Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **March 2020**

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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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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Question	Answer	Marks
1(a)	**What is meant to be the purpose of National Doctors' Day?** • to bring attention to the service of (all) doctors (living or dead)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'their contribution to individual health' (line 2–3).** Award **2** marks for **full explanation** (both strands). Award **1** mark for **partial explanation**. • how they help / their input / their efforts / what they do (to help) (allow example(s)) • each of us stay well / everyone's wellbeing / all of our welfare Credit alternatives explaining the whole phrase, e.g. 'what they have done to advance human wellbeing'.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'to reflect on the wellbeing of doctors' (lines 3–4).** Award **2** marks for **full explanation** (both strands). Award **1** mark for **partial explanation.** • think about / consider • health of medics / fitness of clinicians / welfare of medical practitioners Credit alternatives explaining the whole phrase, e.g. 'pay attention to how fit those looking after our health are'.	**2**
1(c)	**Re-read paragraph 2, ('Doctors suffer … patients too.').** **Give <u>two</u> ways in which the physical and emotional effects of burnout might affect doctors' attitudes to their work.** • demotivated in work • lower sense of fulfilment • more detached from their work • negative attitude towards patients	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 3 and 4, ('Doctors have … and training.').** **Identify <u>two</u> ways in which hospitals could make things better for doctors.** • reduce number of patients (in one day) / fewer patients (in one day) / not cram in so many patients • reduce time worked / more reasonable working hours / provide breaks	**2**
1(d)(ii)	**Re-read paragraphs 3 and 4, ('Doctors have … and training.').** **Explain why doctors can find it hard to ask for help.** Award 1 mark for each idea, up to a maximum of 3. • image of being a doctor being strong / pressure to maintain strong demeanour • stigma attached to asking for help / damage to reputation • insufficient time / opportunity	**3**
1(e)	**Re-read paragraph 5 ('Perhaps if … a difference?').** **<u>Using your own words</u>, explain why some people could think that National Doctors' Day is not worthwhile.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are <u>entirely</u> in the words of the text should not be credited. • doctors do not get a day off work / need time off (not a NDD) / not all doctors can have the day off • do not receive anything worth having / only get lunch as a thank you / lunch with colleagues is like being at work • does not make any significant difference / achieves nothing / not helpful / paying lip service / only for show / not really show of gratitude	**3**

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Question	Answer	Marks
1(f)	**According to Text B, what are the attractions and challenges of being an MSF doctor?** **You must use continuous writing (not note form) and use your own words as far as possible.** **Your summary should not be more than 120 words.** **Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing). **INDICATIVE READING CONTENT** Candidates may refer to any of the points below: **1** travel abroad **2** can be in conflict situation **3** time to do other job(s) too / only 5 months a year **4** talking about the job (positive/negative) / people's curiosity / people's respect / considered a dream job **5** work with incredible (local) people / work with local doctors **6** rewarding / satisfying to make a difference **7** helping without having to get involved in the politics of situations/ able to remain impartial but help **8** trying local food / (local) people cooking for them **9** tackling disease **10** logistics **11** accommodation does not always have running water / is not always private / variable standard **12** security an issue	**15**

Question	Answer	Marks

Marking criteria for Question 1(f)
Table A, Reading

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

Level	Marks	Description
5	**9–10**	• A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	**7–8**	• An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	**0**	• No creditable content.

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Question	Answer	Marks

Table B, Writing

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

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	**0**	• No creditable content.

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Question	Answer	Marks

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 texts.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):
R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R2	1
2(a)(iii)	R2	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Adam did not recall making an informed, planned choice to become a doctor.** active (career) decision (line 1)	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **When he was training, the idea that he would become a doctor gave Adam the motivation to achieve what he set out to do.** Propelled (me) towards (my) goal (line 6)	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Once he had completed his training at medical school, Adam was looking forward to applying what he had learned.** Turn theory into practice (lines 7–8)	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Adam found working as a doctor during the daytime extremely boring.** Mind-numbing (line 10)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Nights shifts were an unrelenting nightmare. At night, you're given a paging device affectionately called a bleep and responsibility for every patient in the hospital. All of them.** **unrelenting**: continual / no let-up / never ending / merciless / no one cared it was nightmarish for doctors	1

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Question	Answer	Marks
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **Nights shifts were an unrelenting nightmare. At night, you're given a paging device affectionately called a bleep and responsibility for every patient in the hospital. All of them.** **affectionately**: pet name / nickname / in reality hated it	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **Nights shifts were an unrelenting nightmare. At night, you're given a paging device affectionately called a bleep and responsibility for every patient in the hospital. All of them.** **responsibility**: duty / in charge of (all patients' health) / their fault if anything went wrong / had to make life and death decisions	**1**
2(c)	**Use one example from the text below to explain how the writer suggests it is difficult for Adam dealing with these patients.** **Use your own words in your explanation.** **It's a 'build your own burger' of symptoms layered on conditions layered on diseases. You're a one-man, mobile, essentially untrained A&E department, reviewing an endless stream of worryingly sick patients who, twelve hours earlier, had an entire team of doctors caring for them. It's sink or swim – you have to learn to swim because otherwise a tonne of patients sink with you.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Adam is facing an impossible task Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the challenges the patients present Award 1 mark for an example with an attempt at an explanation which shows awareness of some of the difficulty involved. The explanation may be partial. The explanation must be predominantly in the candidate's own words.	**3**

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Question	Answer	Marks
2(c)	**Responses *might* use the following**: **build your own burger**: suggests wide range of possible combinations/ selection of various individual conditions . **layered**: problems overlaid on top of one another, various problems making each other worse, not just one thing to deal with. **one-man, mobile, essentially untrained (**A& E department**)** : suggests ill-equipped to deal with so many patients and so many conditions; there is only one of him, he has to keep moving round to problems and still a student. **endless stream**: suggests continuous pressure, will be overwhelmed eventually, impossible to cope /stop the flow. **worryingly sick**: suggests very ill, may die, feels pressure to act immediately. **sink or swim**: thrown in at the deep end, a question of survival, cliché suggests not the first in this situation.	
2(d)	**Re-read paragraphs 2 and 4.** • **Paragraph 2 begins 'As you might …' and is about Adam's progress through training.** • **Paragraph 4 begins 'You turn up …' and describes the daytime work as a junior doctor in the hospital.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for **Question 2(d)** (Table A, Reading) **Notes on task** 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 / phrases (listed in the mark scheme on page 16) 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 for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them.	**15**

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Question	Answer	Marks
2(d)	The following notes are a guide to what good responses might say about the selections. Candidates 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. These must be additional to comments on vocabulary. Responses *might* use the following: • **Adam's progress through training** in paragraph 2, beginning 'As you might imagine …' *Overview: romanticised view of challenging adventure, fighting adversity, contrasted with reality* **propelled me**: (towards my goal): driven on as if by an irresistible force, rocketed, out of control **gargantuan**: gigantic; enormous; colossal, giant **buzz**: excitement, reminiscent of a busy insect / worker bee / machine **like a superhero**: comic book characters with extraordinary powers, known by alias to protect their identity **armed with (all this exhaustive knowledge)**: has learned huge amounts of information, though as protection / a weapon in dealing with the challenges of the job this turns out to be ineffective, military image of fighting losing battle **blow**: hit hard, sudden realisation, takes breath away, shatters illusions • **day to day work as a junior doctor** in the hospital in paragraph 4, beginning 'You turn up …' *Overview: ridicules futility of the exercise* **troops past**: move past in a group (slowly), no sense of urgency, as if on an outing or trip and taking in the scenery, ridiculous and out of place like circus performers / ceremonial parade of soldiers **trail behind**: drawn along after them, as if being towed, lack of impetus, little enthusiasm, just taken along, feeling useless **like a hypnotised duckling**: vulnerable creature, naïve, innocent, ungainly, disorientated, being controlled **head cocked to one side in a caring manner**: tilted on an angle as if listening with concern, superficial, feigning interest only **noting down every pronouncement**: appearing to pay attention to all that is said by writing notes; mock reverence, as if formal declaration, words from a higher authority **dozens, sometimes hundreds**: numbers are imprecise and multiplying, exaggeration but sense of being so over-whelmed it seems like there is an impossible number to complete • Only credit comments on stylistic effect where these are explicitly linked to choices.	

Question	Answer	Marks

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• Wide-ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the text, 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.
4	**10–12**	• Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure and effects are identified in both parts of the text. • 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.
3	**7–9**	• A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.

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Question	Answer	Marks

2	**4–6**	• The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic 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 or do not refer to specific words.
1	**1–3**	• The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	**0**	• The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

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 texts.

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Question	Answer	Marks
3	This question tests reading assessment objectives R1, R2 and 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, using appropriate support from the text *and* writing assessment objectives W1, W2, W3, W4 and W5 (10 marks): **W1** articulate experience and express what is thought, felt and imagined **W2** organise and structure ideas and opinions for deliberate effect **W3** use a range of vocabulary and sentence structures appropriate to context **W4** use register appropriate to context **W5** make accurate use of spelling, punctuation and grammar	**25**

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3	**Imagine you are Adam. After reading your diaries, you <u>write a letter</u> to your parents reflecting on your time in medicine and your decision to quit:** **In your letter you should explain:** • **why you went to medical school and what medical training was like** • **the challenges involved in working on the wards as a junior doctor and how you felt about the job at the time** • **why you felt you had to give up and your feelings as you look back now.** **<u>Write the words of the letter.</u>** **Base your letter on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. 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. **Annotate A1** for references to why Adam went to medical school, what medical training was like and his hopes at that time **Annotate A2** for references to the challenges working on the wards as a junior doctor involved and how Adam felt about the job at the time **Annotate A3** for references to why Adam felt he had to give up and his feelings as he looks back now about the diaries he wrote at the time	

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3	**A1: why you went to medical school and what medical training was like** • **father was a doctor** (det. not an active career decision) [dev. following in father's footsteps / wanted to make him proud] • **involved learning every aspect of human body** (det. how body can go wrong) [dev. challenging but managed to do it] • **training took a long time** (det. a quarter of his life, 6 years of training) [dev. excited to finish medical school and get out onto the ward] • **training (largely) theoretical / did not prepare them** (det. put knowledge into practice) [dev. felt had wasted his time] • **wanted to save people** (det. like a superhero) [dev. romantic view, liked the image] **A2: The challenges working on the wards as a junior doctor involved and how you felt about the job at the time** • **boring ward round(s)** (det. every morning) [dev. patronised by senior doctors] • **administrative tasks** (det. filling in forms, making phone calls) [dev. frustrating] • **nightmarish night shifts** (det. pager, sole responsibility) [dev. felt unsupported] • **extremely long hours** (det. all night, extra unpaid hours) [dev. physically demanding] • **complex conditions** (det. very sick patients) [dev. easy to get it wrong] • **exhilarated** (det. was a doctor) [dev. felt sense of achievement] **A3: Why you felt you had to give up and your feelings as you look back now** • **public do not hear the truth** (det. public unaware what job entails) [dev. might not have started if he knew the reality / wants people to know] • **affected relationship(s)** (det. impact on personal life) [dev. break up due to work/life conflict] • **mental toll** (det. all became too much) [dev. breakdown due to stress] • **naivety / innocence / early optimism** (det. new shirt, packed lunch) [dev. like first day at school, sadness now] • **camaraderie / humour** (det. stories about patients, atom.kay) [dev. lost sense of humour as time went on] • **unreasonable expectations** (det. being woken from sleep, allowed insufficient sleep) [dev. unsafe, did not get easier]	

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Marking Criteria for Question 3

Table A, Reading

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• The response reveals a **thorough** evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	**10–12**	• The response demonstrates a **competent** reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	**7–9**	• The text has been read **reasonably** well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.

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2	**4–6**	• There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	**1–3**	• The response is either **very general**, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	• There is very little or no relevance to the question or to the text.

Table B, Writing: Structure and order, style of language

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

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • 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. • Spelling, punctuation and grammar almost always accurate.
4	**7–8**	• Some awareness of an appropriate register for audience and purpose. • 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. • Spelling, punctuation and grammar generally accurate.
3	**5–6**	• 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. • Minor, but more frequent, errors of spelling, punctuation and grammar
2	**4–3**	• 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 text. • Frequent errors of spelling, punctuation and grammar.
1	**2–1**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	**0**	• The response cannot be understood.

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