

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 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 | B | | [1] |
| 2 | C | | [1] |
| 3 | B | | [1] |
| 4 | B | | [1] |
| 5 | A | | [1] |
| 6 | A | | [1] |

7 What is a *curagh*? Explain what it is made of.

- 1 boat/canoe
- 2 propelled with oars/has rowers/oarsmen
- 3 of traditional design
- 4 with a sail
- 5 made of canvas
- 6 made of wood
- 7 (boat) with an unusual motion

Give one mark for reference to any of these points, up to a maximum of 4. [4]

8 Give *three* words from the passage that describe the thunderstorm or the effect it had upon the sea.

- 1 sudden
- 2 momentary
- 3 tumult

Give one mark for each point. If 'momentary tumult' is given as one answer, award both marks. [3]

9 Give *three* things about the kitchen that especially caught the writer's attention.

- 1 red/coloured (dresses of the women)
- 2 colour of the walls
- 3 colour of the floor
- 4 fishing tackle on walls
- 5 the skin (for making sandals)

Give one mark for each point up to a maximum of 3. [3]

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- 10 With close reference to the passage, explain what you think the writer liked best about (i) the voyage to the island (ii) the articles he found on the island.**

The voyage:

Either he was leaving civilised life behind and travelling in a boat whose design had never changed/of traditional design/the fine weather/thunderstorm/green glittering waves

Or any reference to the **unusual** motion of the boat (leaping through waves etc.)

The articles:

Handmade out of natural materials, thus having individual, unique quality and/or an art of their own.

Give up to 2 marks per section. For each, 1 mark for a recognisable answer and 2 for a fuller answer with an attempt to explain. Give 0 for injudicious copying. [4]

Total for Part 1: [20]

Part 2

- 11 (a) Write a summary of the character and attitudes of Giovanetta's father and what he thinks about his daughter.**

- | | |
|---|---|
| 1 grumbler | 7 had wild tempers |
| 2 went on and on | 8 loved his daughter |
| 3 was obsessed with his car | 9 easily gave in to her |
| 4 didn't like rock music | 10 said she was immature/spent too much money |
| 5 did like news programmes | 11 was proud of her |
| 6 was cautious/speed limit/responsible attitude | |

- (b) Write a summary describing in detail what happened to the car from the moment Giovanetta said goodbye to her friends.**

- 12 was driven fast down the drive and threw up dust
 12 (a) turned on to main road
 13 accelerated/leapt forward
 14 it took off
 15 collided with a bush/was badly scratched
 16 landed/drove across grass field
 17 slowed down as brakes applied
 18 out of control over ploughed field/was covered with mud
 19 came to a stop

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Content

Give 1 mark for each of these points up to a maximum of 15. Tick and number on script.

Written Expression (Core Tier criteria)

Award a mark out of 5 based on the following table:

- | | |
|----------|---|
| 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 (b) . |
| 4 | Occasional concision, tending to lose focus here and there (but evident that the passage has been understood). Occasional lifting. Length not excessive. |
| 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 | Very weak expression OR virtually all copied. Hard to follow where original. Probably long. |
| 0 | Cannot be followed. |

Total for Question 11: [20]

- 12 Continue this story. First describe the scene when Giovanetta wakes up next morning and meets her father. Use what you have learned about Giovanetta, Mr Torti and the car to help you write your story.**

Content (Core Tier criteria)

Award a mark out of 10 for Content and a mark out of 10 for Written Expression, in accordance with the following tables:

- | | |
|-------------|--|
| 9/10 | The story is a true continuation and is effectively based on the original. Shows an understanding of Giovanetta, Mr Torti, the relationship between them and the importance of the car. |
| 7/8 | A structured story with some development of the two characters and an understanding of the importance of the car. The scene the next morning is a satisfactory start, but may not continue the situation so effectively. |
| 5/6 | The characters are recognisable from the original but are plainly represented, simply by what they say and do. The relationship between them is not developed although there is some indication that |

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the car plays a central role in the father's life. The beginning is unlikely to take up threads from the original immediately.

- 3/4** Straightforward narrative repeating some of the events of the passage and presenting the characters with simplicity. Material thin.
- 1/2** Occasional links with the passage; attempts a narrative but rambles and may go outside the scope of the original. Some failure to understand.
- 0** Has little or no link with the original and does not address the task.

Written expression (Core Tier criteria)

- 9/10** Generally accurate and well worded. Reads like a story (partly or wholly).
- 7/8** Some minor errors, but clearly expressed with a little fluency. Adopts some features of a storyteller's style and may use some aspects of the original style. Minor errors – just needs some tidying up.
- 5/6** Has minor errors although meaning is not in doubt. Some sense of storytelling style, but generally simply expressed.
- 3/4** Many minor 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 but handles it poorly.
- 0** Too incoherent to be placed in the ½ band.