

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2007 question paper**

### **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.

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.

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Note: 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) What phrase of three words in the first sentence of the passage shows that the weather conditions were not entirely clear?**

- Dirty grey haze/grey haze hovered

*Accept any 3, or all 4 words; ignore indefinite article if written in addition* [1]

**(b) Explain, using your own words as far as possible, what the writer says about the spring in paragraph 1.**

1. by the roadside
2. it had been quite large/active/bubbling/the day before
3. now it had dried up
4. it gave out the occasional burst of water/was making gurgling sounds within the rocks

*Give 1 mark for each of the above clearly explained. In order for points 2 and 3 to be awarded, the answer must show an understanding that they relate to different days.* [3]

**(c) Re-read the lines "The morning advanced ... ceased even to think" (lines 7-11). Choose three details which the writer uses to suggest a sense of extreme heat. Explain how each of these words and phrases suggests this sense.**

1. enormous furnace
2. stinging feet could bear the soil no longer
3. the insects were too lethargic to pipe
4. the basking lizards hid themselves and panted
5. it was so still you could have heard the least buzz a mile off
6. the ponies advanced because they must
7. the children ceased even to think
8. the heated air grew quite easily hotter

*Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it. Do not award the same explanation more than once.* [6]

**(d) Give two words from paragraph 4 which suggest that the reef protected the children.**

- guarded
- stronghold
- safe

*Give 1 mark for each for any two of these; the appropriate words must be clearly indicated.* [2]

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(e) What were the first things the children did after dismounting from their ponies?

- they lay down (on their stomachs) (1)
- looked into the water (1)
- jumped in the water (1)

Any 2 from 3 up to a total of 2 [2]

(f) What did the children see in the water (lines 25–27)? Explain, using your own words as far as possible.

- coral/different types of fish
- the vegetation (like trees) on the sea bed

Give **one** mark only for a reference to the fish and the coral (allow lift) and up to **two** marks for a clear explanation of the ‘forest-like growth’. Wholesale lifting of lines 26-7 = 0 marks for the second point. [3]

(g) Why do you think the writer repeats the word “down” in line 26?

- to emphasise the depth of the water/it took a long time to see the bottom (1)
- to add to the sense of mystery/to emphasise the children’s sense of fascination (1) [2]

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

(i) “it was no faster than a procession of snails” (lines 14-15)

(ii) “the swell muttered a mile away on the reef” (lines 22-23)

- (because of the heat) the string of ponies/children moved very slowly
- the movement of the water over the coral reef sounded like indistinct speech

Give up to two marks for an explanation in own words of each of the two phrases. A straightforward reference to the sound of the waves in (ii) = 1 mark [4]

(i) Re-read lines 1–18 (‘The sun ... fathoms deep), and then write a summary of what the children would have seen on their way to the beach and at the beach itself. Write a paragraph of about 50-70 words.

1. the sun (red and large)
2. the cloudless sky
3. the (dirty grey) haze
4. the lane towards the sea
5. the (dry) spring
6. the water gush out
7. wildlife (bullocks, insects, basking lizards, ponies)
8. (semi-circular) bay/sea/ocean
9. the reef
10. the sand/beach
11. the rocks
12. grass

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

[Total for Question 1: 30 marks]

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## Question 2

You are one of the children in the passage. A friend who lives in another country has written asking you if the ‘paradise island’ on which you live is really as good a place to visit as people say. Write a reply in which you tell your friend about:

- the good and bad aspects of the island
- the weather
- the experience you had when you went to Exeter Rocks

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 summarise the details of the island given in the passage from the viewpoint of one of the children (in the candidate’s own words) and then present a convincing account of what happened later in the day, picking up on the suggestions in the passage. Less successful responses are likely to lift sections of the original and then produce a far-fetched and unconvincing account of what happened with little reference to the details given 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	<b>9-10</b>	Uses and develops several ideas, both factual and inferential, from the story. Demonstrates and develops suggestions about the nature of the island in response to the friend’s question. Picks up on and develops suggestions of what may have happened at Exeter Rocks.
Band 2	<b>7-8</b>	Refers to several details from the passage and refers to the friend’s question. Makes reference to negative aspects of the island and to all three bullet points of the question.
Band 3	<b>5-6</b>	Repeats some details from the story about the nature of the island. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	<b>3-4</b>	There is some relevance to the question with a tendency to retell the story rather than to comment. Makes simple references to details of the island.
Band 5	<b>1-2</b>	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.
	<b>0</b>	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	<b>9-10</b>	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	<b>7-8</b>	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	<b>5-6</b>	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	<b>3-4</b>	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	<b>1-2</b>	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
	<b>0</b>	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]**