

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0500 FIRST LANGUAGE ENGLISH

0500/01

Paper 1 (Reading Passage - Core),
maximum mark 60

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does 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 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Grade thresholds for Syllabus 0500 (First Language English) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	50	n/a	41	25	21

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.



June 2005

IGCSE

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0500/01

FIRST LANGUAGE ENGLISH
(Reading Passage - Core)



Page 1	Mark Scheme	Syllabus	Paper
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1 (a) Why did the writer decide to get out of bed? (Line 6-7) [1]

He wanted to look out of the window (at the estuary and the marshes, in the moonlight)

(b) In paragraph 2 Spider is alert, nervous and ready to attack. Give one word or phrase from the passage to illustrate each of these. [3]

- Alert: 'standing at the door'; 'ears pricked'; 'tail erect'; 'bristling at the door'; 'nose to the gap...snuffling along'; 'head cocked'; 'listening, listening'
- Nervous: 'every hair on her body was on end'; 'tense'; 'taking a pace backward'
- Ready to attack: 'as if ready to spring'; 'emitting a soft, low growl'; 'growled again'

Give 1 mark for each sensible illustration to a maximum of 3

Some points could arguably fit more than one description

Allow cross-over of points between 'alert' and 'nervous' but points for 'ready to attack' must be from those listed

Award 0 marks if whole passage is lifted indiscriminately

(c) Give the two reasons why the writer eventually managed to get out of bed. [2]

Nothing else happened/there were no additional noises

He had the dog with him

Give 1 mark for each of these

(d) Re-read from the second sentence in paragraph 3 (beginning 'But it took some time... ') to the end of the extract and then write a summary of what the writer heard and saw after he got out of bed. (Write a paragraph of about 50-70 words.) [7]

Heard: Spider (padding/sniffing/growling/grumbling)
the odd sound
Spider growling **louder**
gentle bumping sound

Saw: (dark) corridor
other doors/bedrooms
Spider shoot ahead
(heavy old) furniture/unmade beds in the rooms
(unmade beds) moonlight
the door (without a keyhole/lock) *NB answer must clearly distinguish this door from the other doors*

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

(e) What was unusual about the door at the end of the passage? [1]

It had no keyhole

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- (f) Re-read lines 8-16. Explain, using your own words, why the writer was so disturbed when he awoke. [4]**

He could not think what had woken him
 All seemed unnaturally (ominously) quiet
 Spider was very tense/behaving very oddly
 He could not identify the mysterious noise

Give 1 mark each for any 2 of these points
 Give up to 2 additional marks for quality of explanation

- (g) Re-read lines 35-37. Explain, using your own words, what the writer means by [4]**

- (i) ‘stroked the rough, short hair as much for my own reassurance as hers [2]**

The writer *attempted to calm her* by placing his hand on her collar and stroking her
but did this also to calm himself down

- (ii) ‘the tension in her limbs and body and it answered to my own’ [2]**

Both of them were very tense and *the feeling was transferred from one to the other*

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

- (h) In line 2 why do you think the writer includes the words ‘or was awakened’? [2]**

It suggests that he did not wake up naturally but that something disturbed him

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

- (i) Re-read lines 16-21 and 39-41. Choose three words or phrases the writer uses to describe the noise and explain what each of these suggests about it. [6]**

- (1) regular: at specific intervals
- (2) intermittent: occurring at intervals
- (3) bump or rumble: single echoing noises or ongoing ones
- (4) muffled: could not be heard distinctly
- (5) bumping gently: hitting quietly against something
- (6) rhythmic: a regular pattern of sound
- (7) familiar: something he had heard often before

Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it
 Any additional words must be justified in terms of the question

[Total for Question 1: 30 marks]

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2 Imagine that you are the man in the story. Write a letter to a friend explaining what happened later that night and how you felt the following day. In your letter include:

- further description of the house you were staying in
- what happened after you opened the mysterious door

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 1½ 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 retell the events in the passage economically in the candidate's own words and then present a convincing account of what was found in the room, picking up, in particular, on the familiar nature of the noise. Less successful responses are likely to lift sections of the original and then produce a far-fetched and unconvincing account of what was found in the room with little reference to the clues in the passage

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 story Demonstrates and develops suggestions as to what is in the room and the writer's feelings
Band 2	7-8	Refers to several events from the passage and comments on writer's feelings Picks up on and understands suggestions as to what the noise may be
Band 3	5-6	Repeats some details from the story and says what the writer did 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 the writer's feelings
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

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(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 The narrator's voice 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 the narrator's voice
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 the narrator's voice
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 for Question 2

[Total for Question 2: 20 marks]