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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the June 2002 question papers

0500 First Language English

0500/1 Paper 1 (Reading & Directed Writing: Core)
[maximum raw mark 60]

0500/2 Paper 2 (Reading & Directed Writing: Extended)
[maximum raw mark 60]

0500/3 Paper 3 (Continuous Writing)
[maximum raw mark 40]

(Note: assessment criteria for Coursework and Oral Components are printed in the syllabus booklet.)

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do 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 discussions or correspondence in connection with these mark schemes.

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IGCSE FIRST LANGUAGE ENGLISH 0500/1 JUNE 2002

PAPER 1 MARKING SCHEME

GENERAL ADMINISTRATION

All examiners should thoroughly familiarise themselves with the administration details contained in the most recent edition of Instructions For Examiners, especially pages 4-9, before attending the co-ordination meeting.

GENERAL MARKING INSTRUCTIONS

- All examiners should mark in red ball-point.
- Tick at point in the script where you award the mark.
- Sub-total in margin.
- Ring totals at questions 10,11 and 12 in margin.
- Transfer part marks to top of first page and total /60.
- Include a brief comment, if appropriate, to show how you arrived at your mark.

SPECIFIC MARKING INSTRUCTIONS

Part One (Total 20 marks)

1	C	1 mark	
2	B	1 mark	
3	D	1 mark	
4	A	1 mark	
5	D	1 mark	
6	C	1 mark	**[6]**

7 Explain what the girl meant by "We can live like normal people" (paragraph 3)

Simple paraphrase of "normal" = 1 mark

An explanation showing clear understanding of the use of the word in its context = 2 marks.

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8 *What do you think was in the writer's mind when she "nodded" in reply? (paragraph 4)*

In agreement = 1 mark

Award up to 2 further marks for a fuller explanation
showing an understanding of the writer's ambiguous response.
(If answer contains heavy lifting then only 1 additional mark)

[3]

9 *If a business man or businesswoman tried to buy Francois Bassil's restaurant, what **three** reasons would the owner and his son give for saying no?*

Give one mark for any of the following up to a total of 3:

1. Bassil has owned it for many years
2. It's the only one of its type left
3. They know/are friends with/all the customers/remember their names
4. Their customers don't want change of menu/food is traditional/home-made
5. It's popular/successful

[3]

10 *Give **six** reasons why the writer prefers the old restaurants and cafes to the new ones*

Give one mark for each of the following up to a total of 6:

1. New restaurants sell junk food/old sell "delicious"/traditional food
2. Old are more comfortable (homely, friendly, make you feel comfortable)
3. Old are peaceful/you can allow your thoughts to drift
4. Can have tea with real mint (on seafront)
5. Children can play in open areas (on seafront)
6. You can talk to/meet interesting people
7. You can get excellent service
8. Old restaurants are cheap(er)
9. They maintain links with traditional culture

[6]

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Part 2, Question 11.

Give up to 15 marks for points from the answers below. Tick and number points in the body of the answer.

Give up to 5 marks for the style of the answer according to the grade - related descriptions below.

Show marks below the answer thus: 12+3, and then write total mark, ringed in the RH margin.

(a) Write a summary of all the things that Simon notices about the mill and its surroundings that suggest that nobody has been there for a long time.
(b) Write a summary of everything that may have scared Simon.

"for a long time"

pond water dirty/stagnant
lily pads untended/wild
waterwheel rusty
garden overgrown
stening/come in
most flowers covered in grass/grass rotten
paths had disappeared
grass grew up front door
which didn't open properly/
oken/weathered door
the newspaper dated 1943/crumbly

"might have scared"

10 dark pond water
11 fear of falling/being trapped
12 the **sudden** drop into the dam
13 someone might/be listening/come in
14 the newspaper when it crumbled
15 the sense of someone watching
16 3 shadowy, unmoving figures
17 there were dark places in the mill

Marks for written expression

G/1 Very weak expression OR virtually all copied. Hard to follow where original. Probably long.

F/2 Rambling and occasionally muddled; lifting may be obtrusive, but can be followed. Possibly quite long.

E/3 Descriptive/discursive style, frequently unfocused. Lifting apparent but not serious (though suggesting some lack of understanding in places). May be a little long.

D/4 Occasional concision, tending to lose focus here and there (but evident that the passage has been understood). Occasional lifting. Length not excessive.

C/5 Some features of a summary style (not consistent), reasonable focus on question and very rare lifting. Length not excessive.

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Q12: Give up to 10 marks for content (based on the passage) and up to 10 marks for a good narrative and descriptive style.

Credit ability to:
(a) make the three people a credible and effective feature of the story;
(b) assimilate the information about the surroundings and pick up on the atmosphere and the danger.

Weaker stories will probably concentrate on the three figures at the expense of the surroundings, for example gun battles that could happen almost anywhere. Good stories will create tension out of the situation and descriptive details from the original may acquire some significance. Of course, the people may turn out not to be people at all. Interesting identification is a virtue. Invented detail should be realistic in terms of the passage to show understanding of meaning or even technique.

Content

G:1/2 Virtually no links with the passage; attempts a narrative but rambles and soon goes outside the scope of the passage. Some failure to understand.

F:3/4 Straightforward narrative repeating some of the features of the passage without much shape, realism or intention. Material thin.

E:5/6 Begins to take events from the passage and to adapt them appropriately to the story. Some attempt made to create an ending, albeit an expected one. Content satisfactory but lacks revealing detail.

D:7/8 A structured story with some exploitation of events and descriptive details in the passage. Candidates trace a route of escape or use the interior.

C:9/10 The story is a true continuation and is effectively based on the original. Some atmosphere is created and details from the passage are developed, not copied.

Written expression

G: 1/2 Frequent, serious errors of spelling, punctuation, grammar impede communication. Inappropriate or misused vocabulary. Attempts to use simple English but handles it poorly. Unstructured

F: 3/4 Many errors. Communication is blurred. Some evidence of simple English being handled correctly. Style/vocabulary not fully appropriate.

E: 5/6 There are errors although meaning is not in doubt. Vocabulary and expression may be insecure but there is an attempt to structure content.

D: 7/8 Clearly expressed with a some fluency. Uses some features of a story-teller's style with, perhaps, some aspects of the original style. Minor errors but generally just needs some tidying up.

C: 9/10 Generally accurate with some positive merits of vocabulary and structure. Reads like a story (partly or wholly).