

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers

0500 FIRST LANGUAGE ENGLISH

0500/01

Paper 1 (Reading Passage – Core), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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.

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	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.

1 (a) From paragraph 1, give two reasons why the writer wanted to visit the Manu region.

- To see Peru's National Bird/the Cock of the Rock (1)
- For adventure (1) [2]

(b) Explain, using your own words, what is meant by, "truly exhilarating in good conditions." (line 8)

- A genuinely exciting/uplifting experience (1) when the weather is fine (1) [2]

(c) Re-read paragraphs 3 and 4 ("Our descent...end of the day") and then write a summary of what the writer found unpleasant and what she found enjoyable about the downhill journey. Write a paragraph of about 50–70 words.

- 1 It was freezing cold
- 2 Their hands lost all feeling/could not feel handlebars
- 3 The hairpin corners were dangerous
- 4 Their lips/knees froze/pure agony
- 5 Their noses ran
- 6 The village was abandoned and shut up
- 7 Excessive time taken for the journey/took 3 hours/2 hours
- 8 The roads were smooth
- 9 They could reach good speeds (on the gradient)
- 10 The countryside and scenery
- 11 Seeing the animals

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

(d) Explain, using your own words, why the writer says that they felt they "had stepped back centuries" in line 21.

- The appearance of the streets and houses (1)
- The clothes of the people were like those of an earlier time (1)

Give 2 marks for a clear explanation and 1 mark for some sense of understanding. [2]

(e) Why do you think the writer described the owner of the football pitch as a "nice" man? (line 23)?

- Because he was welcoming/kind/hospitable in allowing them to camp there
- Allow a convincing explanation that the writer was being sarcastic [1]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	01

(f) From paragraph 6, what reasons do you have for thinking that the writer found the Cocks' dance to be disappointing when she saw it the second time?

- The weather was wet and miserable (1)
- 'Very few' birds were involved (1) [2]

(g) Re-read paragraph 7 "Following a flat tyre...utterly dreamlike!" (lines 27–33). Choose *three* words or phrases which the writer uses to describe her enjoyment of this part of the journey. Explain how each of these words and phrases helps you to imagine this pleasure.

- Ever more beautiful and warm jungle
- Racing along
- Luxuriant with grasses
- Rich moist air
- Filling the lungs as if they had been starved
- Heady and intoxicating
- Wanted to smile and laugh
- Sheer happiness
- Big, bright, buttercup yellow butterflies
- A haze of butterflies
- Utterly dreamlike!

Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it. [6]

(h) Why did they have to wait for a bus in Pilocopata? (paragraph 8)

- All the ones on that day were full/there wasn't another one for 2 days [1]

(i) Which two-word phrase in the final paragraph tells you that the old woman did not feel angry towards the tourists who left litter?

- Without bitterness [1]

(j) Explain, using your own words, what the writer means by:

(i) "trudged through the muddy quagmire" (line 25)

walked laboriously through wet/sodden/soggy ground [2]

(ii) "time-oriented society" (line 38)

our way of life which is focused on the clock [2]

(iii) "environmentally conscious" (line 44)

aware of the need to respect the natural world [2]

Give up to two marks for an explanation in own words of each of the three phrases.

[Total: 30]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	0500	01

- 2 Imagine you are one of Ariana Svenson's companions on her journey. You are now on a boat on the way home and are writing your impressions of the adventure in your journal.

Write your journal entry in which you describe what you think were the good and bad points of your journey.

In your journal entry you should include:

- your thoughts and feelings
- what you have learnt from the experience.

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.

General notes on task

The most successful responses are likely to provide a clear and convincing account of the main features of the journey from an appropriate personal perspective and to pick up on the references to the understanding of a different way of life and the importance of preserving that and the surrounding environment. Less successful responses are likely to be over reliant on the contents of the original passage and to lift sections of it without making any detailed references to what the writer had learnt.

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

Marking criteria for Question 2

(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 passage and shows the writer's thoughts and feelings. Demonstrates and develops suggestions about what the writer may have learnt from the journey.
Band 2 7–8	Refers to several details from the passage, showing awareness of the writer's thoughts and feelings, and makes some mention of what the writer may have learnt. Offers some judgements about what were the good and bad points of the journey.
Band 3 5–6	Repeats some details from the story about the journey itself and may make reference to the writer's thoughts and feelings. 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 original rather than to comment. Makes simple references to details of the journey.
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.
Band 6 0	Very little/no relevance. General misunderstanding of task and passage.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2009	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 register is established.
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 register.
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 register.
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.
Band 6 0	The answer cannot be understood.

Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.

[Total: 20]