Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 2020**

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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.

Question	Answer	Marks
1(a)	**Give <u>three</u> examples of man-made materials humans use more than plastic.** Award 1 mark for **all three** responses. • steel, cement and brick(s)	1
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'adaptable and durable' (line 1)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase (e.g.). • can be changed / can be used for different purposes • hard-wearing / lasts a long time	2
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'an astonishing mass' (line 4)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • incredible / amazing • (large) amount (of plastic)	2
1(c)	**Re-read paragraph 3, ('"We're rapidly … emissions."').** **Give <u>two</u> reasons why disposing of plastics is difficult.** • commonly used plastics are not biodegradable • concerns about health and emissions when burning plastics	2
1(d)(i)	**Re-read paragraphs 4 and 5, ('Plastic items … recycled once.'").** **Identify <u>two</u> facts about how plastic items are dealt with, which lead to plastic waste littering the environment.** • used for very short periods of time before being discarded • sent to landfill	2

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5, ('Plastic items ... recycled once."').** **What changes are needed to improve the recycling of plastic?** Award 1 mark for each idea, up to a maximum of 3. • better design (of plastic products) • need to recycle (each product) • more than once • educate people • recycle the remaining 10% of plastic too	**3**
1(e)	**Re-read paragraphs 6 and 7, ('In the meantime ... that long."').** **<u>Using your own words</u>, explain the reasons why the problem of plastic waste is not being dealt with quickly enough.** **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.** • not economically attractive to use alternatives due to low cost of plastic • sheer volume of it • lack of a coordinated approach worldwide / lack of radical thinking	**3**

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Question	Answer	Marks
1(f)	**According to Text B, what problems are associated with plastic waste and the way documentary programme makers are presenting the issue?** **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: • debris polluting the oceans • effect on aquatic creatures / sealife tangled in it / birds starving by eating plastic waste • sheer quantity of plastic pieces in the ocean • microplastic(s) in food chain • potentially toxic • delays in dealing with it / urgent action is not happening • making unsupported claims / not presenting evidence of effect of plastic and toxic chemicals • presenting misleading images / implying connections through juxtaposition of images • using emotive storylines / pulling on the heart strings • diluting the argument / overshadowing the real story • only interested in media attention / viewing figures / want to keep audience watching • not being truthful / lack of scientific rigour **Reading Level 5 [9–10 marks]** • 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. **Reading Level 4 [7–8 marks]** • 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.	**15**

Question	Answer	Marks
1(f)	**Reading Level 3 [5–6 marks]** • 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. **Reading Level 2 [3–4 marks]** • 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. **Reading Level 1 [1–2 marks]** • 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. **Reading Level 0 [0 marks]** • No creditable content. **Writing Level 3 [4–5 marks]** • 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. **Writing Level 2 [2–3 marks]** • 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. **Writing Level 1 [1 mark]** • 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. **Writing Level 0 [0 marks]** • No creditable content.	

Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Boats used for recreational purposes were moored in the harbour as well as the boats used by local fishermen.** pleasure craft (line 1)	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The colours of the boats and houses by the harbour were bright and cheerful.** vibrant (line 3)	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **At the time of the incident, rules about where oil tankers could wash out their tanks were not as strict as they are now.** less stringent (lines 22–23)	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Oil tankers washing out their tanks left huge patches of sea covered with a film of poisonous oil.** (vast, deadly) floating oil slicks (line 24)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **I turned and walked round the promontory to the eastern side. I'd only been strolling along the seashore for maybe fifteen minutes, when I caught sight of the first of them: black, unmoving shapes.** walking leisurely	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **I turned and walked round the promontory to the eastern side. I'd only been strolling along the seashore for maybe fifteen minutes, when I caught sight of the first of them: black, unmoving shapes.** noticed	1

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **I turned and walked round the promontory to the eastern side. I'd only been strolling along the seashore for maybe fifteen minutes, when I caught sight of the first of them: black, unmoving shapes.** still / lifeless / not animated	**1**
2(c)	**Use one example from the text below to explain how the writer suggests his feelings about what he saw on the beach.** **Use your own words in your explanation.** **Initially, I was aware of only a few but, as I walked on, they grew in number, until the whole beach appeared to be covered with black lumps in a black carpet. Hundreds of oil-drenched penguins lay dead in the sand. Dead penguins, covered in thick, cloying, suffocating oil and tar. Each wave that broke piled another grim batch of carcasses on top of those already there. The sight was dreadful, sickening and depressing.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his feelings Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of the birds' condition Award 1 mark for an example with an attempt at an explanation which shows awareness of meaning. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **they grew in number**: more and more seeming to arrive, nightmarish, hellish, as if surrounding him • **black lumps on a black carpet**: suggests lifeless and covering whole beach, sheer number emphasised, grotesque image of walking over / on the dead misshapen bodies • **dead (repetition at start of next sentence)**: suggests shocked realisation, contrast with picture of penguins in the port • **thick, cloying, suffocating oil**: viscous substance, smothering the life out of the creatures, reminiscent of sound of oil as try to break away from it, nauseating, sickening • **piled another grim batch**: suggests treated with insensitivity of a production line, too many to count each, arriving in groups of dead birds on top of the last • **dreadful, sickening and depressing**: shocking, offensive sight, triplet emphasises overwhelming emotional impact of scene	**3**

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Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 9.** • **Paragraph 2 begins 'Swimming in unison …' and is about the wildlife in the harbour.** • **Paragraph 9 begins 'Amid all this ...' and is about approaching and capturing the bird**. **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 12) 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. 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.	**15**

Question	Answer	Marks
2(d)	Responses *might* use the following: • wildlife in the harbour in paragraph 2, beginning 'Swimming in unison ...' *Overview: romanticised, even clichéd view of creatures in the harbor.* **swimming in unison**: perfectly synchronised, moving simultaneously as if performing **shimmering shoals of sprats**: groups of fish glistening as sunlight catches them, suggests soft, attractive play of light **raced around**: energetic, quick darting movements as if at play (in reality they are trying to escape death) **zigzagging, diving and reuniting**: movementfrom side to side and downwards and then back up again, as if playful rather than desperate **scintillating waves of mesmerising light**: attractive, play of light on the fish/water, as if under its spell **pulsed**: in waves, moved as if a life force / blood **captivating:** charming, hypnotising (fly through the water) **twisting and turning**: ease of movement through the water, lithe, graceful and athletic **snapping up:** continuous action of opening and closing beak to swallow fish, eating quickly and greedily with enthusiasm **scattered:** dispersed, breaking up of the group, hint of desperation • approaching and capturing the bird in paragraph 9, beginning 'Amid all the obscenity ...' *Overview: exaggerated danger and bravery of situation, humorous picture of 'hero' covered in rubbish facing the tiny but fierce creature.* **sparking with anger**: dangerous as if electrified, potentially fatal to touch **eyeing me suspiciously**: as if capable of strategic thought, mistrusts intentions **gladiator-like**: has a shield / spear (paper bag / stick) and net (fishing net from beach) fighter in ancient Rome, mock heroic **quarry:** prey, hunting image **malevolent**: evil creature, wishing him ill **loathing and venom**: look of hatred and pure poison, reminiscent of vile creatures of myths and legends **snapped shut with a savage metallic click**: single, abrupt, vicious, final action, sound suggests not flesh and bone but alien / robotic creation **swiftness and bravery of Achilles**: mock heroic, not as strong as he sounds **dropped. pushed. pinned. grabbed**: hurried sequence of events after initial cautious build up, little / no resistance from bird, anti-climax of one sided contest emphasises poor condition of bird	

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Question	Answer	Marks
2(d)	Only credit comments on stylistic effect where these are explicitly linked to choices. **Reading Level 5 [13–15 marks]** • 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. **Reading Level 4 [10–12 marks]** • 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. **Reading Level 3 [7–9 marks]** • 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. **Reading Level 2 [4–6 marks]** • 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. **Reading Level 1 [1–3 marks]** • The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin. **Reading Level 0 [0 marks]** • The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.	

Question	Answer	Marks
3	**Imagine you are a local journalist. Recent events have prompted you to write a magazine article about the need to better safeguard the area.** **Write the magazine article.** **In your article you should explain** • **the attractions of the local area and why people visit** • **the problems affecting the area and the likely impact if things do not improve** • **what Tom Michell did and why, and the result of his actions.** **Base your interview on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **Begin your article with a suitable headline.** **Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** 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 the attractions of the local area and why people visit **Annotate A2** for references to the problems affecting the area and the likely impact if things do not improve **Annotate A3** for references to what Tom Michell did and why, and the result of his actions **A1: attractions of the local area and why people visit** • **holiday destination** (det. luxury apartments) [dev. exclusive, high-end chic] • **small harbour** (det. fashionable western side) [dev. sheltered spot, peaceful atmosphere] • **boats** (det. fishing boats, pleasure crafts) [dev. sightseeing, sailing, fishing trips] • **views / scenery** (det. painted houses, blue sky and sea) [dev. picturesque] • **wildlife** (det. penguins, shoals of fish) [dev. enjoy watching them swimming in harbour]	**25**

Question	Answer	Marks
3	**A2: problems affecting the area and the likely impact if things do not improve** • **few visitors out of season** (det. quiet resort) [dev. tourist business in the area will struggle if visitor numbers are too low] • **pollution from tankers** (det. washing out oil tank in the bay) [dev. will spoil the views and affect ecosystem] • **no/little regulation to protect the environment** (det. few/unreliable reports) [dev. will get worse] • **rubbish on the beach** (det. wood, disintegrating nets, plastic bottles) [dev. tourists will be put off using the beach / cost implications to clear it up] • **dead penguins** (det. washed up on shore, vast numbers] [dev. health risk, people will avoid the area] **A3: what Tom Michell did and why, and the result of his actions** • **relaxed by harbour** (det. western point) [dev. particularly liked the penguins] • **walked along beach** (det. stopping in friend's apartment, enjoying quiet) [dev. needed a break] • **picked up a penguin from beach** (det. spotted only penguin alive) [dev. aimed to clean it / wanted to save it] • **injured by bird** (det. sharp beak) [dev. instinctive reaction of bird to struggle whilst being cleaned] • **made a mess of apartment** (det. elegant flat) [dev. friend angry, had to pay for damage] **Reading Level 5 [13–15 marks]** • 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. **Reading Level 4 [10–12 marks]** • 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.	

Question	Answer	Marks
3	**Reading Level 3 [7–9 marks]** • 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. **Reading Level 2 [4–6 marks]** • 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. **Reading Level 1 [1–3 marks]** • 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. **Reading Level 0 [0 marks]** • There is very little or no relevance to the question or to the text. **Writing Level 5 [9–10 marks]** • 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. **Writing Level 4 [7–8 marks]** • 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. **Writing Level 3 [5–6 marks]** • 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.	

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Question	Answer	Marks
3	**Writing Level 2 [3–4 marks]** • 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. **Writing Level 1 [1–2 marks]** • 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. **Writing Level 0 [0 marks]** • The response cannot be understood.	

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