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INTERNATIONAL EXAMINATIONS

CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2003 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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2003 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 November 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	-	50	34	28
Component 2	60	46	32	20	-
Component 3	40	35	26	16	11
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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November 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 A [1]

2 D [1]

3 D [1]

4 C [1]

5 C [1]

6 C [1]

7 **Give (a) two reasons why Christen's childhood made it likely that he would be interested in sailing when he grew up, and (b) two reasons why he did not want to get involved with sailing round the world.**

(a) He grew up on an island = 1
He first sailed at 5/when very young = 1

(b) He thought the sailors were crazy = 1
It was not his amibition/goal = 1

[4]

8 **In your own words, give four reasons why Christen likes sailing in the race. Start each of your answers with, "He likes…"**

1 likes to appreciate natural beauty/stars/sea shining/Cape Horn
2 likes to feel part of nature/close to nature
3 likes feeling small in a huge universe
4 likes feeling privileged/lucky
5 likes to sail fast/faster than the wind/the excitement
6 likes to invent strategies/routes

Give 1 mark for any of these up to a maximum of 4. Do not award a point if it is indiscriminately copied from the text. [4]

9 **Give four reasons why Christen thinks it is a good idea to make films on board the boat.**

1 allows good communication between the crew and their families
2 cult following/makes the sport popular
3 can share his experiences widely
4 good public relations
5 the crew can be stars in the films
6 company can be successful/make money

Give 1 mark for any of these to a maximum of 4. [4]

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10 Explain in your own words why his nickname "Judge" might have helped him on board the boat, but has not.

1 you would expect people to obey/listen/take note of a judge
2 but everyone is equal/he has to take orders/it is a different environment

[2]

Part 2

11 (a) Write a summary of what Cameron did from the moment he first ran off into the woods to the time he was rescued. Write about 75-100 words. Use your own words as far as possible.

1 he ran (away) from his mother/into the forest
2 he got lost
3 he looked for some dinosaurs
4 he played with his stick/scared dinosaurs with his stick
5 he curled into a ball
6 he lay on a bed of leaves
7 he fell asleep/slept all night long

(b) Write a summary of the entire rescue procedure and what Cameron did after being rescued. Write about 75-100 words. Use your own words as far as possible.

8 (mother) raised alarm
9 a search party (was raised)/began searching
10 not found before nightfall
11 next morning a rescue dog found him
12 and fetched her handler
13 who found him sitting on a fallen tree
14 only 500 m/short distance from where he was lost
15 he refused another jacket/said he was warm
16 went to hospital
17 ate (warm toast)
18 spoke about his experiences
19 went home

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

Performance descriptions: written expression

Give a mark out of 5 according to the following:

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 **(a)**.

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

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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 Weak expression OR virtually all copied. Hard to follow where original. Probably long.

0 Incoherent (points cannot be identified)

12 **Imagine that you are Cameron's mother and that you keep a diary. Write a diary entry about the time Cameron was missing. Describe your thoughts and emotions about the event and what you think of Cameron and what he did. Base your ideas on the newspaper report but do not retell the story.**

The better scripts will tell less of the story and more about what the mother thought and felt, especially:

1 how could it happen/only turned my back a second/guilt/panic/WHEN LOST
2 so many people/no luck/such a large forest/SEARCH
3 cold/nothing to eat/wild animals/survival/AT NIGHT
4 relief/amazement/is he all right?/ WHEN HE WAS FOUND
5 sharing the story/the joke/WITH THE REPORTER
6 thoughts about Cameron: cool/brave/inventive/self-contained/world of own/vulnerable

Performance descriptors according to content

Give a mark out of 10 according to the following:

9/10 Creates a credible sequence of thoughts and emotions with a sense of deepening fear and climax when Cameron is found. Comments on his personality. The mother's voice is clear.

7/8 Begins to adapt the material of the report from a mother's point of view. Occasional development of ideas.

5/6 Significant narrative content but with some reference to mother's thoughts and feelings.

3/4 Largely follows original narrative, with occasional simple reactions to events.

1/2 Virtually no links with passage **OR** a copying out of narrative events.

0 Has written unrelated narrative/task is unrecognizable.

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Performance descriptions in mark bands C-G: written expression

Give a mark out of 10 according to the following:

9/10 Generally accurate. Reads like a diary (partly or wholly) and uses a competent vocabulary suited for expressing varied thoughts and emotions.

7/8 Some minor errors, but clearly expressed with a little fluency. Adopts some features of personal writing style. Minor errors – just needs some tidying up.

5/6 Has errors though meaning is not in doubt. Some sense of a style suitable for a diary, but generally simply expressed.

3/4 Many 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 and handles it poorly.

0 Virtually impossible to follow.

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November 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 Christen Horn Johannessen finds enjoyable about taking part in the Volvo Ocean Race and (b) what Libby Purves says about the hard work and discomforts of sailing in tall ships.

Passage A

1 beauty of natural objects (stars, phosphor, Cape) (i.e. what he sees)
2 features of landscape (e.g. the Cape)
3 part of nature/tiny speck/close to nature
4 privilege/luck to be sailing
5 high speeds (e.g. beating weather systems)
6 chance to make films/share experience
7 media star/cult following
8 change from work
9 work out strategies/see them work
10 communicate with families/stopovers

Passage B

11 cold – ice and snow
12 **long** watches/steering/shifts
13 seasickness
14 wash floors/sew sails/work at odd hours
15 all have to help repair/**mend** snapped boom, pack sails
16 working aloft
17 little sleep/weariness
18 **might** have to sleep in hammocks
19 rain/spray
20 gales/tearing winds
21 extra shifts

Tick and number on script; give 1 mark for 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). Check that paragraph 2 in Passage 1 has not been lifted.

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.

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.

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2 Write the words of a conversation in which Libby Purves and Christen Horn Johannessen discuss their experiences of sailing. During the conversation they discuss: *what they have learned about themselves; *the teenagers who were on the *Europa*.

You should base the conversation on ideas from both passages, but you should develop the material and comment freely upon it.

Content notes: reward candidates who incidentally pick up the differences in character and experience between the two (LP is tough but has seen herself in the mirror, Christen is a highflyer and full of confidence).

Look for: some extension of the opening gambit, or continually returning to the theme throughout the conversation.

(a) "Crazy things": Credit justifications for going in races or on tall ships by CJ and LP; also LP's comments about the miseries of the experience.

(b) Learning about themselves:

CJ small in the scheme of things; appreciates opportunities; enjoys success (as a star); cannot boss people about on board; must attend to routine.

LP has to learn to face hardship and 'chilly misery'; that nice smart clothes and adulthood do not make her superior; to be humble; to face fear (or acknowledge it, like going aloft); to work as a part of a team with all ages and nationalities.

(c) Teenagers: admired for their **sacrifices** to take part; for their attitudes to seasickness; for their ability to do things that LP could not; for their enthusiasm and determination.

Performance descriptions: content

Mark Band 13-15 A confident grasp of themes and issues

The conversation arises naturally from the two passages. Candidates develop ideas and details originally and convincingly. Expect all three cues/bullets to be well handled, with the first bullet as a discriminator. The characters and their attitudes towards their experiences are well understood and presented. The reading of Passage B is accurate.

Mark Band 10-12 Material well developed

There are some signs of confidence in using ideas from the passages and sustaining discussion. Expect the first cue and one of the others to be well handled. The answer may not be consistent. Some understanding is shown of the basic difference (or difference of position) of the characters. The reading of Passage B is almost completely accurate.

Mark Band 7-9 Competent use of material

There is sufficient reference to both passages, although each cue or bullet is dealt with rather ordinarily or literally with little original development. Competence in reading the passages is demonstrated, but there may be some inaccuracy in inferring meaning from Passage B. The most obvious differences between the characters will be apparent.

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Band 4-6 Some selection of material

Material selected from the passages is rather thinly spread, and all cues/bullets are treated generally with only a little explanatory detail. Some attempt is made to answer all of the question, although the answer is clearly inconsistent. There may be sustained inaccuracy in reading Passage B.

Band 1-3 A limited answer

There is little material although there is some focus. Candidates use material from the passages generally, without detail. There is evidence that the passages have been read, but not methodically or accurately. Candidates may write creatively without reference to the details of the passages or to the question.

Performance descriptions: written expression

5 Presents and manages the structure of the conversation with natural links and effective interaction of the speakers.

Language effective – e.g. voice underlines personality.

4 Some naturalness in structure of the conversation with occasionally effective interaction of the speakers.

Language mostly effective – e.g. in explaining points.

3 The conversation has a recognizable structure but interaction between speakers is occasionally mechanical (e.g. a catechism rather than a free discussion).

Language competent – e.g. in its clarity.

2 Some inconsistencies of structure – e.g. in balance and order. Occasional use of extended contributions, but the contributions of each character are generally short and pass backwards and forwards mechanically.

Language mainly competent with occasional loss of clarity and effectiveness.

1 Some faulty structure – e.g. going backwards and forwards from one section to another. Expression not always clear, accurate or appropriate.

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Part 2

3 You are the newspaper reporter. Invent a suitable headline and write your report of the incident for tomorrow's newspaper. You may quote some of Joy's words, but the report should be in your own words and in written, not spoken English. You must also decide on the order of the material you use from the transcript. Your editor believes in young people and wants his newspaper to note the good things that they do. You should therefore include some comments about Joy's actions.

Content notes: This question requires re-ordering of the material (since Joy occasionally wanders round the topic), some care over language (since Joy is too informal for a newspaper report) and some ingenuity in relating Joy's actions to the general excellence of teenagers.

Expect a headline with some point (perhaps the angle of the story)
a brief encapsulating introductory paragraph
the events, succinctly told
information about Mrs Njoba
comments about Joy
comments on teenagers in general with this incident as an example.

The above is the preferred order, but accept other, provided that the links are satisfactory and especially that the retelling of the events is not too split up.

Some information (such as Joy's views about embarrassing photos) is irrelevant.

Watch for candidates who narrate the report's actions in first person or who muddle tenses. Some may muddle written and spoken styles.

Watch for mentioning names of people in the transcript without identifying them.

Performance descriptions: content

Mark Band 13-15 A confident grasp of themes and issues

The candidate sifts the material efficiently and uses a great deal of what is useful and relevant in a convincing order. The report has plenty of interesting detail. The last section analyses Joy's actions and characteristics and shows how they fit into a general pattern of teenage behaviour.

Mark Band 10-12 Material well developed

The candidate understands and re-orders the information well and uses much of what is useful and relevant. The report has some interesting detail. The last section comments positively on Joy's actions, and there may be some comment about teenagers in general that would please the editor.

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Mark Band 7-9 Competent use of material

The candidate understands the information and structures the report competently, although there may be slight inconsistencies. The last section is adequate although plain and brief, perhaps failing to stress some of Joy's stronger characteristics.

Mark Band 4-6 Some selection of material

The material is rather thinly used, lacking some of the detail that would make the report come alive. There may be occasional errors of order. The last section is attempted but makes few points.

Mark Band 1-3 A limited answer

The report makes little helpful use of the material and may not be coherent or particularly relevant. Lifting attracts a very low mark indeed. The final section is weak or non-existent.

Performance descriptions by mark bands A-E: written expression

5 Virtually no technical errors. Adopts good journalistic style (including possibility of direct and indirect speech) and converts Joy's language well.

4 Slight technical errors; occasional loss of journalistic style, but fluent. Converts Joy's language well.

3 Needs attention to detail, but generally correct and clear. Vocabulary plain, but shows more obvious traits of journalistic style.

2 Needs some redrafting. Language inconsistent and may show slight confusion between Joyspeak and a correct formal style.

1 Many errors, technical and stylistic. May include wrong use of Joy's language and reporter first person narrative.

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CAMBRIDGE
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November 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0500/03

FIRST LANGUAGE ENGLISH
Paper 3 (Continuous Writing)

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36-40 marks

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.

31-35 marks

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.

26-30 marks

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.

21-25 marks

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.

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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16-20 marks

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.

11-15 marks

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.

6-10 marks

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.

0-5 marks

Insufficient for a mark in the band above.

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