

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2006 question paper

0500 FIRST LANGUAGE ENGLISH

0500/01

Paper 1, maximum raw mark 50

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the *Report on the Examination* for this session.

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Page 1	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0500	01

NB: 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.

Question 1

(a) Why was the man in the story able to see the huts in the darkness? [1]

Because of the lightning. (Allow 'they leapt up in lightning'.)

(b) From paragraph 2 give two words or phrases the writer uses to describe the way in which the rain moved towards the man. Explain what each of your words or phrases tells you about the rain. [4]

- 'sweeping up (from Campeche Bay)'/ 'in great sheets'
- 'methodical advance'
- '(gigantic) rustle'

A correct answer needs to explain the sound.

Give 1 mark for each phrase and 1 mark for a sensible comment on what each conveys about the advance of the rain. (E.g. 'sweeping suggests that it was covering the whole area'.) Each phrase must be clearly explained and differentiated.

(c) What was stored in the huts mentioned in paragraph 3? [1]

Maize

(d) Re-read lines 16 to 18 ('The roof...black funnels'). Explain, using your own words, why the roofs of the huts let the water through. [2]

The weight of the rain bent the twigs which snapped/gave way/warped (1); the spaces between the twigs opened up (1).

1 mark for a clear explanation of each point.

(e) State three things the writer tells you about the appearance of the woman. [3]

- her face looked old / as if from the Stone Age
- wore a (heavy) skirt
- had (black) plaited hair
- hard to tell her age / might not be more than twenty

Give 1 mark for each of these points to a maximum of 3.

(f) Explain, using your own words, what the writer means by: "He had made his own world." (lines 27-8) [2]

He had deliberately cut himself off from friends and society to live his own life (as a result of his own actions).

Give up to 2 marks for an explanation in own words; 1 mark for a glimmer.

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0500	01

- (g) Explain, using your own words, what the writer means by: “stirred by a sort of sullen anger” (Line 39) [2]

He was moved by a feeling of (something akin to) bad-tempered annoyance.
Also allow convincing explanation of *why* he felt anger.

Give up to 2 marks for an explanation in own words; 1 mark for a glimmer.

- (h) In line 11 why do you think the writer uses a capital letter for “Somebody”? [2]

It suggests that there was some superior being in control of his destiny.

Give 2 marks for a clear explanation; 1 mark for a glimmer.

- (i) Re-read paragraph 3. Choose two phrases the writer uses to describe the rain and explain what each of these suggests about it. [6]

(1) *Like thick white smoke*: it was heavy and suffocating, moving stealthily.

(2) *Like an enemy laying a gas cloud*: it was suffocating and malevolent.

(3) *The rains spread...lungs' endurance*: it was deliberately torturing its human victims; it was very unpleasant.

(4) *The rain moved on...protective barrage*: its actions were deliberate; it appeared to be at war with the earth and its inhabitants.

Give 1 mark for each phrase correctly identified; 1 mark each for a literal explanation of the phrase; and 1 mark each for a convincing explanation of the figurative meaning of each phrase.

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0500	01

- (j) Re-read the extract and then write a summary of what the man in the passage did and thought. (Write a paragraph of about 50-70 words.) [7]

Actions

- 1 walked all day
- 2 looked/dashed for shelter (in huts)
- 3 reached first hut
- 4 stood in the rain
- 5 sat down in a dry spot
- 6 heard movement outside
- 7 waited (for what came next)
- 8 saw woman
- 9 got up / went inside
- 10 chased after woman
- 11 returned to different / nearest hut

Thoughts

- 12 imagine he could hear the rain
- 13 expect to find nobody (in huts)
- 14 remembered his college days
- 15 thought about the man following him
- 16 wondered how old the woman was
- 17 thought he shouldn't let her withdraw
- 18 (accept his) loneliness / being on his own.

Give 1 mark for each of these points up to a maximum of 7.

[Total: 30 marks]

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0500	01

Question 2

After this episode, the man falls asleep in the hut. Write a continuation of the story, describing the scene when he wakes up the next morning and what happens next. You should include details of both his actions and what he thinks. You should base your ideas on what you have read in the passage, but do not copy from it.

You should write between 1 and 1 ½ sides, allowing for the size of your handwriting.

(Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing.) [20]

General notes on task

The most successful responses are likely to show a good interpretation of the character's thoughts and feelings as well as detailing a credible sequence of events, quite possibly by making the woman a key character. Such responses are likely to be clearly expressed in the candidate's own words but showing an awareness of the style of the original. Less successful responses are likely to lift sections of the original and then produce a far-fetched and unconvincing account of what happened on the next day with little reference to the clues in the passage.

Look for and credit an attempt to write in an appropriate register.

Marking criteria

(a) *READING (Using and understanding the material)*

Use the following table to give a mark out of 10.

Band 1	9-10	Uses and develops several ideas, both factual and inferential, from the story. Demonstrates and develops suggestions as to what happened and the character's thoughts.
Band 2	7-8	Refers to several events from the passage and comments on the character's thoughts. Picks up on and understands suggestions as to what might happen the next day.
Band 3	5-6	Repeats some details from the story and says what happened. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	3-4	There is some relevance to the question with a tendency to retell the story rather than to comment. Makes simple references to what happened and may write from character's thoughts.
Band 5	1-2	May retell the story or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
	0	Very little/no relevance. General misunderstanding of task and passage.

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2006	0500	01

(b) WRITING (Core tier)

Use the following table to give a mark out of 10.

Band 1	9-10	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate tone is established and consistently used.
Band 2	7-8	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate tone.
Band 3	5-6	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate tone.
Band 4	3-4	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.
Band 5	1-2	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
	0	The answer cannot be understood.

Add the marks for Reading and Writing to give a total mark out of 20.