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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0500/01

FIRST LANGUAGE ENGLISH
Paper 1 (Reading and Directed Writing - Core)

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Part 1

1 B [1]

2 C [1]

3 B [1]

4 B [1]

5 A [1]

6 A [1]

7 **What is a *curagh*? Explain what it is made of.**

1 boat/canoe
2 propelled with oars/has rowers/oarsmen
3 of traditional design
4 with a sail
5 made of canvas
6 made of wood
7 (boat) with an unusual motion

Give one mark for reference to any of these points, up to a maximum of 4. [4]

8 **Give *three* words from the passage that describe the thunderstorm or the effect it had upon the sea.**

1 sudden
2 momentary
3 tumult

Give one mark for each point. If 'momentary tumult' is given as one answer, award both marks. [3]

9 **Give *three* things about the kitchen that especially caught the writer's attention.**

1 red/coloured (dresses of the women)
2 colour of the walls
3 colour of the floor
4 fishing tackle on walls
5 the skin (for making sandals)

Give one mark for each point up to a maximum of 3. [3]

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10 With close reference to the passage, explain what you think the writer liked best about (i) the voyage to the island (ii) the articles he found on the island.

The voyage:

Either he was leaving civilised life behind and travelling in a boat whose design had never changed/of traditional design/the fine weather/ thunderstorm/green glittering waves

Or any reference to the **unusual** motion of the boat (leaping through waves etc.)

The articles:

Handmade out of natural materials, thus having individual, unique quality and/or an art of their own.

Give up to 2 marks per section. For each, 1 mark for a recognisable answer and 2 for a fuller answer with an attempt to explain. Give 0 for injudicious copying. [4]

Total for Part 1: [20]

Part 2

11 (a) Write a summary of the character and attitudes of Giovanetta's father and what he thinks about his daughter.

1 grumbler
2 went on and on
3 was obsessed with his car
4 didn't like rock music
5 did like news programmes
6 was cautious/speed limit/responsible attitude
7 had wild tempers
8 loved his daughter
9 easily gave in to her
10 said she was immature/spent too much money
11 was proud of her

(b) Write a summary describing in detail what happened to the car from the moment Giovanetta said goodbye to her friends.

12 was driven fast down the drive and threw up dust
12 (a) turned on to main road
13 accelerated/leapt forward
14 it took off
15 collided with a bush/was badly scratched
16 landed/drove across grass field
17 slowed down as brakes applied
18 out of control over ploughed field/was covered with mud
19 came to a stop

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Content

Give 1 mark for each of these points up to a maximum of 15. Tick and number on script.

Written Expression (Core Tier criteria)

Award a mark out of 5 based on the following table:

5 Some features of a summary style (not consistent), reasonable focus on question and very rare lifting. Length not excessive. Reward reasonable attempt to order information in **(b)**.

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

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

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

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

0 Cannot be followed.

Total for Question 11: [20]

12 Continue this story. First describe the scene when Giovanetta wakes up next morning and meets her father. Use what you have learned about Giovanetta, Mr Torti and the car to help you write your story.

Content (Core Tier criteria)

Award a mark out of 10 for Content and a mark out of 10 for Written Expression, in accordance with the following tables:

9/10 The story is a true continuation and is effectively based on the original. Shows an understanding of Giovanetta, Mr Torti, the relationship between them and the importance of the car.

7/8 A structured story with some development of the two characters and an understanding of the importance of the car. The scene the next morning is a satisfactory start, but may not continue the situation so effectively.

5/6 The characters are recognisable from the original but are plainly represented, simply by what they say and do. The relationship between them is not developed although there is some indication that

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the car plays a central role in the father's life. The beginning is unlikely to take up threads from the original immediately.

3/4 Straightforward narrative repeating some of the events of the passage and presenting the characters with simplicity. Material thin.

1/2 Occasional links with the passage; attempts a narrative but rambles and may go outside the scope of the original. Some failure to understand.

0 Has little or no link with the original and does not address the task.

Written expression (Core Tier criteria)

9/10 Generally accurate and well worded. Reads like a story (partly or wholly).

7/8 Some minor errors, but clearly expressed with a little fluency. Adopts some features of a storyteller's style and may use some aspects of the original style. Minor errors – just needs some tidying up.

5/6 Has minor errors although meaning is not in doubt. Some sense of storytelling style, but generally simply expressed.

3/4 Many minor errors, but simple English is mostly clear. Style may be inappropriate with some lack of clarity in, for example, longer sentences.

1/2 Coherent in places; major errors, including failure to use normal grammar; uses simple English but handles it poorly.

0 Too incoherent to be placed in the ½ band.

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0500/02

FIRST LANGUAGE ENGLISH
Paper 2 (Reading and Directed Writing - Extended)

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Part 1

1 Summarise (a) what you think J. M. Synge found remarkable about the voyage to Inishmaan and about what he found there, and (b) why William Davis would not enjoy living on a tropical island.

Content

Passage A

1 leaving 'civilisation'/or any explanation of modern/busy/city life
2 in a type of boat of specific interest/or that had not changed throughout history
3 the movement of the boat (not like a normal boat, 'leaping up and down')
4 'green, glittering waves' (the shining waves, the shade of green)/ the brilliance of the day
5 the **suddenness** of the storm/**contrast** between 'tumult' and the normal peace of the sea (do not allow simple reference to a storm)
6 the sparseness of the landscape (references to the track, the sheets of rock)
7 the general beauty and unusual nature of the kitchen interior
8 the red dresses of the women/their association with 'Eastern richness'
9 the natural colours of the walls (with or without reference to the floor)
10 the individuality and uniqueness of every article
11 which recreate the simple artistry of everyday life
12 wooden implements and other natural materials found locally
13 articles that link the people to their environment

Note: answers must be linked to reactions by Synge: simple narrative is insufficient.

Passage B

14 expensive
15 lack of amenities
16 boring
17 no means of escape
18 servants cannot communicate in your language
19 and complain easily/cannot be persuaded to join you in such a remote place
20 no interesting friends/lonely
21 what if it rains?
22 worries/problems
23 tide might submerge the island!

Tick and number any of these points up to a maximum of 15.

Now give up to 5 marks for the ability to write in summary style (concision, focus and use of own words).

5 Effective summary style throughout; focused; words well chosen.
4 Generally concise and well focused; in own words.
3 Some features of summary style (not consistent), reasonable focus, no or very occasional lifting.

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2 Occasional concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting.
1 Descriptive, discursive style, frequently unfocused; lifting obtrusive.
0 Rambling and often muddled and hard to follow; mostly copied.

2 Imagine that you are the writer of the first passage. You have read William Davis's article and decide to write him a letter. In your letter you write about Davis's attitudes to islands and to island life, and respond to them using ideas from the first passage.

Content: Synge should challenge Davis' perceptions of life - Synge purposefully turns from civilisation, but Davis wants all the trappings (examples from both passages); Synge slows his life down, Davis wants to hop on a plane; Synge believes that people who live the simple life provide themselves with all they need and these articles lend beauty; Synge accepts life as it comes, but Davis wants luxury holidays.

Award a mark out of 15 for Content and a mark out of 5 for Written Expression.

Performance descriptions: content

Band 1, 13-15 A confident grasp of themes and issues

The letter contains a great deal of material, very well contrasted and presented as a sustained, cohesive argument. Look for generalisations and contrasted overviews, using detail from each passage as illustration. The letter shows a good grasp of both passages.

Band 2, 10-12 Material well developed

There are signs of confidence in contrasting attitudes expressed in passage (b) to those of passage (a), but do not expect this to be consistent. Candidates may present developed arguments against Davis's ideas without backing them up with engagement with the Synge passage. Development and occasional overview are more important than sustained cohesion in this band.

Band 3, 7-9 Competent use of material

These are plain answers that are focused on the task and give plenty of reference to the passages. The writer's viewpoint is clear and the letter is founded on a series of ideas from Davis's article that invite disagreement. Overview is unlikely or only present in brief reference. However, references to both passages indicate a reasonable understanding.

Band 4, 4-6 Some selection of material

The impression is that material from the passages is rather thinly spread and the opportunities for contrast are often missed. There is occasional development of individual ideas, but the intention of the letter is not strong.

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Band 5, 1-3 A limited answer

There is little material and/or material is presented as a list of undeveloped points, perhaps in a rather haphazard order. There is general relevance to the question and to the passages, although reference to one is often weaker than to the other.

Band 6, 0

Insufficient material to be placed in Band 5.

Performance descriptions: written expression

5 No or virtually no technical errors. Effective range of vocabulary and sentence structures. Good, fluent style and tone, appropriate to the critical task.
4 Slight technical errors; occasional clumsiness of style, but fluent and having useful vocabulary.
3 Needs attention to detail, but generally correct and clear. Vocabulary plain.
2 Needs some redrafting. Parts clearly written in straightforward vocabulary.
1, 0 Many errors, technical and stylistic. Language not always clear.

Part 2

3 You are Patchara. Miss Ishida has asked you to write an article for your school publication, in which you express your feelings about the adventure holiday now that it is all over, and try to persuade other students at the school to take part next year.

Content notes: The discriminator is how the article is presented for the benefit of other students (does it address them personally? is it done by implication? is the tone self-indulgent?). Look for PERSUASION. Expect a stronger balance of narration to comment/evaluation as the scripts get weaker. Candidates should cover themes of physical toughening, social awareness, teamwork, overcoming fear and ecological understanding - all from the diary printed in the question paper. Better candidates review feelings in retrospect.

Performance descriptions: content

Band 1, 13-15 A confident grasp of themes and issues

Candidates sift material from the diary efficiently and use a great deal of what is relevant. There is strong development of positive features of the holiday and (usually) analysis of Patchara's change of heart. Comment and evaluation are integrated into much of the article and there is a sense of audience.

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Band 2, 10-12 Material well developed

Candidates understand the material well and use much of what is relevant. The article has some interesting detail and the ideas are developed, not repeated. Some positive points are explained in favour of the holiday.

Band 3, 7-9 Competent use of material

The information in the diary is used competently, although there is some mechanical repetition of events. Evaluation and comment is adequate although it may be confined to a separate section at the end and tend towards the general.

Band 4, 4-6 Some selection of material

The material is rather thinly used, lacking some of the detail that would make the article come alive. Evaluation is attempted, but makes few points.

Band 5, 1-3 A limited answer

The article makes little helpful use of the material and may not be coherent or particularly relevant. Evaluation is weak or non-existent.

Band 6, 0

Insufficient material to be placed in Band 5.

Performance descriptions: written expression: structure + persuasive style

5 Structure strong, progressive, links: good intro. Persuasive style argues point.
4 Structure progressive, non repetitive. Style persuasive in places.
3 Structure adequate, ordinary introduction. Style mostly plain.
2 Structure and sequence inconsistent. Style lacks conviction.
1 Structure lacks cohesion. Style faulty in places.

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0500/03

FIRST LANGUAGE ENGLISH
Paper 3 (Continuous Writing)

UNIVERSITY of CAMBRIDGE
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Band 1: 36-40

Apart from very occasional 'first draft' slips, the language is entirely accurate**.** **Sentence structures** demonstrate that the candidate has skill to use various lengths and types of sentence to achieve particular effects. The writing is stylistic and fluent. **Vocabulary** is wide and precise. There is a good range of accurate **punctuation** that helps to define meaning. **Spelling** is accurate. **Paragraphs** have unity, are linked and are well planned.

The topic is addressed relevantly throughout, and there is evidence of complex thought. A strong sense of audience satisfies the needs of the reader.

Band 2: 31-35

The language is accurate; occasional errors are either 'first draft' slips or arise from use of ambitious structures or vocabulary. **Vocabulary** is wide enough to convey shades of meaning with some precision. **Sentences** show some variation of length and type, including confident use of complex sentences. There are signs of fluency and style, not always consistent. A fair range of accurate **punctuation** is used. **Spelling** is mostly accurate. **Paragraphs** show some evidence of planning, have unity and are usually linked. The overall structure is satisfactory.

The writing is a relevant response to the topic, there are instances of fairly complex thought and attempts are made to interest and satisfy the reader.

Band 3: 26-30

The language is largely accurate. Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. There is some evidence of a range of **vocabulary**, but there may be a lack of precision. **Sentences** show some variety of length and type but there may be a tendency to monotony. **Spelling** of simple vocabulary is correct, but there may be errors, for example where complex words are used or where the candidate has certain types of blind spot. **Punctuation** is generally accurate but may not be consistently so. Expect correct sentence separation however. **Paragraphs** may show some unity without strong links. Overall structure may lack balance and order.

The writing is mainly relevant and will raise the reader's interest. The sense of audience is not strong.

Band 4: 21-25

Language communicates meaning to the reader without blurring. There are patches of clear, accurate language particularly when it is simple. There is occasional variety of **sentence structure**. The range of **vocabulary** is adequate but is only occasionally precise. **Punctuation** is also adequate, but there may be sentence separation errors and the use of commas may be inconsistent. **Spelling** is rather inconsistent although most candidates spell simple vocabulary correctly. **Paragraphs** are used but sometimes lack unity or coherence. An attempt is made to address the topic, but there may be digressions.

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There is little sense of audience or attempt to use event, argument or vocabulary to gain the interest of the reader.

Band 5: 16-20

The gist is not in doubt, but errors are sufficiently frequent and perhaps serious enough to affect precision. **Simple structures** will often be accurate but scripts are unlikely to sustain accuracy for long. **Vocabulary** is plain, adequate for simple use and limited. Simple **punctuation** is usually accurate, but there may be numerous sentence separation errors. **Spelling** is inconsistent, although simple words are usually spelled accurately; scripts may demonstrate various weak spots in candidates' spelling. **Paragraphs** may be used haphazardly (indeterminate length, not always sequenced, unnecessarily short or long, etc.).

The subject is addressed simply, both in language and in content, and the reader may be distracted by error and stylistic awkwardness.

Band 6: 11-15

There are many serious errors of various kinds although they can be corrected without, for the most part, re-writing the sentence. The reader can follow the script but there will be occasional blurring of meaning. **Sentences** are generally simple and of the same type. **Vocabulary** is usually used correctly but is simple and imprecise. **Spelling** and **punctuation** are often faulty. **Paragraphing** may be rarely or wrongly used.

Content may be very basic or interesting but obscured by the weight of error.

Band 7: 6-10

Sense can be deciphered but error may be multiple, requiring the reader to make great efforts to follow meaning. There are unlikely to be more than a few accurate sentences, however simple.

Content is very simple or more complex but very muddled and the reader's chief concern will be to follow it despite lack of coherence and order.

Band 8: 0-5

Insufficient content to be placed in Band 7.

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Grade thresholds taken for Syllabus 0500 (First Language English) in the June 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	-	48	32	27
Component 2	60	45	30	19	-
Component 3	40	34	27	18	15
Component 4	40	36	26	16	11

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.

	maximum mark available	minimum mark required for grade:		
		1	3	5
Component 5	10	9	5	1
Component 6	10	9	5	1

Note: Grade criteria for Component 5 (Oral) and Component 6 (Oral Coursework) are printed in the syllabus booklet.