

CAMBRIDGE

INTERNATIONAL EXAMINATIONS

June 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 you think J. M. Synge found remarkable about the voyage to Inishmaan and about what he found there, and (b) why William Davis would not enjoy living on a tropical island.

Content

Passage A

- 1 leaving 'civilisation'/or any explanation of modern/busy/city life
- 2 in a type of boat of specific interest/or that had not changed throughout history
- 3 the movement of the boat (not like a normal boat, 'leaping up and down')
- 4 'green, glittering waves' (the shining waves, the shade of green)/ the brilliance of the day
- 5 the **suddenness** of the storm/**contrast** between 'tumult' and the normal peace of the sea (do not allow simple reference to a storm)
- 6 the sparseness of the landscape (references to the track, the sheets of rock)
- 7 the general beauty and unusual nature of the kitchen interior
- 8 the red dresses of the women/their association with 'Eastern richness'
- 9 the natural colours of the walls (with or without reference to the floor)
- 10 the individuality and uniqueness of every article
- 11 which recreate the simple artistry of everyday life
- 12 wooden implements and other natural materials found locally
- 13 articles that link the people to their environment

Note: answers must be linked to reactions by Synge: simple narrative is insufficient.

Passage B

- 14 expensive
- 15 lack of amenities
- 16 boring
- 17 no means of escape
- 18 servants cannot communicate in your language
- 19 and complain easily/cannot be persuaded to join you in such a remote place
- 20 no interesting friends/lonely
- 21 what if it rains?
- 22 worries/problems
- 23 tide might submerge the island!

Tick and number 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).

- 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.

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- 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.
- 0 Rambling and often muddled and hard to follow; mostly copied.

2 Imagine that you are the writer of the first passage. You have read William Davis's article and decide to write him a letter. In your letter you write about Davis's attitudes to islands and to island life, and respond to them using ideas from the first passage.

Content: Synge should challenge Davis' perceptions of life - Synge purposefully turns from civilisation, but Davis wants all the trappings (examples from both passages); Synge slows his life down, Davis wants to hop on a plane; Synge believes that people who live the simple life provide themselves with all they need and these articles lend beauty; Synge accepts life as it comes, but Davis wants luxury holidays.

Award a mark out of 15 for Content and a mark out of 5 for Written Expression.

Performance descriptions: content

Band 1, 13-15 A confident grasp of themes and issues

The letter contains a great deal of material, very well contrasted and presented as a sustained, cohesive argument. Look for generalisations and contrasted overviews, using detail from each passage as illustration. The letter shows a good grasp of both passages.

Band 2, 10-12 Material well developed

There are signs of confidence in contrasting attitudes expressed in passage (b) to those of passage (a), but do not expect this to be consistent. Candidates may present developed arguments against Davis's ideas without backing them up with engagement with the Synge passage. Development and occasional overview are more important than sustained cohesion in this band.

Band 3, 7-9 Competent use of material

These are plain answers that are focused on the task and give plenty of reference to the passages. The writer's viewpoint is clear and the letter is founded on a series of ideas from Davis's article that invite disagreement. Overview is unlikely or only present in brief reference. However, references to both passages indicate a reasonable understanding.

Band 4, 4-6 Some selection of material

The impression is that material from the passages is rather thinly spread and the opportunities for contrast are often missed. There is occasional development of individual ideas, but the intention of the letter is not strong.

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Band 5, 1-3 A limited answer

There is little material and/or material is presented as a list of undeveloped points, perhaps in a rather haphazard order. There is general relevance to the question and to the passages, although reference to one is often weaker than to the other.

Band 6, 0

Insufficient material to be placed in Band 5.

Performance descriptions: written expression

- 5 No or virtually no technical errors. Effective range of vocabulary and sentence structures. Good, fluent style and tone, appropriate to the critical task.
- 4 Slight technical errors; occasional clumsiness of style, but fluent and having useful vocabulary.
- 3 Needs attention to detail, but generally correct and clear.
Vocabulary plain.
- 2 Needs some redrafting. Parts clearly written in straightforward vocabulary.
- 1, 0 Many errors, technical and stylistic. Language not always clear.

Part 2

- 3 You are Patchara. Miss Ishida has asked you to write an article for your school publication, in which you express your feelings about the adventure holiday now that it is all over, and try to persuade other students at the school to take part next year.**

Content notes: The discriminator is how the article is presented for the benefit of other students (does it address them personally? is it done by implication? is the tone self-indulgent?). Look for PERSUASION. Expect a stronger balance of narration to comment/evaluation as the scripts get weaker. Candidates should cover themes of physical toughening, social awareness, teamwork, overcoming fear and ecological understanding - all from the diary printed in the question paper. Better candidates review feelings in retrospect.

Performance descriptions: content

Band 1, 13-15 A confident grasp of themes and issues

Candidates sift material from the diary efficiently and use a great deal of what is relevant. There is strong development of positive features of the holiday and (usually) analysis of Patchara's change of heart. Comment and evaluation are integrated into much of the article and there is a sense of audience.

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Band 2, 10-12 Material well developed

Candidates understand the material well and use much of what is relevant. The article has some interesting detail and the ideas are developed, not repeated. Some positive points are explained in favour of the holiday.

Band 3, 7-9 Competent use of material

The information in the diary is used competently, although there is some mechanical repetition of events. Evaluation and comment is adequate although it may be confined to a separate section at the end and tend towards the general.

Band 4, 4-6 Some selection of material

The material is rather thinly used, lacking some of the detail that would make the article come alive. Evaluation is attempted, but makes few points.

Band 5, 1-3 A limited answer

The article makes little helpful use of the material and may not be coherent or particularly relevant. Evaluation is weak or non-existent.

Band 6, 0

Insufficient material to be placed in Band 5.

Performance descriptions: written expression: structure + persuasive style

- 5 Structure strong, progressive, links: good intro. Persuasive style argues point.
- 4 Structure progressive, non repetitive. Style persuasive in places.
- 3 Structure adequate, ordinary introduction. Style mostly plain.
- 2 Structure and sequence inconsistent. Style lacks conviction.
- 1 Structure lacks cohesion. Style faulty in places.