Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

Paper 1 Reading **October/November 2021**

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	2
1(d)(i)	R1 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 <u>three</u> reasons why the narrator decides to sit down on the way up the mountain, according to the text.** Award 1 mark for three correct responses. • night falling / getting late / getting dark • calf muscles burning / physical strain on legs • shoulders aching / heavy backpack pulling on shoulders *Allow selection of the whole sentence.*	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'crimson glow' (line 2):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • reddish-pink / reddish-purple / red • light / shining / shine / fluorescence	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'massive body' (line 3):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • huge / enormous / very big / vast / extra-large / immense • amount of / volume / expanse / area / mass / quantity (of water) *Do not credit 'big' or 'large' alone.*	**2**
1(c)	**Re-read paragraph 2 ('The aurora occurs … rewarding than the other.').** **Give <u>two</u> circumstances in which you would be unlikely to see the aurora very clearly.** • daylight / daytime / wrong time of day / when the sun is shining / when the sun is out • cloudy / sky not clear / presence of clouds *Do not credit 'time of day' alone.*	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 3, 4 and 5 ('The aurora forecast … gyrating.').** **Identify <u>two</u> things the narrator needed to do in order to see the aurora.** • give up sleep / to find a good place for spectating / camp on a high ridge • hike for a few hours • stay out of his tent / lie down outside	**2**
1(d)(ii)	**Re-read paragraphs 3, 4 and 5 ('The aurora forecast … gyrating.').** **Explain why it was better for the narrator to put his camera away.** Award 1 mark for each idea, up to a maximum of 3. • aching arms • live in the moment / enjoy the experience in real time • camera wasn't adequate for capturing the (incredible) experience	**3**
1(e)	**Re-read paragraph 6 ('Words and images … place in humanity.').** **<u>Using your own words</u>, explain the effects of seeing the aurora on the narrator.** • lost for words / can't describe it / can't find the words to describe • altered perspective on life / realises own insignificance / humans in the system / enormity of the world • bond with people on the ridge that night / enjoyed the shared experience (of watching the aurora) • wider comfort of being part of human race / feels bond to other humans in general	**3**

Question	Answer	Marks
1(f)	**According to Text B, what particular factors were important to the writer in becoming a successful 'decorative' artist and what does she find rewarding about this work?** **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: 1 preparedness to teach yourself / being self-taught 2 variety of the work / not limited to galleries 3 her personal confidence / not allowing others to destroy her confidence / motivation from husband 4 painting and drawing as children / rekindling childhood passions for art 5 other people's requests / wants of others / others liking your work / opportunities 6 being entrepreneurial / taking financial aid / taking business advice / loan 7 making mistakes / being prepared to learn from mistakes / resilience to try again / being able to revise and redo 8 being prepared to experiment / try out new ideas / be creative / take chances 9 some talent 10 determination (to be a good artist) / a lot of practice 11 expressing yourself 12 teaching others / encouraging others satisfaction when someone else's project goes well / sharing joy of success	**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)	R2	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R2	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:** **The narrator decided on a very straightforward decision.** (I settled on an) extremely easy plan (line 10)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The narrator was taking greater interest in the surrounding area because it was night-time.** paying more attention (to) (line 15) / observing the world (around me/him) more carefully (line 28) *Do not credit 'observing the world' alone.*	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The moon ascended slowly and quietly.** (the) rising (moon) (line 16) / (as it) crept up (into the sky) (line 18)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The narrator felt heat coming from a car.** (I felt the) warmth radiating (from the engine of) (line 19)	**1**

Question	Answer	Marks
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **I turned into a quiet and deserted residential street, from which I could hear the low hum of the distant main road. A train rushed past. I stopped to listen to its receding sound, and then followed along in its wake, feeling energised.** **deserted:** empty / no people are present / lonely *Do not credit 'abandoned' on its own.*	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **I turned into a quiet and deserted residential street, from which I could hear the low hum of the distant main road. A train rushed past. I stopped to listen to its receding sound, and then followed along in its wake, feeling energised.** **receding:** fading / going back / diminishing / decreasing	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **I turned into a quiet and deserted residential street, from which I could hear the low hum of the distant main road. A train rushed past. I stopped to listen to its receding sound, and then followed along in its wake, feeling energised.** **energised:** revitalised / feeling (more) lively (again) / alive / refreshed *Do not credit 'regained energy' on its own.*	**1**

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Question	Answer	Marks
2(c)	**Use one example from the text below to explain how the writer suggests the feelings of the other photographer.** **<u>Use your own words in your explanation.</u>** **A fellow enthusiast hurried past. He nodded quickly and smiled: 'Just over there. Amazing colours behind the trees. I think you'll catch them.' He scurried ahead. I could see he too was following the train-line. He seemed preoccupied. I hoped I would catch up with him later.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the other photographer's feelings that night. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the other photographer's feelings that night. Award 1 mark for an example with an attempt at an explanation which shows awareness of the other photographer's feelings that night. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses might use the following:** • **a fellow enthusiast hurried past:** overtaking him, shared passion, suggests he is moving at speed, keen to catch his next picture • **nodded quickly and smiled:** acknowledges writer, suggests he is pleased to meet him, but doesn't want to stop and make long conversation (in case he misses something) • **amazing colours behind the trees:** awe and wonder, brilliant display; incomplete, short sentence suggests his desire to communicate quickly, eagerness • **scurried ahead:** suggests he runs rapidly with light steps in quick succession, moving faster than the writer; wants to get there first, sense of urgency, moving instinctively like an animal, sense of anticipation • **seemed preoccupied:** completely focused, too busy to engage, he appears fixated, divorced from reality	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 1 and 7.** • **Paragraph 1 begins 'My plan …' and is about the appearance and movements of the harvest moon.** • **Paragraph 7 begins 'The darkness at …' and is about the countryside at night.** **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 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: **Paragraph 1 begins 'My plan …' and is about the appearance and movements of the harvest moon.** *Overview: special connection between humanity and the harvest moon* • **all full moons make their appearance:** once sun has set moonlight arrives; performance, entrance • **majestic ascension:** moving upwards as if some royal being; slow, steady, worthy of great respect and admiration • **gigantic, orange globe:** huge, brightly coloured sphere; planetary, another world • **sits contentedly on the horizon:** apparently unmoving, satisfied, occupying the place where the sky meets land; suggests regal appearance (the horizon as a throne), benevolent • **like a celestial pumpkin:** heavenly large circular shape; something that has grown, organic, part of the harvest, spiritual versus ordinary vegetable is a slightly humorous image • **earned its name:** famous, well known, has been around for long enough to build a reputation, working alongside the farmers • **glowing cast:** radiance allows famers to carry on working, suggests solid round shape, divine benevolence, protection **Paragraph 7 begins 'The darkness at …' and is about the countryside at night.** *Overview: suggests the contrast in the light between the town and countryside, and the mystery/eeriness of what is ahead* • **darkness at the edge of the town was distinct:** noticeable lack of light outside the town, creates an outline or border, suggests on the brink of something • (came to a) **sharp halt:** suddenly ceased, as if marking the very pronounced difference between the town and the countryside, the two do not blend or merge, different territory, militaristic overtones • **abrupt blackness:** sudden, unexpected and complete absence of light; possibility of what there is to explore ahead once eyes are accustomed to the change • **empty field:** completely deserted expanse of land; solitary, calm, blank canvas • (clouds) **drifted swiftly:** floating past, surprisingly quickly; light and effortless movements, peacefulness, elegance • **fat round moon:** large size; very visible and prominent in the sky, cartoon-like representation; jolly, benevolent presence • **hand's breadth** (above the horizon)**:** has only moved a small distance into the sky; perspective of human on the earth – distance appears less than it is, as if you could touch it *Only credit comments on stylistic effect where these are explicitly linked to choices.*	**15**

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	**You are Alastair, the photographer. You give a speech to a group of local photography students encouraging them to take up night-time photography. In your speech you should:** • **explain why the photographs you take at night-time can be better than the ones you take in the day** • **describe how to prepare for going out to do night-time photography** • **suggest why going out to take night-time photographs can be such a special experience.** **Write the words of the speech.** **Base your speech 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 why the photographs you take at night-time can be better than the ones you take in the day **Annotate A2** for references to how to prepare for going out to do night-time photography **Annotate A3** for references to why going out to take night-time photographs can be such a special experience	**25**

Question	Answer	Marks
3	**A1: Why night-time photographs can be better than those taken in the day** • **Light of the moon** (det. harvest moon, glowing cast, celestial pumpkin, amazing colours) [dev. varies according to the season / beautiful] • **Effects of artificial light / light in town** (det. streetlights) [dev. starker contrast with the countryside around / more dramatic / gritty images / spooky pictures] • **Fewer distractions** (det. streets are empty, very few people are around) [dev. better able to concentrate on the work] • **See things you couldn't see during the day** (det. silhouettes of trees, rooftops, chimneys) [dev. more unusual pictures / surprising / can show things fewer people will have seen] • **Takes a long time** to take a photograph at night (det. observe world more carefully) [dev. more considered work / better quality] **A2: How you should prepare for going out to do night-time photography** • **Keep ideas simple** (det. easy plan) [dev. fewer complications mean fewer things can go wrong] • **Route** (det. start in town, follow railway line into countryside) [dev. follow a fixed landmark of some sort / ensure have checked timetables for trains / allow sufficient time (to be able to stop off and take pictures)] • **Extra equipment / essential equipment** (det. tripod, torch) [dev. own safety / own comfort] • **Special camera** (det. long exposure camera, manually focus) [dev. practice using it / needs skill and experience to get it right / ensure clarity] • **Warm clothing** (det. cool air) [dev. might spend significant amounts of time standing still] **A3: Why going out to take night-time photographs can be such a special experience** • **Exciting** (det. adventure / different world) [dev. you don't know what you might chance upon] • **Meet others with similar interests / develop interest** (det. fellow enthusiasts) [dev. competition to get the best picture / camaraderie / sense of satisfaction] • **Enjoy the moment** (det. savour and record the night, standing still and observing the world around you) [dev. unspoilt / authentic / calming] • **Senses adapt** (det. other senses take over after dark, eyes adjust) [dev. primal / instinctive] • **Natural beauty of the night** (det. constellations, sky) [dev. contemplating insignificance of humans / realising your place in the scheme of things]	**25**

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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