued by a restlessness…'

Marking Criteria for Question 3(c)

Table A, Reading
Use the following table to give a mark out of 20 for Reading

		Question 3(c) Band Descriptors
Band 6	**18–20**	• Perceptive comparison of the differences between the writers' ideas, views and perspectives • Detailed and convincing critical analysis of the writers' use of language and techniques and their effects on the reader • Precise and cogent textual references support critical evaluations
Band 5	**15–17**	• Some insightful comparison of the differences between the writers' ideas, views and perspectives • Detailed analysis of the writers' use of language and techniques and their effects on the reader • Carefully selected textual references support evaluations
Band 4	**11–14**	• Understanding of the differences between the writers' ideas, views and perspectives • Clear explanations of the writers' use of language and techniques and some of their effects on the reader • Relevant and generally helpful textual references support points made
Band 3	**8–10**	• Some understanding of the main differences between the writers' ideas, views and perspectives • Some relevant comments on the writers' use of language and techniques • Some relevant textual references
Band 2	**5–7**	• Some awareness of the differences between the writers' ideas, views and perspectives • Some identification of language and techniques used • Occasional textual references
Band 1	**1–4**	• Makes some straightforward comments about the passages • Refers to some content in the passages • Textual references may be general, overlong or indiscriminately copied from the passages.
Band 0	**0**	• A mark of 0 should be awarded where the response contains no creditable content.