Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

Paper 1 Reading **October/November 2020**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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: 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 and R5	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**

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Question	Answer	Marks
1(a)	**Give <u>two</u> examples of the ways in which the Sun and Moon have been viewed, according to paragraph 2.** Award 1 mark for both responses. • gods • places some dream of visiting	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'reflect humorously' (lines 8–9)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • consider / cast light (on) / mirror / think carefully about / looking back (on) / compare / comment on • amusingly / jokingly / in a funny way / mocking Credit alternatives explaining the whole phrase, e.g. satirise.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'improbable narratives' (line 9)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • unlikely / not likely to happen • stories / tales Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 4, ('Despite fictional excitement … a flight of fancy.').** **Give <u>two</u> reasons why space travel became more likely in the twentieth century.** • people wanted to know the truth • advancing technology / technology was improving / technology was catching up with literary imagination	**2**
1(d)(i)	**Re-read paragraphs 5 and 6, ('However, since … government cash.').** **Identify <u>two</u> reasons why probes have been an advantage to space exploration.** • can go past the planets of the solar system / can travel into deep(est) space • no need for (risk to) human(s) / robotic • exploring where humans might go next • cheaper (alternative to sending humans)	**2**

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Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 5 and 6, ('However, since ... government cash.').** **Explain why humans have not so far been to Mars.** Award 1 mark for each idea, up to a maximum of 3. • offputtingly costly / governments do not want to pay for it / too expensive / would cost billions of dollars / very expensive • humans would have to spend a long time in space (8 months and maybe more) • safety concerns / safety issues / too dangerous / risk to life	**3**
1(e)	**Re-read paragraph 7 ('Whether by public … twenty-first century.').** **<u>Using your own words</u>, explain why there is a good chance that humans will land on Mars in the twenty-first century.** **Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.** • people want first-hand experience (of life on Mars) / the will is there to visit Mars • private and / or public funding (available) • overcame the moon challenge / went to Moon in twentieth Century / already been to the Moon • seen as the challenge of the twenty-first century / sense of history being created *Answers which are entirely in the words of the text should not be credited.*	**3**

Question	Answer	Marks
1(f)	**According to Text B, what were the challenges that Sacha Dench experienced during her journey?** **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: Challenges **1** length of the journey (7000 km) **2** trying to think like a swan **3** really cold / no heating on the paramotor **4** unstable vehicle / flimsy paramotor **5** challenging attitudes towards swans / children taught to shoot birds at a young age / ignorance about swans **6** had to avoid disturbing other migratory birds / potential collision (with birds) **7** time in hospital / injury during take-off **8** losing tagged swan / swan died **9** foul weather / bad weather **10** becoming too attached to the swans **11** flying low (over Taiga forest) / (no) safe landing spots (in Taiga) **12** crossing English Channel / missing home	**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.

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

Question 2

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

Overview of items for Question 2

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

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Max and Helmuth had great hopes for their journey.** (full of) high expectation(s) (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 sun was very hot and strong.** (The May sun) blazed fiercely (line 19)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The radiator over-heated and made a high-pitched noise.** (The radiator) boiled and whistled (line 26)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Max and Helmuth were buried in deep and unhappy thoughts.** (We sat there for a long time) brooding (line 29) / (We were both) depressed (line 30)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Our weight was at the root of our whole problem. 'We'll have to downsize,' I said. 'We'll have to jettison some of our luggage.'** **root:** at bottom of / source (of) / centre (of) / cause (of) / reason / start	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **Our weight was at the root of our whole problem. 'We'll have to downsize,' I said. 'We'll have to jettison some of our luggage.'** **whole:** entire / total / complete	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **Our weight was at the root of our whole problem. 'We'll have to downsize,' I said. 'We'll have to jettison some of our luggage.'** **jettison:** discard / offload / leave behind / ditch / give up / lose / throw away / get rid of	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the feelings of the men about camping out in the open on this particular night.** **<u>Use your own words in your explanation.</u>** **At eleven o'clock we gratefully pitched camp. Sleeping on camp beds in the open with the gentle warm breezes caressing our faces was wonderful.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the feelings of the men. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the feelings of the men. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of the feelings of the men. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **At eleven o'clock we gratefully pitched camp**: thankful, relief that the long hot day is over; appreciation of the rest to come, precise time to emphasise how late it is • **sleeping on camp beds in the open**: freedom, alongside nature but separate from it • **gentle warm breezes caressing**: soft, light air; soothing, loving movements • **wonderful**: marvellous; rapture and happiness, special experience	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 14.** • **Paragraph 2 begins 'In front of us lay …' and is about Max's expectations and experience in the Dead Sea.** • **Paragraph 14 begins 'Easier in our minds …' and is about what Max and Helmuth see while driving in the evening.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for **Question 2(d)** (Table A, Reading) **Notes on task** This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases (listed in the mark scheme on page 16) that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. 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.	

Question	Answer	Marks
2(d)	Responses *might* use the following: • **Max's expectations and experience in paragraph 2, beginning 'In front of us lay …'** *Overview: the humorous reality of attempting to swim in the Dead Sea.* o **leaden expanse (of the Dead Sea)**: dull, grey colour; extending over large area, heavy, oppressive, formidable presence o **Was it true that it was impossible to sink in it?**: question in Max's mind, will he try or not, childish curiosity of wanting to find out for himself, unwilling to accept on face value o **motionless, like a cork**: lying still, inert, bobbing or floating on the surface without effort, buoyancy, strange contrast of moving without making any movements o **(swimming in the) conventional sense (is not possible)**: not usual method, not possible to control movements o **(hands and feet) flail around (in the air)**: swing around, wave energetically, uncontrolled, desperate, amusing exaggeration o **like useless paddles**: cannot use hands or feet to propel them, serve no purpose, ridiculous attempts to control movement o **one could 'read a newspaper undisturbed or hold up a sunshade'**: opportunity to relax; stereotypical picture of tourist activities; false image, advertising gimmick o **lurked**: hiding, watching, feeling observed, waiting for an opportunity, annoying presence • **What the men see while driving in the evening in paragraph 14, beginning 'Easier in our minds …'** *Overview: the romanticised night time scene.* • **(we waited for) darkness to fall**: decided to travel at night, drama, adventure • **arched**: huge curve; grand, magnificent construction • **sparkling with a plethora of stars**: twinkling light, huge abundance, excessive amounts, enchanting • **huddled flocks of storks**: birds tightly packed, clustered together; comforting • **shining like patches of snow**: reflected white light, natural covering forming in sheltered areas; captivating contrast • **light danced (on their plumage)**: movement of the reflected light, graceful and artistic, feathers arranged ornamentally • **northern kingdom**: migrating back to home area, regal, fantasy • **(birds were) not alarmed**: lack of concern, unafraid, aware but not worried • **(raised their heads) sleepily (from their feathers)**: in a tired manner; mild interest in their surroundings, reluctance to be disturbed • **(followed us with) the long, serious gaze of philosophers**: regarding the men's actions more closely, observing and considering them; wisdom • **'Funny these humans going south just now'**: commenting on direction of travel; as if men are migrating, curiosity at the behaviour of this particular species *Only credit comments on stylistic effect where these are explicitly linked to choices*.	

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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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	**Imagine you are Helmuth from Text C. Straight after the evening that you and Max pitch camp, you write a letter to your mother.** **In your letter you should comment on:** • **the most enjoyable parts of your journey so far and why they were enjoyable** • **the challenges you and Max faced and how you overcame these challenges** • **the problems you foresee for the rest of the trip and how you might have been better prepared for them.** **Write the words of your letter.** **Base your letter on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **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 most enjoyable parts of Helmuth's journey so far and why they were enjoyable. **Annotate A2** for references to the challenges Helmuth and Max faced and how they overcame these challenges. **Annotate A3** for references to the problems Helmuth foresees for the rest of the trip and how he/they might have been better prepared for them.	**25**

Question	Answer	Marks
3	**A1: the most enjoyable parts of the journey so far for Helmuth and why they were enjoyable** • **driving down past sea level** (det. car gliding through gorges of Judaea / setting off through desert) [dev. no idea of problems ahead, novel experience of being below sea level] • **adventure / exotic travel** (det. different languages) [dev. contrast with home] • **first view of Dead Sea** (det. leaden expanse) [dev. heard so much about it / lived up to its name, imposing] • **floating in the Dead Sea** (det. like a cork) [dev. Max tried reading a newspaper] • **Max's discomfort** (det. Helmuth laughs at him asking to go faster) [dev. thinks serves Max right for showing off, drove more slowly on purpose] • **(camping) out at night** (det. breezes, stars) [dev. refreshing, exhilarating] • **birds** (det. storks) [dev. beautiful / magical, hoped all would go well] **A2: the challenges Helmuth and Max faced and how they overcame these challenges** • **terrain after crossing bridge** (det. stony and steep track, 1200m in mountains, bumpy roads) [dev. contrast with earlier part] • **weather / heat during the day** (det. hot asphalt, fierce sun, waited for evening to drive) [dev. uncomfortable, aware of need to avoid illness] • **car problems** (det. engine laboured, radiator overheating, springs groaning) [dev. not suitable] • **slow progress / long day** (det. over 23 000 km to go, did not camp until 11 o'clock) [dev. kept driving until late] • **not being able to speak their minds** (det. brooding, nodding silently) [dev. would spoil the atmosphere] • **too much luggage** (det. packed lovingly by Helmuth's mother) [dev. reluctantly agree, Helmuth's reactions] **A3: the problems Helmuth foresees for the rest of the trip and how he/they might have been better prepared for them** • **do not make it to Baghdad / car breaks down** (det. big map of Asia) [dev. easy to get lost, remote area(s), inevitable] • **storage of luggage / leaving the luggage is problematic** (det. boxes of it) [dev. expensive, difficult] • **argument(s) between them** (det. recriminations) [dev. abandoning the whole trip, anticipate emotional strain] • **camera** (det. Max's camera) [dev. using it too much / needed a better one] • **communication / people you meet** (det. local photographer, road sign) [dev. translation problems, unknown intentions, bring a dictionary] • **novelty wearing off** (det. camping outside, driving, brochure description) [dev. sharing the driving more equally, hotel instead, chauffeur, other form of travel, false optimism]	

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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	**4–3**	• There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1	**2–1**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	**0**	• The response cannot be understood.

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