Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **May/June 2023**

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.

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

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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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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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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.

Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1	2
1(b)(ii)	R1	2
1(c)	R1 & R2	2
1(d)(i)	R1, R2 and R5	2
1(d)(ii)	R1, R2 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		**30**

Question	Answer	Marks
1(a)	**Give two qualities that are required to work a winter season at a ski resort, according to the text.** Award 1 mark for both responses. • enthusiasm • sense of adventure *(*credit precise selection only*)*	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'staff quit' (line 5):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • employees / people who work there / members of the workforce / workers • leave / hand in their notice / resign / stop working there	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'variety of positions' (line 7):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • range / diversity / (different) types of / lots of options / choice of • roles / jobs / posts / vacancies	**2**
1(c)	**Re-read paragraph 3 ('If you have … dates.').** **Give <u>two</u> reasons why it might be difficult to ensure that you put in your application in time.** • different schedules for northern and southern hemisphere • specific dates for individual resorts Award 1 mark for each idea, up to maximum of 2.	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('How long … snowflakes.').** **Identify the <u>two</u> main decisions you will need to make before applying for a job in a ski resort.** • which part of the world you want to work in • how long you want to stay Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5 ('How long … snowflakes.').** **Explain the specific features of powder snow that make it the best snow to ride.** • dry / light / does not bind • often packed in thick layers / soft landing / like a pillow • no unexpected bumps / smooth Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 6 ('Online guides … flights.').** **<u>Using your own words</u>, explain why some people might decide <u>not</u> to apply through a recruitment organisation.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • use online guides instead / can do it yourself • charge large fee(s) • not all are effective • job not guaranteed / you still have to pass the interview *Answers which are entirely in the words of the text should not be credited.*	**3**
1(f)	**According to Text B, what are the advantages <u>and</u> disadvantages of taking a seasonal job?** **You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible. Your summary should not be more than 120 words.** **<u>Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u>** 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** flexible timing options – full or part time / short term commitment **2** range of different types of job **3** different seasons / different timings throughout the year **4** can fill gaps in careers / get relevant career experience / can learn on the job **5** resume may not be judged positively by future employers **6** entry requirements low / little previous knowledge required / any level of talent **7** tend to be low paid **8** extra cash / at least paid work **9** may detract from other commitments / impact on family time **10** may add to your exhaustion **11** tough schedule / anti-social schedule / working evenings and weekends **12** minimal training provided **13** short time frame to apply	**15**

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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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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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.

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)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R2	1
2(c)	R1, 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:** **The writer felt that the training presentation had been designed to emphasise that the least attractive job on the resort was being a liftie.** • (to) underline (the fact) (line 2) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(ii)	**As well as guests staying in hotel accommodation, there were great numbers of hikers passing through the resort who needed somewhere to stay.** • (with) hordes of backpackers (travelling through) (line 4) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iii)	**The writer struggled to walk, almost falling, as he arrived back at his accommodation.** • (I/he) staggered (into) (line 49) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iv)	**Boss expressed himself in a tone of gloating satisfaction.** • (he) crowed (Boss) (line 50) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**

Question	Answer	Marks
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Here are the answers:** • **No 'quick-laps' in week one. Apparently, they're a trick used by experienced lifties who take turns to run the lift they're working on – each person doing two people's jobs, while their partner takes the lift to the top and skis or snowboards back down again. It's a great way to get a sneaky bit of extra riding in, and generally overlooked by bosses – providing each person crewing the lift is capable of running it on their own. I wasn't.** • **'Back-country' was everything outside the marked boundaries of the ski-area (avoided for fear of avalanches).** **overlooked:** fail(ed) to notice / (cho(o)se to) ignore / do not punish / tacitly allow / do not acknowledge	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **crewing:** working / operating / controlling / in charge of / manning / staffing	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **avoided:** kept away from / did not go near / stay off / steered clear of *Do not reward any idea that it is a restricted area.*	**1**

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.
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.

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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.

Question 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.

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Question	Answer	Marks
3	**You are a journalist writing an article about the job of a ski-lift attendant (liftie) as part of a series on interesting seasonal jobs for young people.** **In your article you should:** • **explain what attracts visitors to Wanaka and why** • **describe what being a liftie involves and what might appeal to young people about this job** • **suggest what someone might find challenging about working as a liftie and useful advice for any young person considering applying for any job at this resort.** **Write the words of the article.** **Base your article 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 the 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 attracts visitors to and why. **Annotate A2** for references to what being a liftie involves and what might appeal to young people about this job **Annotate A3** for references to what someone might find challenging about working as a liftie and useful advice would offer any young person considering applying for any job at this resort	**25**

Question	Answer	Marks
3	**A1:** what attracts visitors to Wanaka and why • **backpacking** (det. reasonably priced accommodation, stopping through on a hike) [dev. socialising with other hikers] • **fashionable** (det. including wealthier guests, personal chefs, hotels) [dev. all types of guests attracted including basic and luxury] • **skiing / snowboarding** (det. Giant ski slope, winter sport fanatics, marked boundaries) [dev. challenging / thrilling / yet safe from avalanches] • **lessons** (det. private instructors, differing abilities) [dev. staff there to help you] • **snow** (det. depth of 2 – 4 metres, artificial snow made each night) [dev. not dependent on natural snow] • **magnificent landscape** (det. mountain) [dev. dramatic, amazing views] **A2:** what being a liftie involves and what might appeal to young people about this job • **crewing the ski lift** (det. allocated a lift station, tiny booth, testing the equipment, helping guests on and off, early mornings, lifts work all day) [dev. responsible for safe operation of that station] • **knowing how a lift works** (det. need to fix the lift if something goes wrong) [dev. skills develop with experience rather than training] • **working with a partner** (det. cover for each other, colder being the person at the top) [dev. need to be able to manage the job alone, work together to enable fun] • **chance to snowboard at work** (det. quick-laps tolerated by boss) [dev. extra bonus, not really part of the job description] • **dealing with emergencies** (det. radio, assisting guests) [dev. adventure / variety] • **amazing sights** (det. beautiful ice 'sculptures' of chair lifts) [dev. unexpected, appreciating the power of nature / life-changing experience]	

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Question	Answer	Marks
3	**A3:** what someone might find challenging about working as a liftie and advice for any young person considering applying for any job at this resort • **weather** (det. clearing ice from chairs in morning is hard work, very cold, storms, strong winds, get freezing despite wearing layers) [dev. can be extreme at times / not unusual to be stranded / can be miserable / need to be physically strong] • **training** (det. brief, few details explained beforehand, no hands-on or practical training) [dev. expected to learn on the job and get on with it / can feel completely out of depth] • **understanding the jargon:** (det. 'quick-laps', 'Back country', 'The base') [dev. feeling excluded / cool when you get it though / do some research before] • **supervisor(s)** (det. Boss) [dev. expect you to do as you are told, does not encourage you to ask questions / Boss not phased or empathetic about dangerous situations] • **consider whether inside or outside** (det. might prefer life as an indoor employee, cleaner inside) [dev. not just about the job but about where you do it, indoor jobs have an easier life] • **accommodation** (det. inside jobs get free onsite lodging, lifties competing with backpackers for cheaper accommodation) [dev. can be difficult to find reasonable priced accommodation locally / start looking early]	

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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.
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.

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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	**3–4**	• 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	**1–2**	• 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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