Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

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 what advertisements say about Erfoo (Earth Food) according to the text.** Award 1 mark for both responses. • future of food (for our planet) • (delivers) everything your body needs	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'lunch fatigue' (line 2):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase e.g. worn down by hassle involved in having to stop to eat when at work • weariness / tiredness • eating at midday / light meal during day	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'meal-replacement powder' (line 6):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase e.g. a dry substance you add water to instead of eating breakfast • dehydrated substance / finely ground solid • instead of eating food / an alternative to food	**2**
1(c)	**Re-read paragraph 2, ('Coming in ... ate a banana').** **Give <u>two</u> examples of reactions which showed that the writer's friends and family did not all think that switching to Erfoo was a good idea** • comments (ranged from) outraged • (my) mum suggested (I) ate a banana	**2**
1(d)(i)	**Re-read paragraphs 3 and 4, ('Apparently, Erfoo is favoured by ... I've eaten.').** **Identify <u>two</u> advantages the writer hoped switching to Erfoo would bring.** Award 1 mark for each idea up to a maximum of 2 • time to do extra work / save time • save money • lose weight • feel like an astronaut	**2**

Question	Answer	Marks
1(d)(ii)	**Explain what the writer did not like about Erfoo when they first tried it.** Award 1 mark for each idea, up to a maximum of 3. • tastes revolting • lumpy • (sounds / feels) like vomiting (backwards) • feel full but not as if you've eaten / not satisfying	**3**
1(e)	**Re-read paragraphs 5, 6 and 7, ('When lunchtime next rolls around ... banana instead.'). Using your own words, explain why the writer decides not to continue with Erfoo.** **Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.** **Answers which are entirely in the words of the text should not be credited.** • could not face it / dreaded the idea of it • so much preparation involved that not saving any time • even with extra ingredient added still does not taste good • bland, boring, no variety • feels stupid	**3**

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Question	Answer	Marks
1(f)	**According to Text B, what are the worries and concerns some people have about the new meal-replacement products now available?** **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: • manufacturers only concerned with making money from these lucrative products • fad / fashionable / gimmick • taste horrible (not 'yum' at all) • misleading marketing / marketed as natural • ingredients are overly processed / ingredients transformed / complex chemical production process • contain intense chemical sweeteners / contain too many sweeteners / sweeteners they contain are sweeter than sugar • misleading sounding ingredients / ingredients not accurately labelled / deliberately disguising ingredients • unappealing to the senses / boring to look at / beige powder effects not properly researched / insufficient research re (side) • affects food linked to culture / product ignoring culture • social experience not just nutrition • emotional experience, linked to how you feel/ can affect how you feel **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:** **The company's headquarters was a huge building.** cavernous construction (lines 1–2)	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The lines of robot arms seemed extremely tall.** towering (line 2)	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Andrei believed that doing the same thing over stopped people being inventive.** stifled (human) creativity (line 7)	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The prototype robot arm appeared to offer an enthusiastic welcome.** (wave a) wide, eager greeting (line 10)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Programmers at GD were almost exclusively young, distant, cold-eyed wraiths, in identical denim. They started early morning, working past midnight, in a hurry to be done, and rich.** nearly all	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **Programmers at GD were almost exclusively young, distant, cold-eyed wraiths, in identical denim. They started early morning, working past midnight, in a hurry to be done, and rich.** without emotion, showing no reaction	1

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **Programmers at GD were almost exclusively young, distant, cold-eyed wraiths, in identical denim. They started early morning, working past midnight, in a hurry to be done, and rich.** (exactly) the same, without difference (do not accept similar)	1
2(c)	**Use one example from the text below to explain how the writer suggests Lois' feelings while at work.** **Use your own words in your explanation.** **Programmers often slept at the office. Some nights I'd lie there, staring blankly at the ceiling and the braids of fibre channel ferrying data around the office. My parents were far away, locked in the frame of a video-chat window. I had no friends nearby. There was a knot in my stomach that wouldn't loosen. I existed in a state of stupor, brain flaccid, cells gasping. I couldn't get my turbine spinning.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests implications of Lois' reactions / physical feelings. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests reaction/ effect on Lois. Award 1 mark for an example with an attempt at an explanation which shows awareness of meaning of choice. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **staring blankly**: not thinking, losing her creativity, lacking emotion like the other programmers • **braids of fibre channel**: complex pattern of wiring around the office, • high-speed / technologically advanced network of cables, only thing to look at and all the same • **ferrying data**: moving information around constantly, contrasts with the lethargy she feels, pointless activity as ferrying suggests going back and forth to same point • **locked in**: cannot get to her parents, can only see their image on screen, suggests she misses contact with her parents in real life • **knot in my stomach**: uncomfortable sensation in stomach, suggests physically unwell, affecting her health • **stupor**: as if stunned , unable to act to help herself • **flaccid**: hanging limply, loosely, of little use • **gasping:** unable to breathe freely, every atom of her being is dying • **turbine spinning**: no energy, could get going, loss of vitality is evident	3

Question	Answer	Marks
2(d)	**Re-read paragraphs 10 and 16.** • **Paragraph 10 begins 'I wouldn't normally have been interested …' and is about Lois' reaction to the menu.** • **Paragraph 16 begins 'Sitting on my kitchen countertop ...' and gives Lois' reactions to her first Combo.** **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: • **Lois' reaction to the menu** in paragraph 10, beginning 'I wouldn't normally have been interested ...' *Overview: power of the menu* **dark confident script**: hint of intrigue, though reliable and self- assured character of writer suggested **intrigued me**: fascinated, tempted, lured her in **exuberant letters**: loud/colourful, enthusiastic **compact**: small, limited range **curling connectors**: strokes / curved lines of the writing linking information, suggests moving / natural, tendrils **charmed** **my life bent off on a different track**: affected her future, changed what lay ahead • **Lois' reactions to her first Combo** in paragraph 15, beginning 'Sitting on my kitchen countertop ...' *Overview:* **consumed**: ate entirely, ate quickly and enthusiastically suggest hunger / tasted incredible **healing powers**: makes her feel better physically and emotionally; spiritual, religious experience **like dishwater**: thin, unappealing, dirty **slathered**: spread thickly, smeared liberally **fluorescent red**: vivid, bright, intense colour **buffered:** moderated, absorbed to soften impact **thick slabs** of bread artfully toasted: flat chunks, but wholesome and cooked lightly suggesting skills of chef **unclenched**: relaxed physically **rippling burp:** joy of physical reaction, as if laughter finding its way out 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 Andrei. You have noticed the changes in Lois which have made you reconsider how your business operates and decide to make some improvements. A few weeks later, you <u>give a speech</u> to other business owners.** **In your speech you should explain:** • **the nature of your business, what you hope to achieve and how successful it has been so far** • **the concerns you have had about your staff** • **the improvements you have made at GD as a result of speaking with Lois.** **<u>Write the words of the speech.</u>** **Base your speech 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.** **Begin your speech, 'My company, General Dexterity …'.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content</u> <u>of your answer and up to 10 marks for the</u> <u>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 the nature of Andrei's business, what he hopes to achieve and how successful it has been so far **Annotate A2** for references to the concerns Andrei has about his staff **Annotate A3** for references to the improvements Andrei has made at GD as a result of speaking with Lois	**25**

Question	Answer	Marks
3	**A1: the nature of your business, what you hope to achieve and how successful it has been so far** • **design software** (det. robot arms able to wave) [dev. still improving but voice recognition is going well] • **founded the company himself** (det. General Dexterity, lightning bolt logo) [dev. innovative, continuing to grow] • **large premises** (det. formerly a carpark,) [dev. repurposed building shows bringing economic growth to area / using resources already there – environmentally sound] • **hi tech** (det. large numbers of robots, data, fibre channel in office) [dev. cutting edge, pushing boundaries] • **aim to replace human labour with robots** (det. in factories, for repetitive tasks) [dev. improve quality of life for workers – no more boring jobs; reduce costs for factories] **A2: the concerns you have had about your staff** • age (det. young) [dev. often moved away from family and friends, vulnerable to loneliness] • are not friendly to each other (det. none greeted Lois warmly) [dev. overly competitive rather than supportive] • lack individuality (det. wear same denim) [dev. do not seem to have the creativity needed for the job] • work long hours (det. start early, finish past midnight, sleeping in the office) [dev. stressful to work without a break, less efficient as a result] • concerned only with money (det. in a hurry to be rich and done) [dev. not investing emotionally in work or company] • not eating properly (det. canteen often empty, consuming Slurry) [dev. causing health issues, lack of energy] **A3: the improvements you have made** • restaurant: CSS&S restaurant to supply canteen (det. spicy soup, sourdough bread) [dev. will revitalise workforce, stop them from eating Slurry, improve socialisation as they will eat together] • hours: limit office hours / provide break out rooms or proper places to sleep if required to stop over (det. currently sleep at desks in office) [dev. more relaxed, refreshed workforce] • management: better training for line managers (det. Peter) / more hands-on management from Andrei [dev. show care about well-being of staff] • robots: consider whether could be used to improve conditions for own workers [dev. improve creativity of own staff] • premises: improve lighting / allow time outside (det. underground) [dev. more ‘blue sky’ visible, re-design with humans not machines in mind]	

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Question	Answer	Marks
3	**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. **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.	

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Question	Answer	Marks
3	**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. **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.	