

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the November 2004 question paper****0500 FIRST LANGUAGE ENGLISH****0500/01****Paper 1 (Reading and Directed Writing - Core),  
maximum mark 60**

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



**Grade thresholds** taken for Syllabus 0500 (First Language English) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	n/a	49	34	30

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.



November 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0500/01

FIRST LANGUAGE ENGLISH  
(Reading and Directed Writing - Core)



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	FIRST LANGUAGE ENGLISH – NOVEMBER 2004	0500	1

**Part 1**

**1-6 CDCCCB [6]**

**7 Three ways in which disabled competitors have been made to feel equal**

- (i) medals will count towards countries' final total = 1
- (ii) take part in processions = 1
- (iii) live in athletes' village = 1
- (iv) compete in same stadium/or at same time = 1 **[3]**

**8 (a) compete at top level**

- (i) be allowed to compete alongside the best able-bodied athletes
- (ii) in the world's greatest competitions (*see below for marking instructions*) **[2]**

**(b) be recognised for their achievement**

- (i) all the people in the stadium will see/applaud them
- (ii) and on TV/at prime time
- (iii) allow they will win medals that count **[2]**

*For (a) and (b) give two marks for a well-explained answer in own words with a little detail. Give one mark for an answer that is incomplete, copied or which can be understood with some effort.*

**9 The three points that Maria Eagle makes**

- (i) the arrangements are a good start (*allow lift*)
- (ii) but there is still some way to go (in terms of letting disabled athletes play a full part) (*no lift*)
- (iii) it is a sign that people's general treatment/views of disabled people are improving (*allow lift*)

*Give one mark for each correct answer. Do not credit straight lift of complete statement without sub-division into 3 points.* **[3]**

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**10 If you were the disability adviser to the Games in your own country, what improvements to the changes made in the Manchester Games would you make? Use only ideas expressed by the people in the passage.**

- (i) more events
- (ii) events for the severely disabled
- (iii) different races for different classifications of disability/have two winners - one first past the post and one according to a tariff
- (iv) allow: have separate medals tables OR encourage less strong athletics countries to establish and train teams. **[4]**

*This is a difficult question. Award up to two marks for reference to any of the answers above, and up to two further marks for evidence of clear understanding of the point(s) being made.*

**Total for Part 1: [20]**

## Part 2

**11 Write a summary of all that you know about Natalie in these three parts:**

**(a) her life before the accident. You will need to write 50-60 of your own words**

- 1 from Cape Town/South Africa
- 2 was frightened of the water
- 3 overcame this fear
- 4 joined local swimming club at 6
- 5 trained daily
- 6 swam for SA at Kuala Lumpur at 14
- 7 rode a motor scooter

**(b) her life as a swimmer and as a person after the accident. You will need to write 70-80 of your own words**

- 8 in water again after 3 months/before she could walk
- 9 could only swim in circles/found breast stroke difficult
- 10 unable to kick with good leg/stump floated
- 11 coach cured problem
- 12 had an artificial leg/had to learn to cope
- 13 not self-conscious

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- 14 seen as role model/popular in village
- 15 has not changed as person since the accident
- 16 first disabled person to compete in able-bodied events

**(c) her hopes for the future. You will need to write 20-30 of your own words.**

- 17 wants to finish studies/go to university
- 18 continue swimming
- 19 become a geneticist

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

**Performance descriptions: written expression**

- 5 Patches of concise summary style (not consistent), reasonable focus, no/or very occasional selective lifting. Length not excessive.
- 4 Rare concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting. Length not excessive.
- 3 Descriptive, discursive style, frequently unfocused, lifting obtrusive. Maybe overlong.
- 2 Rambling and often muddled and hard to follow; mostly copied.
- 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 Imagine you are Natalie du Toit. You are about to compete in the Games. Write a letter to a friend. In your letter give your thoughts and feelings about what has happened to you, your plans and hopes for the future, what you have learned about yourself as a person.**

**Performance descriptions: content**

- 9-10 Feelings about the accident and learning to swim are appropriate to context (just before competing in the Games) and details are in "Natalie's" own words. Look for parts (i) and (iii) to be done well without overlapping material. Natalie's feelings relate to her strong personality explicit in the article. Reward a full coverage of the question and a personalising of the material which is well adapted from the original.
- 7-8 Candidates deal with the thoughts and feelings reasonably well and do not repeat narrative material from the article. However, this may be a more general response to the passage. The content is true to what we infer about Natalie.

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- 5-6** The strongest feature of the letter is the last section which is closely derived from the article. Other sections may tend towards narrative and may not represent the ups and downs that Natalie has had to learn to cope with. There may be some instances of lifting.
- 3-4** The letter is prone to lifting from the passage. Material is partly relevant to the question and is thin when it comes to deriving thoughts and feelings on Natalie's part. Candidates do not represent Natalie's personality well.
- 1-2** There are occasional links with the passage. Nearly all is copied, but the letter has a recognisable beginning and end.
- 0** Entirely copied, or almost entirely inaccurate, or with no link to the passage.

**Performance descriptions: written expression**

- 9-10** Generally accurate and well worded. A convincing personal letter.
- 7-8** Some linguistic errors, but clearly expressed with a little fluency. Adopts some features of the style of a personal letter and is a conscious attempt to write differently from the original.
- 5-6** Has frequent linguistic errors although meaning is not in doubt. Reads like a letter, generally simply expressed.
- 3-4** Frequent linguistic errors which may impede communication. Style may be inappropriate with some lack of clarity in, for example, longer sentences.
- 1-2** Coherent in places; frequent serious linguistic errors, including failure to use normal grammar meaning is often in doubt.
- 0** Almost all incoherent.