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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2004 question papers

0500 FIRST LANGUAGE ENGLISH

0500/01	**Paper 1 (Reading and Directed Writing - Core), maximum mark 60**
0500/02	**Paper 2 (Reading and Directed Writing - Extended), maximum mark 60**
0500/03	**Paper 3 (Continuous Writing), maximum mark 40**

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

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Grade thresholds taken for Syllabus 0500 (First Language English) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	n/a	48	32	27
Component 2	60	42	31	21	n/a
Component 3	40	34	26	17	14
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.

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June 2004

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: Questions 1-10

1-6 BAABCD [6 x 1]

7 Give four things which Bonatti and the others did while they were waiting in the tent.

(i) thinking about home / family / Portofino / plentiful water
(ii) Bonatti thought about what to do next / abort ascent / how to descend
(iii) tried to get comfortable / dry / gasping for air / feeling thirsty / ate snow
(iv) getting to know one another / sharing the adventure
(v) trying to keep cheerful / telling jokes

Give one mark for each correct answer up to a maximum of 4 **[4]**

8 Explain: what is meant by 'my inmost self'

Give two marks for a good explanation of private / personal thoughts **(1)** not communicated to any of the others **(2)**. For a partial explanation or evidence that there is a glimmer of understanding, give one mark.

[2]

9 Give four reasons why the descent was dangerous for Bonatti.

(i) no ice axe
(ii) lost /couldn't see properly / was route finding / first to go
(iii) no holds
(iv) (virtually) no communication

Give one mark for each correct answer up to a maximum of 4 **[4]**

10 How can you tell Bonatti was the leader? Give four reasons, taken from the passage.

(i) He made judgements about the state of Oggiani
(ii) He worked out the safest way to go down
(iii) He madethe decision not to climb to the summit / understood the situation
(iv) He gave orders (to quit the tent and start to descend)
(v) He led the way

Give one mark for each correct answer up to a maximum of 4 **[4]**

Total for Part 1: [20]

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Part 2: Question 11

(a) Write a summary of the activities of the Miao people at work, at leisure and in their everyday lives. You should write about 100 words.

1 dress up (allow details)
2 sing songs
3 play lusheng/musical instruments
4 dance
5 (drink) rice wine
6 children go to school
7 women carry children around
8 go to market
9 keep song birds
10 sell products in market
11 plough with buffaloes
12 grow rice, maize, tobacco, veg.
13 eat meals of meat, chillies, sunflower seeds
14 eat sitting on floor
15 listen to radios

(b) Write a summary of the features of the different buildings the writer saw in the Miao villages. You should write about 80 words.

16 barns made of **bamboo/wooden frames**
17 huts with **curved roofs/tiles**
18 school made of **red brick/modern design**
19 a castle in **ruins**
20 houses in Shimeng/**mud floors**
21 and **brick hearth**
22 has **electric light**
23 a **room for the buffalo/share house with buffalo**

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

Performance descriptions in mark bands 5-0: written expression

5: Patches of concise summary style (not consistent), reasonable focus, no/or very occasional selective lifting. Length not excessive.

4: Rare concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting. Length not excessive.

3: Descriptive, discursive style, frequently unfocused, lifting obtrusive. Maybe overlong.

2: Rambling and often muddled, hard to follow, mostly copied.

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

0: Cannot be followed.

Total for Question 11: [20]

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Part 2: Question 12

Imagine that you have spent some time living with the Miao people. Write a letter to a friend, in which you record your impressions of the people and of their lives; what you feel about the experience.

Note: there are many opportunities to adapt rather than to repeat the material, such as writing about the market or the school, or examples of how people have been friendly and are hard-working and live simple lives. Developments of the material should be rewarded, but they must be true to the passage.

Performance descriptions: content

9-10: Uses a good, imaginative **selection** of material, adapting it to match the feelings of the writer. Some original details supplement those taken from the passage.

7-8: A competent selection and repetition of material from the passage with occasional, additional details and at least a reasoned statement of personal feeling. Some lifting / paraphrasing.

5-6: A simple, largely narrative or descriptive retelling of parts of the material with some evidence of selection. There is little adaptation, but the letter is not heavily lifted. Simple feelings are expressed without any particular reasoning.

3-4: Content is rather thing or overbalanced towards narrative. Very derivative from the article with nothing original added; lifting predominates.

1-2: Has occasional links with the passage but gives evidence of partial or semi-accurate reading. Meets requirements of question partially. Much lifting.

0: Has no link with the original and does not address the task OR all lifted.

Performance descriptions: written expression

9-10: Generally accurate and well worded. A convincing personal letter.

7-8: Some linguistic errors, but clearly expressed with a little fluency. Adopts some features of the style of a personal letter and is a conscious attempt to write differently from the original.

5-6: Has frequent linguistic errors although meaning is not in doubt. Reads like a latter; generally simply expressed.

3-4: Frequent linguistic errors which may impeded communication. Style may be inappropriate with some lack of clarity in, for example, longer sentences.

1-2: Coherent in places; frequent serious linguistic errors, inlcuding failure to use normal grammar; meaning is often in doubt.

0: Almost all incoherent.

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June 2004

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: Question 1

From your reading of both passages, summarise the hazards and hardships of mountaineering (Passage A) and travelling over snow and ice (Passage B).

Hardships

1 Breath vaporises in tents/get wet through
2 Sleeplessness
3 Isolation from loved ones
4 Discomfort from proximity to others
5 Lack of water/snow burns mouth
6 Lack of air
7 Equipment left behind/lost
8 Have to concentrate on every details of rockface
9 Long waiting for completion of manoeuvres

Hazards

10 Winds destroys sleeping equipment
11 Can't see through snow/your way
12 Dizzy on rope/all at sea/ in space
13 No holds/nowhere to stop on descent
14 Communications unreliable

Travelling over snow and ice (Passage B)

Hardships

15 Weight/e.g. equipment/dried food/water
16 Radios undependable
17 Snow surfaces make sledges hard to drag
18 Loss of confidence and morale

Hazards

19 inadequate clothing/hypothermia
20 crevasses undetected/fall in
21 very high winds destroy tents
22 blizzards suffocate those caught in them
23 sun mists goggles / sunblindness
24 pain caused to eyeballs

Tick and number any of these answers 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 throughout, focused, words well chosen.

4: Generally concise and well focused, in own words.

3: Patches of concise summary style (not consistent), reasonable focus, no/or very occasional selective lifting. Length not excessive.

2: Rare concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting. Length not excessive.

1: Descriptive, discursive style, frequently unfocused, lifting obtrusive. Maybe overlong.

0: Rambling and often muddled and hard to follow; mostly copied.

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Part 1: Question 2

You are the presenter of a radio programme about dangerous expeditions. You have invited Walter Bonatti and Ranulph Fiennes to talk about their experiences. Write the transcript of part of your conversation. During the conversation you, the presenter, should ask the following questions: What qualities do you think a successful explorer or mountaineer needs? Do you think you are testing your luck and your endurance to too great an extreme?

Content Notes

Look for:
(1) the development of moments from Passage A, applied to the question and not merely copied;
(2) the transformation of points from Passage B to events in Sir Ranulph's own experience (more difficult).

Give an overall mark for content, but bear in mind the three points (one cue and two questions) that candidates must address. Think of a hypothetical 5 marks available for each one of these.

(i) There must have been moments when...
Passage A: look for development of such moments as hanging in space, unable to communicate, atmosphere in the tent, burning your mouth in the snow.
Passage B: look for **transformation** of points such as dragging the sledges, suffering from hypothermia, falling in crevasses, snowblindness.

(ii) What qualities do you think a successful explorer or mountaineer...?
A good discussion may include three qualities such as:
Endurance and determination: being prepared to make difficult climbs in the worst of conditions; going over 3000km of endless snow; conditions that affect your confidence and morale.
Physical strength: carrying heavy weights across the snow; keeping steady on ropes in the middle of nowhere; defeating snowstorms and high winds.
Not afraid of danger: the perilous descent; deep crevasses.
Camaraderie: living close together in the worst of conditions and discomfort; teamwork.
Facing discomfort: no water; wet through; sleeplessness; hypothermial; snowblindness.
A certain madness: who in their right minds would attempt such extreme "sports"?

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(iii) Do you not think you are testing your luck...?
Credit overall answers such as: accepting the challenge
luck is one of those things you have to accept
the excitement of the extreme
Examples: Passage A- luck: the failure to find a hold; having to descend in the storm
Passage B- extreme: experiencing the great winds.

In general, look for
(i) ideas and arguments related to the passages. ***Mark I and tick*.**
(ii) details from the passage that exemplify and justify. ***Mark D and tick.***
(iii) candidates' own ideas which arise from the passages. ***Mark +1 and tick.***

Candidates' own ideas that are unrelated to the passages and which distract from their argument should not be credited. ***Mark +2*** *(the 2 relating to the distance in thought from the original). Frequent marking with* ***+2*** indicates lack of focus. So does the lack of detail or the use of generality that does not clearly relate to the passages.

Performance descriptions

Content

13-15: an excellent, well balanced conversation in which all three of the presenter's cues/questions are discussed and developed in general specific terms. Bonatti's experiences are developed, not repeated, and Fiennes' general writing is presented as narrative exemplification. Care is taken not to use overlapping material from section to section.

10-12: a good conversation which covers all three cues/questions at satisfactory length and which refers frequently to ideas and details in the passages. There may be more from Passage A than Passage B, but Bonatti's experiences are still developed and there is an attempt to transform Fiennes' experiences.

7-9: a satisfactory conversation which refers to all three cues/questions but which does not develop responses consistently OR is demonstrably weaker in the response to one question. Some general ideas are presented and there are some details from the passages. Some opportunities are lost when developing events in Passage A and Fiennes' points may be presented in the style of the original. There may be some overlapping use of detail from section to section.

4-6: a rather thin conversation that addresses the cues/questions inconsistently or without much detail. Development and transformation are rare (Bonatti's experiences may merely be repeated) but the overall relevance to the question is satisfactory.

1-3: a poor conversation which does not address any of the cues/questions well and which is very weak in its treatment of Passage 2. Answers may apparently be not based on the passages. There may be lifting.

0: Little or no reference to the passages, and the three cues/questions are not addressed.

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Structure and Language

5: The dialogue is well structured with one contribution leading effectively to the next and ideas taken up and developed from one speaker to another. The language is clear, carries meaning strongly and is reminiscent of talk.

4: The conversation is mostly well structured and several contributions are usefully linked. The language is clear and often gives the impression of the dangers of the activities described.

3: The conversation is in a clear order, but the links are not strong. Language is clear but often ordinary, giving a partial effect of the dangers of the activities.

2: The overall order is largely determined by the question, but responses to the points are not always connected into a continuous pattern. Language is reasonably clear without strength or consistency, and the dangers are not communicated.

1: The general order is generally clear but there is no feeling of progression in the conversation. Meaning is not in doubt, but the language carries no weight or feeling.

0: The conversation is haphazardly presented so that it is hardly possible to follow and the language is not strong enough to carry the message.

Part 2: Question 3
[Answer your uncle's letter according to his instructions.
"When you have chosen which present you would like, write me a latter explaining carefully why you have decided on one and why you have rejected the others. I expect you to base your ideas on what I have written and develop some of my reasons I have given above. I shall enjoy reading your personal thoughts. And yes, this is the whim of an old uncle – I do expect you to persuade me that your choice is really what you want. If you don't I may decide to postpone the present until you are twenty-one!"]

Notes on content
1: Candidates must refer to three options whether accepted or rejected. Those who do not do this instruction should not be given more than 9 for content, and probably less.

2: Candidates are free to make any choice they like.
Expect them to **(i) adapt and develop** material to their preferences.
(ii) give convincing reasons for their choices.

Bicycle: Pro: develop ideas of **health, economy, speed and the environment**
Against: inappropriate for location; bicycles accident prone.
Internet: Pro: develop ideas of **up-to-date, speed, use at University**
Against: dependency, health (eyes), tempted to copy, cost in year 2?
Books: Pro: develop **imagination, style of the writers, leisurely thinking**
Against: space, slow to use, heavy to cart about.

These are examples and there are plenty more.

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Performance descriptions: content

13-15: A convincing letter that develops and argues the cases well, giving consistently convincing reasons arising freely and developed from the material. It clearly tangles with Uncle Nathaniel's thinking.

10-12: A good letter that shows ability to develop some of the material and to give clear arguments, although there may be less strength in the reasons given for or against one of the three items. It is clearly an answer to Uncle Nathaniel.

7-9: A satisfactory letter that uses the material rather mechanically, although there is occasional development. Reasons for the choice are competently selected from Uncle Nathaniel's letter; reasons against are simple and straightforward.

4-6: A rather thin letter, perhaps concentrating on the choice at the expense of the two rejected items, or giving brief and undeveloped consideration to all three. Simple, unelaborated reasons are given. Content is relevant but does not reflect Uncle Nathaniel's thoughts and opinions.

1-3: A poor answer lacking conviction or argument, but nevertheless addressing the question and referring to the material very literally, even copying portions of it. Occasional reasons are given. It barely recognises Uncle Nathaniel.

0: There is little reference to the material and the question is hardly addressed.

Performance descriptions: written expression

5: Virtually no technical errors. Adopts appropriate, maybe slightly formal register to write to Uncle Nathaniel. Effective vocabulary and fluent sentence structures. Uses persuasive devices and overall writes persuasively.

4: Slight technical errors; occasional loss of appropriate register. Some signs of a wide and effective vocabulary. Sentence structures mainly fluent. Mainly persuasive.

3: Needs attention to detail, but generally correct and clear. Register acceptable though plain, as is vocabulary. Sentences reasonably structured. Clear rather than persuasive writing.

2: Needs some redrafting. Language shows some inattention to audience and register. Vocabulary and sentences comparatively simple.

1: Many errors, technical and stylistic, including some sentence structures. Register inappropriate in places. Vocabulary is limited and the writing lacks strength.

0: Serious language faults. Register ineffective. Meaning blurred.

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June 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0500/03

FIRST LANGUAGE ENGLISH
Paper 3 (Continuous Writing)

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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 digression.

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

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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 for a mark in Band 7

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