Specimen Paper Answers

Paper 1

Cambridge IGCSE™

First Language English 0500

For examination from 2020

Version 2

Contents

Introduction

The aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE First Language English 0500, and to show examples of good answers for Specimen Paper 1.

Each answer is followed by a commentary written by a Cambridge examiner, explaining the strengths and weaknesses of the answers. These examiner comments indicate why marks were awarded and how answers could be improved

Specimen Paper 1, the mark scheme and insert are available to download from the School Support Hub. These files are:

> **2020 Specimen Paper 1**
>
> **2020 Specimen Paper 1 Mark Scheme**
>
> **2020 Specimen Paper Insert**

Past exam resources and other teacher support materials are available on the School Support Hub www.cambridgeinternational.org/support.

Changes to Paper 1 Reading (for examination from 2020)

The changes which have been made to the 2020 Cambridge IGCSE First Language English 0500 syllabus matches the examination approach to Reading with the examination approach to Writing. From 2020 there is just one untiered Reading examination (Paper 1) which is open to both Core and Extended candidates to correspond with the one untiered Paper 2 Writing, and Component 3 Coursework Portfolio.

The revised 2020 Reading paper blends familiar tasks and approaches from the legacy Core and Extended Reading examinations to allow all candidates to access the full range of grades for the qualification (from A*–G).

The examination tests the same knowledge and Reading skills as previously, using clearly defined assessment objectives. The number of marks available in the examination has been increased to 80 to allow candidates to show more precisely what they can do and to allow for more effective differentiation.

The questions will be based on three texts which will be provided in an insert. Question 1 and Question 2 will have part questions. The mark scheme details the assessment objective(s) targeted in each task and makes explicit the evidence of skills and understanding that candidates need to demonstrate.

Though primarily a test of Reading, 15 of the available 80 marks in Paper 1 are for Writing, split between the selective summary in Question 1 (5 marks) and Question 3, the response to reading (10 marks). Both of these tasks now assess accuracy of spelling, punctuation and grammar.

There has been no change to the general marking principles. These must still be applied by all examiners when marking candidates' answers, alongside the specific content of the mark scheme and/or generic level descriptors for a question. For example, marks continue to be awarded positively and not deducted for omissions or errors – marks are awarded when candidates clearly demonstrate what they know and can do. See the Appendix in this document for some further comments and guidance about the mark scheme for Specimen Paper 1.

Assessment overview

All candidates take two papers: Paper 1 and either Paper 2 or Component 3. Component 4 is optional and assesses speaking and listening skills. This component is separately endorsed and marks will not contribute to a candidate's overall grade.

All candidates take:

Paper 1 Reading

2 hours

80 marks

Structured and extended writing questions

Questions will be based on three reading texts

Externally assessed

And:

Paper 2 Directed Writing and Composition

2 hours

80 marks

Extended writing question and a composition task

Externally assessed

Or:

Component 3 Coursework Portfolio

80 marks

Three extended writing assignments

Internally assessed and externally moderated

Centres may also choose to enter candidates for the Speaking and Listening Test. Marks for this optional component do not contribute to the overall grade candidates receive for the written components. Where candidates perform to an appropriate standard, certificates record achievement of grades 1 (high) to 5 (low).

Candidates can also take:

Component 4 Speaking and Listening Test

Approx. 10–12 minutes

40 marks

Separately endorsed

Individual Talk and Conversation

Internally assessed and externally moderated

The syllabus for Cambridge IGCSE First Language English 0500 is available at www.cambridgeinternational.org

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading
Candidates will be assessed on their ability to:
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
R4 demonstrate understanding of how writers achieve effects and influence readers
R5 select and use information for specific purposes.

AO2 Writing
Candidates will be assessed on their ability to:
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.

AO3 Speaking and listening
Candidates will be assessed on their ability to:
SL1 articulate experience and express what is thought, felt and imagined
SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest
SL3 communicate clearly and purposefully using fluent language
SL4 use register appropriate to context
SL5 listen and respond appropriately in conversation.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objective weighting in IGCSE

Assessment objectives	Weighting
AO1 Reading	50%
AO2 Writing	50%
AO3 Speaking and listening	Separately endorsed

Assessment objective weighting in components

Assessment objectives	Paper 1	Paper 2 and Component 3	Component 4
AO1 Reading	80%	20%	
AO2 Writing	20%	80%	
AO3 Speaking and listening			100%

Question 1

Question 1(a–e)

Read **Text A**, *Project Mammoth*, in the insert and then answer **Questions 1 (a) – (e)** on this question paper.

Specimen answers

Question 1

    (a) Give **two** examples of extinct species (other than the mammoth) according to the text.

- *dodo*
- *passenger pigeon*

[1]

    (b) **Using your own words**, explain what the text means by:

     (i) 'candidates for "de-extinction" (line 2):

  … species of already extinct animals they could choose to bring back …

[2]

     (ii) 'not just distant dreams.' (line 5):

  … not out of our reach or impossible, could possibly happen and become reality soon …

[2]

    (c) Re-read paragraph 3, ('Scientists working on such projects … climate change.').

    Give **two** reasons why scientists might be excited by the possible birth of a woolly mammoth.

- *They disappeared around 4000 years ago*
- *The mammoths could play a role in reversing climate change*

[2]

    (d) Re-read paragraphs 4 and 5, ('The basic idea … Siberia's permafrost.').

     (i) Identify **two** main tasks that scientists will need to complete in order to breed the hybrid.

- *Retrieve perserved DNA from the remains of the mammoth*
- *Use the woolly mammoth DNA to alter the DNA of Asian elephants*

[2]

     (ii) Explain why Asian elephants were chosen for Project Mammoth.

… Asian elephants are closely related to mammoths and could possibly interbreed. Secondly the elephants could be more resistant to cold and repopulate areas of Eurasia and North America, helping conserve Asian Elephant. Lastly by repopulating these areas it could revive ancient grasslands and prevent the melting of Siberia's permafrost.

[3]

(e) Re-read paragraphs 6 and 7, ('The project is not without … chance of survival.').

Using your own words, explain why some people disagree with Project Mammoth.

… People who disagree believe that the project is just a novelty, giving those involved the false opinion that they are helping the planet when really they are risking species diversity with claims that we can solve this in the future …

[3]

Examiner comments

Question 1 (a)

Both are examples of extinct species given in the text other than the mammoth.

Mark awarded = 1 out of 1

Question 1 (b)(i)

The candidate covers both strands of the answer, offering a full explanation in their own words.

Mark awarded = 2 out of 2

Question 1 (b)(ii)

The candidate covers both strands of the answer, offering a full explanation in their own words.

Mark awarded = 2 out of 2

Question 1 (c)

'They' in the first part of the candidate's response is clearly referring to mammoths in answer to the question and so can be credited. The hope that the mammoths will play a role in reversing climate change is made clear in the second part of the answer.

Mark awarded = 2 out of 2

Question 1 (d)(i)

The candidate shows clear understanding of both the need to retrieve DNA from the remains of the mammoth and that the DNA of Asian elephants would then need to be altered. The detail that the mammoth was preserved is not required and the spelling error does not create a new meaning so is tolerated.

Mark awarded = 2 out of 2

Question 1 (d)(ii)

There are three relevant, clear and distinct ideas in this response – that Asian elephants are closely related to mammoths, that they could potentially breed with mammoths and that the project would help Asian elephants to survive. There is extra detail not required for the answer – for example, the success of the project in relation to the permafrost is not a reason for the choice of Asian elephants specifically and consequently is redundant information. The inclusion of detail not required does not affect the mark.

Mark awarded = 3 out of 3

Question 1 (e)

The candidate has used their own words to show understanding of three separate ideas – the criticism that the project is of little value (a gimmick), that the scientists involved have been seduced into thinking they are saving the world and finally the idea that the project is excusing (encouraging) environmentally damaging behaviour now with the promise that mistakes can be corrected later.

Mark awarded = 3 out of 3

Total mark awarded = 15 out of 15

Question 1(f)

Read **Text B**, *Waking the Baby Mammoth*, in the insert and then answer **Question 1(f)** on this question paper.

Question 1

(f) According to Text B, what made Lyuba such a remarkable and precious scientific specimen **and** what did scientists hope to discover by studying her?

You must **use continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should be no 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.

Specimen answer

… When Lyuba was discovered by a reindeer herder scientists were amazed. Here for the first time in most of their lives was a baby mammoth. Never before has a mammoth been so well preserved for 40 000 years. This is why scientists took a painstakingly careful process in the retrieval of this rare specimen. Lyuba came from a time when Earth's climate was different and where the Ice Age was the setting. Here could be answers about Earth's primordial life. By extracting Lyuba's DNA many secrets could be unearthed. Scientists are interested in her origins, how she died and what memories she brought from her Pleistoscene lifestyle. Now only her remains can help answer these questions and more, about mammoths. [15]

Examiner comments

The response is consistently well focused on task and text. The candidate has been careful to address both elements of the task – what made Lyuba such a remarkable/precious specimen and what scientists hoped to discover by studying her. The answer provides the reader with skilfully selected ideas, organised helpfully to offer an overview of the key information. Though opportunities are missed in the first two lines to tease out some of the more implicit ideas – for example the sheer luck involved in her discovery – there is secure understanding of a wide range of relevant ideas from the text and the response is mostly concise. The writing is mostly accurate and expressed using the candidate's own words with vocabulary choices mostly clarifying meaning.

There is some suggestion this candidate has planned their route through the answer before writing and kept in mind the need to communicate ideas clearly (as if to someone who has not read the original text). Reviewing and editing the response afterwards could have helped to highlight where understanding might have been made more explicit – for example in relation to the remarkable length of time the specimen had remained frozen.

Total marks awarded = Reading 10 out of 10
Writing 5 out of 5

Question 2

Question 2 (a–c)

Read **Text C**, *The Gift*, in the insert and then answer **Questions 2(a) – (d)** on this question paper.

Specimen answers

(a) Identify a word or phrase from the text which suggests the same idea as the <u>words</u> <u>underlined</u>.

    (i)   Natalia was expecting the quietness of their walk to be <u>broken suddenly</u>.

        Shattered   [1]

    (ii)   Natalia <u>slowed herself down and made herself as tall as possible</u> before refusing to go any further.

        I drew myself up   [1]

    (iii)   Her grandfather <u>spoke to her in a low, angry voice</u>.

        hissed   [1]

    (iv)   The homeless person was <u>fast asleep</u>.

        a beggar sleeping so soundly   [1]

(b) Using your own words, explain what the writer means by each of the words underlined:

I <u>peered</u> out into the street. On the other side, there was a street lamp with a <u>dying</u> bulb. I was opening my mouth to say 'What?' and then I saw it. Half a block from us, an <u>enormous</u> shadow was moving along the street.

    (i) peered … looked down the street …   [1]

    (ii) dying … the bulb gave of a little light and was getting dimmer   [1]

    (iii) enormous …. Really big …   [1]

(c) Use **one** example from the text below to explain how the writer suggests Natalia's experiences and feelings that night. **Use your own words in your explanation.**

I peered out into the street. On the other side, there was a street lamp with a dying bulb. I was opening my mouth to say 'What?' and then I saw it. Half a block from us, an enormous shadow was moving along the street.

Her feelings are shock when she spots 'the enormous shadow' in the street. It describes the vague shape that Natalie saw, causing suspense and a little bit of fear because she doesn't know what it is, but still curious to find out what is making this mysterious shadow. The use of enormous shows that an object of that size is not exactly ordinarily seen in day to day life.   [3]

Examiner comments

Question 2 (a)(i)

The word 'shattered' has been identified clearly as meaning in context 'broken suddenly'.

Mark awarded = 1 out of 1

Question 2 (a)(ii)

The suggestion in the text that Natalia slowed down and made herself taller comes from the phrase 'drew myself up'. This has been clearly identified.

Mark awarded = 1 out of 1

Question 2 (a)(iii)

The implication that her grandfather speaks to Natalia in a low, angry voice comes from the word 'hissed'. This has been clearly identified by the candidate.

Mark awarded = 1 out of 1

Question 2 (a)(iv)

The words in the text meaning 'fast asleep' are 'sleeping … soundly'. The word 'so' may also be included as part of the choice without diluting evidence of understanding. The candidate has clearly identified the key words – this time by underlining them.

Mark awarded = 1 out of 1

Question 2 (b)(i)

'Looked intently', or 'looked with difficulty', would have defined the meaning of 'peered' and been credited. As it is, this answer is too general to evidence precise understanding.

Mark awarded = 0 out of 1

Question 2(b) (ii)

The explanation of 'dying' as 'getting dimmer' shows clear understanding of the meaning of the word in context. The spelling error ('of' rather than 'off') is within additional information and does not dilute the evidence of understanding.

Mark awarded = 1 out of 1

Question 2 (b)(iii)

'Big' alone would have been too general a definition to show understanding of 'enormous'. 'Really big' just manages to convey that sense of something huge or massive.

Mark awarded = 1 out of 1

Question 2 (c)

The candidate has chosen to focus on the example 'enormous shadow'. Here the task is to consider and explain how the writer uses language to suggest Natalia's feelings and experiences. The question allows for further consideration of a choice based on a selection in 2b, as well as for an entirely new choice, since this question is now inviting candidates to go further than defining explicit meaning to show evidence of their understanding of how the language is being used by the writer. This response identifies Natalia's surprise when confronted by a huge dark shape ahead of her and goes on to show how the use of the word shadow helps to communicate her feelings of fear and/or curiosity as to what it might be. The suggestion that this is an out of the ordinary experience – mysterious and larger than life – is also touched on. The response offers a full explanation of the choice in hand.

Mark awarded = 3 out of 3

Total mark awarded = 9 out of 10

Question 2(d)

Re-read paragraphs 9 and 12.

- Paragraph 9 begins 'At first I thought it was a tram …' and is about the elephant and how it was moving when Natalia first saw it.
- Paragraph 12 begins 'Its ears were folded back … ' and gives Natalia's impression of the elephant as she watches it come towards her.

Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose **three** examples of words and phrases from **each** paragraph to support your answer. Your choices should include the use of imagery.

Write about 200 to 300 words. **Up to 15 marks are available for the content of your answer.**

Specimen answer

… The phrase 'too organic. Too lumpy' gives us the idea that the elephant was not part of the city. The city is not organic but man-made the elephant does not belong there. The elephant is an outsider where cities have straight perfect lines the shape is flawed and uneven. The phrase 'like a tide' shows that the elephant is more suited to nature. This creates an image of a slow continuous movement you can't stop. From Natalie's point of view this was something she couldn't find in her city. It is like a force of nature.

The word 'momentum' tells us of the elephant's movement forwards. It is moving in a rhythmic pattern, rocking and swaying as if in a trance. This shows that the elephant is not accustomed to the urban environment and it makes it dizzy and lost. The word 'bouldered' tells of the elephant's structure. Its head is huge and tough like it is a large rounded rock, a feature of a wild landscape that is part of nature. It makes the animal sound intimidating and ancient. The word 'fist' tells us of the elephant's defensive nature. By comparing its trunk to a fist this shows us that the elephant deserves respect and is not to be taken lightly. It is a gentle giant but will put up a fight. The elephant's size is exaggerated with the hyperbole 'it seemed to take up the Whole street'. It suggests that the elephant seems like a massive beast. It is so big that from Natalia's point of view she can't see past it. It is overwhelming and makes a massive impact on her. The elephant's massive bulk screams strength, respect and power.   [15]

Examiner comments

Question 2 (d)

The candidate offers some high quality comments in relation to interesting choices in both parts of the text with some explanation of images and suggestion of effects. At times opportunities are missed – for example, selection of 'even momentum' rather than simply the word 'momentum' might have been more profitable and allowed for further connections to be made. However, there is focused analysis of three clearly identified choices from each paragraph, demonstrating clear understanding of meaning in context and the writer's reasons for using those particular words and phrases. The candidate has worked to explain each choice in some detail before moving on to the next, considering some of the associations of the words they have chosen to illustrate how the writer is using language.

Total marks awarded = 15 out of 15

Question 3

Re-read **Text C**, *The Gift*, in the insert and then answer **Question 3** on this question paper.

You are the grandfather. Some years later you are interviewed about your memories of that night for a radio programme about local history. The interviewer asks you the following three questions:

- What did you see **and** feel during your journeys through the city that night?
- What do you remember of your granddaughter's behaviour **and** reactions that night?
- What were your reasons for taking your granddaughter out that night **and** what do you think she gained from the experience?

Write the words of the interview.

Base your interview on what you have read in **Text C**, but be careful to use your own words.
Address each of the three bullet points.
Begin your interview with the first question.
Write about 250 to 350 words.

Up to 15 marks are available for the content and 10 marks for the quality of your writing.

Specimen answer

Interviewer: *During your journey, what did you and your granddaughter see and feel that night?*

Grand Father: *After I had woken her up and convinced her to follow me, we left the house and walked out of our street. I was unaware of the cold – due to my excitement – I could see my granddaughter was cold but did not want her to miss this chance so hurried along. The streets were dark, empty and completely soundless. It was almost as if the night was paused, then I heard the melancholy grunt of the elephant I had seen earlier at the train station. I quickly pointed it out to her and she looked startled, yet excited. We gazed in wonder at the man and animal as they crept along with its paintbrush tail and leathered skin. Even in the depth of midnight we knew what it was, even though my granddaughter wanted to tell people immediately, I didn't let it effect the mystical events of that night.*

Interviewer: *How did she react to seeing the elephant?*

Grandfather: *At first she seemed angry that I was dragging her from comfort but that soon changed to confusion. She was puzzled. After she had come to grips of course she wanted to prove it happened to her friends; children eh? Yet I could see that this would be a night she would always remember.*

Interviewer: *Why did you take your granddaughter out? What did you hope she would gain?*

Grandfather: It was my birthday gift to her. You need to remember there was a war on so there were no parties or presents. It was a moment that we could share, just the two of us were up. She would learn what a strange and sometimes marvellous world we live in but most importantly that not every experience should be shared. Somethings are deeply kept secrets, not for malicious but personal reasons. She will always know what she saw, only she will know. This would be a turning point in her life where she would be happy with knowing what she knows, yet not always feeling the need to tell other people. I felt as though this was an imperative skill for her to learn before adulthood; who knows how many more opportunities I will get like this one to teach her my old ways.

[25]

Examiner comments

This is a successful answer with a strong sense of purpose and approach. The task invited candidates to demonstrate their skills and understanding by using and modifying ideas from Natalia's narrative account of the night's events to present them from her grandfather's point of view as he reflected on them years later. The question encouraged candidates to show that they could do more than just repeat or retell events from the text and this response picks up on some more subtle details and hints in the passage to provide a convincing and consistent response from the grandfather's perspective. There is evidence that the ideas have been planned beforehand. For example, at the end of the passage we learn that the event took place during a war – a time when life would have been hard for children and adults – and ideas from the passage have been developed with that in mind.

Each of the interviewer's questions have been addressed, though by changing the wording of two of the questions the candidate has inadvertently made the task more difficult for themselves. For example, in bullet two the interviewer's question as set asks, 'What do you remember of your granddaughter's behaviour **and** reactions that night?' This invites candidates to look back at the whole episode, opening up a wider range of potentially relevant ideas, not as this candidate's answer suggests just how she reacted 'to seeing the elephant'.

Occasionally, the chance to include details from the text has been missed – for example, rather than describing the elephant's 'paintbrush tail' it might have been better to use one of the details about the animal from the passage as further evidence of close reading. However, there is a wide range of relevant ideas in response to all three bullets of the question evidencing a thorough analysis of the text.

The language of the response sounds convincing – we believe that Natalia's grandfather is talking to a more modern audience and explaining events for their benefit. Spelling, punctuation and grammar are almost always accurate with ideas firmly expressed.

Total marks awarded = Reading 15 out of 15
                                               Writing 10 out of 10

Appendix: Specimen Paper 1 mark scheme

This mark scheme has been slightly adapted and annotated to highlight some areas of interest. For the full version of the mark scheme for 0500 Specimen Paper 1 go to www.cambridgeinternational.org/support

Question 1 | Comprehension and summary task

Key information is underlined in bold in the Question paper. Candidates need both examples for the point. **Questions 1(a) – (e)** are assessed for Reading only, so errors with spelling, grammar and punctuation can be tolerated where they do not affect meaning.

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

Question 1 (f) is the summary task. The 0500 summary task has always been assessed for both Reading and Writing skills. Previously, there were 15 marks for Reading and 5 marks for Writing. As R5 is now also assessed in separate, lower tariff questions, the Reading mark for the selective summary task has been adjusted to 10. The mark for Writing remains the same.

Question 1(f) will be familiar as it is essentially the same selective summary task as appears in the 2019 syllabus. Reading and Writing are both marked using tables of descriptors to allow examiners to balance strengths and weaknesses within candidates' answers and differentiate more effectively between the levels of skills and understanding demonstrated.

Question	Answer	Marks
1(a)	Award 1 mark for both responses. • passenger pigeon • dodo	1
1(b)(i)	Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining whole phrase. • possible choices / (extinct) species they might choose / animals being considered • bringing back (a species that has died out)	2
1(b)(ii)	Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining whole phrase. • (de-extinction for scientists) is more than a hope / not just an ambition / not a fantasy; (de-extinction) is a realistic possibility / could work • (likely to be) not far off / imminent / in the near future / projects are already underway	2
1(c)	• woolly mammoths disappeared some 4000 years ago / mammoths have been extinct for 4000 years. (1) • they hope mammoths will play a key role in slowing or reversing the effects of climate change. (1)	2

Candidates need both examples for the point

The two strands (or aspects) of the answer are detailed in the bullet points below.

Answers can deal with each strand separately in turn, or offer a single explanation of the whole phrase.

There is one mark for each correct reason in this question.

Question	Answer	Marks
1(d)(i)	• retrieve DNA from (frozen remains of a woolly) mammoth (1) • (use that mammoth DNA to) alter the DNA of a (modern) Asian elephant (1)	2
1(d)(ii)	Award 1 mark for each idea, up to a maximum of 3. • closely related to mammoths / DNA very similar • potential to breed with mammoths • (Asian elephants are) under threat of extinction from humans • project could improve chances of survival	3
1(e)	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. Critics think the project will: • be of no real value, be just a (publicity) stunt (do not credit 'gimmick' alone) • fool scientists into thinking this is the answer to the Earth's problems • stop (people/scientists) dealing with the real issue(s) of protecting species from extinction • excuse environmentally damaging actions now (as people can claim they can sort out any problems afterwards).	3
1(f)	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 only a handful of mammoths have ever been found 2 most perfectly preserved woolly mammoth ever discovered 3 discovered by accident 4 man who found her did not disturb (or sell) her remains 5 scientists were able to carefully retrieve her, avoiding damage 6 had remained frozen (for so long) What scientists hoped to discover by studying her: 7 better understanding of woolly mammoths as a species 8 how she had died 9 what life in the Ice Age was like / what Pleistocene life was like 10 information related to climate change 11 where she came from 12 her DNA / mammoth(s)' DNA	

There is one mark for each task correctly identified for this question.

There are 3 marks available for question 1(d)(ii) and space allowed for candidates to offer a full explanation. Stronger answers recognising that the benefits for the project and the elephants can score up to 3 marks.

Question 1(e) is testing understanding of implicit ideas and attitudes. It is insufficient evidence of understanding to just select 'gimmick' as a word. Candidates need to show understanding using their own words as per the instruction underlined and in bold.

Marking criteria for Question 1(f)

The use of marking criteria when assessing Reading in the selective summary task allows for greater differentiation. For example, a general understanding of ideas can gain some credit, and strengths and weaknesses within an answer can be balanced to arrive at a more precise assessment. These tables for Reading and Writing will already be familiar to candidates and teachers - for example, Paper 2 2019 uses the same criteria for the selective summary task.

Table A, Reading Use the following table to give a mark out of 10 for Reading.

The summary question on both Core and Extended papers previously assessed these same Reading objectives - understanding of explicit and implicit meanings and selection for specific purposes. **Table A** details the evidence of skills and understanding candidates need to show in relation to these objectives.

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.

To target **Level 5**, candidates should aim to give a well-focused response, drawing ideas from the passage provided. They should demonstrate clear understanding of both explicit and implicit meanings. **Overview** demonstrates a candidate's ability to summarise carefully selected key points in relation to the focus of the question rather than to paraphrase the passage.

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	2–3	• 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.

Candidates should make sure their answer would be **clear** to anyone who has not read the original text. Reading back through the response to edit or correct can help candidates to target higher marks.

A **well-organised** response will show signs that the route through the answer has been considered beforehand, with ideas helpfully organised for the benefit of the reader.

Lapses in organisation might be indicated by repetition, simple listing of ideas or over-reliance on the organisation of the original text.

Question 2

The syllabus for 2020 details command words used in assessment tasks. For example, in question 2(a) candidates are asked to **identify** a word or phrase to demonstrate explicit understanding of that word or phrase in context. Unselective copying of sections of text containing the answer would not be credited- the word or phrase needs to be identified clearly, e.g. by copying it out separately, or underlining it.

Where the instruction to **use own words** is given this is an important aspect of evidencing understanding. For example, in question 2(b)(ii) a candidate who suggested that 'dying meant about to die' has not shown clear understanding of the implicit meaning that the bulb is becoming fainter and is about to go out.

'**Key information – in bold in the question paper** – is underlined in the mark scheme. For example, in question 2(c) 'Use **one** example from the text …'. Here explanation of just one example to target 3 marks invites candidates to communicate their understanding in some detail. This allows for partial as well as full understanding to be credited.

Question	Answer	Marks
2(a)(i)	(I assumed the silence of our walk would be) _shattered_ (lines 1–2) (1)	1
2(a)(ii)	_drew myself up_ (and stopped) (line 8) (1)	1
2(a)(iii)	(he) _hissed_ (line 9) (1)	1
2(a)(iv)	_sleeping_ (so) _soundly_ (that I would have thought him dead) (line 13) (1)	1
2(b)(i)	peered: look intently (ahead), stare (ahead), try to see (ahead) (accept any	1

Question	Answer	Marks
	appropriate synonym) (1)	
2(b)(ii)	dying: fading (light), becoming fainter and fainter, about to go out, dimming (light) (accept any appropriate synonym) (1)	**1**
2(b)(iii)	enormous: huge, massive (accept any appropriate synonym – do not accept 'big' alone) (1)	**1**
2(c)	Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Natalia's experiences and feelings. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Natalia's experiences and feelings. Award 1 mark for an example with an attempt at an explanation which shows awareness of Natalia's experiences and feelings. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following:** • **peered out**: suggests difficulty in seeing clearly what is ahead; Natalia is unsure what she is meant to be looking for or what might happen; uncertainty / curiosity suggested by tentative / hesitant action • **dying bulb** (image): suggests it is getting darker, adding to the atmosphere of suspense and mystery; metaphor might suggest privation and emphasise the contrast with the excitement / sign of hope to follow • **I was opening … and then**: describes being in the middle of one action when suddenly interrupted by the entrance of the elephant; emphasises the drama of the moment because Natalia is rendered speechless • **then I saw it**: gives a matter of fact simple statement, as if giving evidence / recalling seeing something out of this world; arouses curiosity by not specifying what 'it' is • **enormous shadow**: Natalia is amazed or surprised by the sheer size of the thing; she doesn't recognise the elephant at first; noun is unspecific, undefined form; builds tension and anticipation ahead of the revelation that it is an elephant later in the text • **moving along the street**: sense of threat and tension building, increased anticipation as the thing is clearly getting nearer	**3** Any of these choices / responses would be appropriate examples to select for explanation.
2(d)	Use the Marking Criteria for Question 2(d) (Table A, Reading) 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	**15**

The language task closely resembles the pre 2020 Paper 2 Question 2 task. Candidates are advised to select three examples from each paragraph (six examples in total). This allows them to target higher bands by demonstrating range and depth in their discussion. Responses selecting fewer than this number are unlikely to present the evidence of skills and understanding required for higher bands. Where answers attempt to deal with more than the suggested number of choices, there is a danger that evidence of understanding will become diluted and superficial.

The notes in the full mark scheme offer examples of some of the things candidates might say in relation to each choice. Candidates may also show their understanding by suggesting other relevant ideas in relation to any of the choices listed. To target full marks, candidates need to select examples from both paragraphs as instructed in the question.

Marking Criteria for Question 2 (d)
Table A, Reading: Analysing how writers achieve effects

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.

The content notes in the full mark scheme offer examples of some of the things candidates might say in relation to each choice. Candidates may also show their understanding by suggesting other relevant ideas in relation to any of the choices listed. To target full marks, candidates need to select examples from both paragraphs as instructed in the question.

The expanded 15 mark range of the language task allows for effective differentiation as candidates explore their choices and demonstrate in more detail the understanding they have.

The three marks available within levels allow for strengths and weaknesses within responses to be balanced more precisely.

Question 3

The response to the reading task is a familiar feature of 0500 Reading examinations. The 2020 response to reading task is assessed for quality of spelling, punctuation and grammar.

The guidance to write between 250 and 300 words encourages candidates to write focused yet full answers. Very brief responses are likely to be self-penalising in that they limit opportunities to demonstrate skills and understanding. Overlong answers may result in errors due to undue time pressure and/or repetition of ideas.

As for response to reading tasks pre 2020, candidates need to respond to all three bullets of the question in order to target marks in higher levels.

Question	Answer	Marks
3	Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) 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 the grandfather saw **and** felt on his journeys through the city **Annotate A2** for references to Natalia's behaviour **and** reactions that night **Annotate A3** for references to his reasons for taking Natalia out that night **and** what he hoped she might gain from the experience. **Responses *might* use the following ideas:**	**25**

The full mark scheme makes explicit the evidence of **Reading** skills and understanding candidates might show. Each main idea in **bold**, is followed by detail(s) that might be used to support it. There is then a suggestion of how the idea might be developed, picking up on hints and suggestions in the text. Ideas might be supported using different details and/or developed in different ways, though repetition of the same idea, detail or development would not be credited.

Table A, Reading

The table for Reading detailing the marking criteria will be familiar to teachers. For example, the response to reading task for Paper 2 2019 uses the same table. The 15 mark range allows for differentiation within and between levels of performance.

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.

Reference to appropriate detail from the text, integrated naturally within the answer, is a feature of higher level responses.

The 15 mark range for reading allows skills and understanding to be recognised over the full range of achievement - for example, to reward partial, general or very general understanding.

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.

The range of marks for writing in the response to reading task has been extended to 10. This allows for greater differentiation, balancing strengths and weaknesses in answers.

The 2020 response to reading task is assessed for all five Writing objectives, including quality of spelling, punctuation and grammar (W5).