Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

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.

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Question	Answer	Marks
1(a)	**Give <u>two</u> examples of enemies of real books according to the text.** Award 1 mark for both responses. • e-books • e-readers	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'real books are fighting back.' (lines 2–3):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • paper books, print books • gaining popularity again Credit alternatives explaining the whole phrase e.g. sales of traditional books are rising.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'more like co-existence than conquest.' (line 4):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • (live/be) alongside each other • (rather than) beating the other / one being defeated Credit alternatives explaining the whole phrase e.g. neither side will win so both carry on.	**2**
1(c)	**Re-read paragraph 3 ('Publishers tracking ... plateau.').** **Give <u>two</u> reasons why the rise in the number of paper books sold was significant.** • (it was in) all types of bookstores • (at the same time) e-book (sales) have/had hit a plateau • [do not accept 'went up 2.4 per cent']	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('Apparently print books ... media.').** **Identify <u>two</u> reasons why sellers of e-books might be particularly worried about those categories where print book sales have increased since 2012.** • lucrative (categories) • students have tried both types of textbook (and prefer print)	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5, ('Apparently print books ... media.').** **Explain why reading e-books may be less efficient than reading real books, according to the text.** Award 1 mark for each idea, up to a maximum of 3. • humans take in less information on screen / less information sticks • (children's) books designed to include distracting features • (adults find) less intuitive to navigate the book on a tablet • device is not just used for reading so emails / social media facilities distract too	**3**
1(e)	**Re-read paragraphs 6 and 7, ('Some people ... feel.').** **<u>Using your own words</u>, explain why people are unlikely to give up real books altogether in favour of e-books.** **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.** • real books appeal to the senses • physical object you/others can see / ownership • designs and illustrations • they are different experiences / offer different experiences for the reader	**3**

Question	Answer	Marks
1(f)	**According to Text B, how and why have bookshops had to change to attract more customers?** **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: how : • (more) spacious / airy • improved lighting / well-lit / luminous • cutting-edge design / contemporary feel • easy to navigate / interactive map to locate book(s) • cultural centre(s) / fashionable • diversified product ranges / increased range of product(s) • functional space (for business / meetings / conferences) • targeting younger audience / child-friendly why: • (traditional bookstore(s)) considered old fashioned / lost appeal • inefficiency of layout • online shopping more convenient / quicker to buy online • bookshops were not providing good service **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:** **A lot of the books in the store seem to be from the ancient past.** (books have) the look of antiquity (line 6)	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The narrator was looking at the outside edges of the books to check what they were called.** (my/his) eyes search the spines (line 9)	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The narrator used to work in the main office of a software company.** (corporate) headquarters (line 13)	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The narrator lost his job when the economy plunged dramatically downwards.** (economy) nose-dived (line 20)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **I was unemployed, a result of the great food-chain contraction sweeping through the country, leaving bankrupt burger chains and shuttered sushi empires in its wake.** contraction: (business) declined, (food industry) got smaller	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **I was unemployed, a result of the great food-chain contraction sweeping through the country, leaving bankrupt burger chains and shuttered sushi empires in its wake.** sweeping: moved with irresistible force / clearing away everything in its path	1

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Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** I **was unemployed, a result of the great food-chain contraction sweeping through the country, leaving bankrupt burger chains and shuttered sushi empires in its wake.** shuttered: the restaurants selling sushi have been boarded up / closed permanently	**1**
2(c)	**Use one example from the text below to explain how the writer suggests what the narrator thinks about the burger bun.** **Use your own words in your explanation.** **The job I'd lost was at the corporate headquarters of a very new, company. It wrote software to design and bake the perfect burger bun: smooth crunchy skin, soft interior. It was my first job out of art school. I started as a designer, making marketing materials to explain and promote this tasty treat: menus, diagrams and posters for store windows.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests what the narrator thinks about the burger bun. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the qualities of the bun as emphasised by the advertising Award 1 mark for an example with an attempt at an explanation which shows awareness of the meaning of word(s) used to describe the bun ... The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **perfect**: aiming to produce a bun which cannot be improved upon; sense that narrator is ridiculing the ambition • **smooth crunchy skin**: flawless exterior, satisfying to bite into, designed to appeal to sense of touch and hearing, suggestion it is too perfect / unnatural • **soft interior**: yielding, fluffy texture inside , inviting, overstated to call the inside of a bread bun the interior, ridiculing design speak • **tasty treat**: flavour is appealing, something to reward yourself with, cliché suggests anything but, just advertising gimmick	**3**

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Question	Answer	Marks
2(d)	**Re-read paragraphs 1 and 12.** • **Paragraph 1 begins 'Lost in the shadows …' and is about what Clay sees and feels as he climbs the ladder.** • **Paragraph 12 begins 'Inside: imagine ...' and describes the inside of the bookstore.** **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</u> <u>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: • Clay's thoughts and feelings in paragraph 1, beginning 'Lost in the shadows.' *Overview: dramatic sense of isolation, danger, threat.* **lost in the shadows**: unable to return, vulnerable, nightmarish **far below**: only half way up ladder but at a great height, significant distance down to the floor **the surface of a planet (I've left behind)**: so high as if in outer space; other- worldly **loom high above**: overhanging threat, great height **huddled together**: clustered in groups as if for comfort **holding on for dear life:** gripping the ladder tightly, believes there is a danger of death (cliché) **fingers pressed white:** blood has drained from fingers due to pressure exerted, life draining away • The inside of the bookstore in paragraph [12], beginning 'Inside: imagine.' *Overview: exaggerated. not a 'normal' bookstore ... mystical and magical.* **absurdly narrow**: ridiculously thin, lack of space **dizzingly tall**: unnerving height **fading smoothly into shadows (as if they might just go on forever)**: so tall tops cannot be seen; elegance, mystery **packed (so) close together**: no gaps between the shelves, forbidding **border of a forest / old Transylvanian forest:** about to go on an adventure / journey / quest **full of wolves, witches and dagger-wielding bandits**: creatures of fairy-tales, myths ; scary though predictably so, childish **just beyond moonlight's reach**: in shadows so not lit by moonlight, cannot be seen though known to be there, witching hour; romanticised **clung to**: held on to **stretching up ominously**: menacing, threatening, potent of doom **gloom:** darkness, loss of hope to those who enter Only credit comments on stylistic effect where these are explicitly linked to choices.	

Question	Answer	Marks
2(d)	**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.	

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Question	Answer	Marks
3	**Imagine you are Mr Penumbra. Clay has been working in your store now for over a year and has suggested ways to improve the bookshop and increase trade. You reflect on your thoughts and Clay's suggestions in your journal.** **In your journal, you should:** • **remember what exactly happened the day you first met Clay and your impressions of him** • **reflect on the shop as it is now – what you like about it** • **outline the suggestions Clay has made for how he could help improve the bookstore** **Write your journal entry.** **Base your journal entry on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **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 what exactly happened the day Penumbra met Clay and his impressions of Clay **Annotate A2** for references to what Penumbra likes about the shop now and his concerns about it **Annotate A3** for references to Clay's suggestions for how he could help improve the bookstore and how these might make a difference **A1:** what exactly happened the day you first met Clay and your impressions of him • Clay **answered advert** (det. unemployed) [dev. keen to get job] • **Inexperienced** (det. young) [dev. has not worked in a bookstore before, a little nervous] • asked Clay about **favourite book** (det. Dragon-Song Chronicles) [dev. enjoys reading, enthusiastic, imaginative] • set Clay **task of retrieving book** (det. climbed ladder) [dev.test, tricky, dangerous, brave] • **Employed him** (det. night shifts) [dev. to do physical work P finds hard]	**25**

Question	Answer	Marks
3	**A2: the shop as it is now – what you like about it and your concerns about it** • **quantity of stock** (det. packed close) [dev. any book you could think of] • **quality of stock** (det. leather, gold-leaf, antiquarian) [dev. valuable, attractive to collectors] • **atmosphere/characte**r of shop (det. Penumbra's) [dev. reflects his interest and characters, personal and unique] • **low tech** (det. paper books, wooden desk • (too) **quiet /peaceful** (det. old) [dev. likes to be alone to read in shop in own world / aware needs more customers and needs support] **A3: the suggestions Clay has made for how he could help improve the bookstore and how these might make a difference** • design **signs/publicity** material (det. advert for job was handwritten; talented artist) [dev. previous experience to advertise the shop more successfully) • **computerise / modernise** stock systems (det. shelf number, level number) [dev. make locating books easier] • create/run **website** (det. experienced with social media) [dev. reach new customers, increase footflow] • **change shop front** (det. wooden door) [dev. make it easier to see in(to) the shop] • **redesign shelving** (det. narrow, high) [dev. make accessing /browsing titles easier] • **change counter area** (det. massive wooden block of wood) [dev. creates barrier between Penumbra and customers, forbidding] **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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