

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0500 FIRST LANGUAGE ENGLISH

0500/02

Paper 2 (Reading Passages - Extended), maximum
mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Grade thresholds for Syllabus 0500 (First Language English) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 2	50	35	24	16	N/A

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

June 2005

IGCSE

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0500/02

FIRST LANGUAGE ENGLISH
Paper 2 (Reading Passages - Extended)

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- 1 Imagine that you are writing a travellers' guide to this area of the country. Write the words of the section that develops the attractions of the place as it is described in Passage A and persuades people with different interests to spend their holidays there.

General notes on likely content

N.B: Candidates should:

- (1) Find some features from the passage that might be attractive to people and develop the nature and the reasons for their attractiveness. Mark **A** for attraction and **Dev** for development (in margin).
- (2) Relate the features to various interests (e.g. walkers, bird-watchers). Mark **Int** for interests (in margin).

Alternative answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. The content must be clearly related to and derived from the passage.

Candidates may use the following:

A = VIEWS - Dev = hills (weird shapes); sunsets; wide open spaces; Int = Lovers of landscapes, artists.

A = HILLS – Dev = as described in the passage; Int = walkers, climbers

A = PEACE - Dev = no sound, no movement; Int = those avoiding stress

A = HUT CIRCLE - Dev = appearance, internal features (stone slabs); Int = historians, archeologists.

A = BIRDS - Dev = Gulls, Curlews; Int = birdwatchers

A = DESERTED PLACES - Dev = Atmosphere, mystery, barren landscape; Int = explorers, adventurers.

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A Content (Extended Tier): Use the following table to give a mark out of 15

<p>Mark Band 1: 13–15</p> <p>The treatment of each sub-task contributes to an overall appreciation of the main points of the passage: topological and atmospheric features shown to be attractive and not merely ominous as in the original. Ideas from the passage are developed throughout with understanding and originality. Own ideas are consistently well related to the passage.</p>
<p>Band 2: 10–12</p> <p>There are examples of well-developed ideas from the passage (for example, there is no tendency merely to list features of the countryside). The passage is well used, although the capacity to sustain the arguments may not be consistent.</p>
<p>Band 3: 7–9</p> <p>The passage is used satisfactorily, but the answer may not reflect the overall picture given in the original. There is plenty of reference, but opportunities for development are not always taken. The answer may reflect well on attractions but less well on the people who may visit the area. The answer shows a reasonably efficient reading of the text.</p>
<p>Band 4: 4-6</p> <p>Some reference to the text is made without much inference or more than brief, straightforward development. Answers may lack originality or even probability, but there is some evidence of general understanding of the main points of the passage.</p>
<p>Band 5: 1-3</p> <p>Answers to the question are given in general terms and make little specific reference to the passage. The content is insubstantial.</p>
<p>0: Little or no relevance to the question or to the passage.</p>

B Quality of writing: structure of answer and use of appropriate language (Extended Tier). Use the following table to give a mark out of 5.

<p>Band 1: 5</p> <p>The writing is well sequenced and the introduction sets the tone well. The information is very clear and enhanced by a wide range of persuasive language.</p>
<p>Band 2: 4</p> <p>Most of the writing consists of orderly sentences, and it is sensibly introduced. The information is mostly clear and there are some examples of effective, persuasive language.</p>
<p>Band 3: 3</p> <p>There are examples of well-sequenced sentences. The information is fairly clear and the language is appropriate with some attempt to be persuasive.</p>
<p>Band 4: 2</p> <p>Occasional attempts are made to sequence sentences. Language is simple but correctly used.</p>
<p>Band 5: 1</p> <p>Sentences are rarely formed into a clear pattern. Language communicates general meaning, but is only adequate.</p>
<p>0</p> <p>Sentence structures and language are unclear and the work is difficult to follow.</p>

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- 2 Re-read the descriptions of the sunlight and the approaching evening in paragraphs 1 and 4, and the approach of the stranger in paragraph 5. By referring closely to the language used by the writer, explain how he makes these descriptions effective.

General notes on likely content:

This question is marked for the candidate's ability to select effective or unusual words and for an understanding of the ways in which the language is effective.

Expect candidates to select words that carry specific meaning additional to general and to ordinary vocabulary.

(a) **The sunlight and approaching evening**

Words	Meaning	Effect
Sun 'sinking'	setting	rapid movement down, expresses coming of night, danger?
golden-green grey shadow	different shades	effect on sides of valleys where sun has partially set behind hill
blazing with scarlet and gold	very bright	expresses magnificence, strength, like a fire, rich, too strong to watch
ruddy patches	red light	reflection from pools, abnormal, weird, perhaps blood? danger?
golden evening light	golden!	connected with 'sweet and mellow' warmth/peace, unthreatening
distant blur of smoke	smoke from chimneys	too far/too dark/ to see clearly/had all blurred into one

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(b) **The approach of the stranger**

sharp clink	ringing sound	violent and sudden, contrasting with silence
striking	hitting	emphasises violence, power, danger
another, yet another coming nearer and nearer	approaching	builds up tension, gradual threat
shrank back	made self small	denotes fear, doubt
long pause	nothing happening	increases tension, reader shares waiting with Watson
a shadow fell	saw the shape of the shadow	the climax; the first sighting!

Marking criteria for question 2. Use the following table to give a mark out of 10

<p>Band 1: 9-10</p> <p>Wide ranging discussion of language with some high quality comments that add meaning and associations to words in both parts of the question, and demonstrate the writer's reasons for using them. Many group examples to show how they fit the writer's intention.</p>
<p>Band 2: 7-8</p> <p>Reference is made to a number of words and phrases, and some effects are identified in both parts of the question. There is some evidence that the candidate understands how language works.</p>
<p>Band 3: 5-6</p> <p>A satisfactory attempt is made to identify appropriate words and phrases. The answer tends to give meanings of words and rarely suggests effects. One part of the question may be answered at the expense of the other.</p>
<p>Band 4: 3-4</p> <p>Candidates select a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original.</p>
<p>Band 5: 1-2</p> <p>The choice of words is partially relevant. While the question has been understood, the candidate gives very little evidence of appreciating the writer's use of language.</p>
<p>Band 6: 0</p> <p>Answers do not fit the question. Inappropriate words and phrases are chosen.</p>

Page 5	Mark Scheme	Syllabus
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- 3 Summarise: (a) the features of the land Dr Watson and Mma Ramotswe travel through and (b) the thoughts and feelings that each character has on their journey.

The question is marked out of 15 for Content and 5 for Quality of Writing.

A Content: Give one mark per point up to a maximum of 15

Features of the land (Passage A)		Thoughts and feelings (A)	
1	Hills /strange shaped hills	14	Loneliness
2	Deserted/barren	15	Fear of what he had to do
3	The circle of huts	16	Excitement/adventure fulfilled (about to learn secret; at last...)
4	The pools/the marshy area	17	Quite calm (cigarette)
5	Baskerville Hall/its towers	18	Could not enjoy natural beauty
6	The village/Grimpen	19	Determination and patience to fulfil duty

Passage B

7	Plains
8	The Limpopo river
9	Thom trees/tufts of grass
10	Kalahari desert/sand
11	Ridges of thin earth
12	Grey rock
13	Transformation in the rains

Passage B

20	Loneliness
21	Fear of the wild at last
22	Later, no longer afraid
23	In awe of empty night sky
24	Feeling of belonging to /Tiny part of Africa

**B Quality of writing (concision, focus and writing in own words).
Use the following table to give a mark out of 5.**

<p>Band 1: 5 marks</p> <p>All points are made clearly and concisely in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.</p>
<p>Band 2: 4 marks</p> <p>Most of the answer is concise and well focused even if there is an inappropriate introduction. Own words are used consistently (where appropriate).</p>
<p>Band 3: 3 marks</p> <p>There are some examples of concision. There may be occasional loss of focus. Own words (where appropriate) are used for most of the answer. The candidate may use some quotations in lieu of explanation.</p>
<p>Band 4: 2 marks</p> <p>The answer is mostly focused, but there may be examples of comment, repetition or unnecessarily long explanation, or the answer may obviously exceed the permitted length. There may be occasional lifting of phrases and sentences.</p>
<p>Band 5: 1 mark</p> <p>The answer frequently loses focus and is wordy, or is grossly long. It may be answered in the wrong form (e.g. a narrative or a commentary). There may be frequent lifting of phrases and sentences.</p>
<p>Band 6: 0 marks</p> <p>Over-reliance on lifting; insufficient focus for band 5.</p>