

June 2004

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: Question 1

From your reading of both passages, summarise the hazards and hardships of mountaineering (Passage A) and travelling over snow and ice (Passage B).

Hardships

- 1 Breath vaporises in tents/get wet through
- 2 Sleeplessness
- 3 Isolation from loved ones
- 4 Discomfort from proximity to others
- 5 Lack of water/snow burns mouth
- 6 Lack of air
- 7 Equipment left behind/lost
- 8 Have to concentrate on every details of rockface
- 9 Long waiting for completion of manoeuvres

Hazards

- 10 Winds destroys sleeping equipment
- 11 Can't see through snow/your way
- 12 Dizzy on rope/all at sea/ in space
- 13 No holds/nowhere to stop on descent
- 14 Communications unreliable

Travelling over snow and ice (Passage B)

Hardships

- 15 Weight/e.g. equipment/dried food/water
- 16 Radios undependable
- 17 Snow surfaces make sledges hard to drag
- 18 Loss of confidence and morale

Hazards

- 19 inadequate clothing/hypothermia
- 20 crevasses undetected/fall in
- 21 very high winds destroy tents
- 22 blizzards suffocate those caught in them
- 23 sun mists goggles / sunblindness
- 24 pain caused to eyeballs

Tick and number any of these answers 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 throughout, focused, words well chosen.
- 4:** Generally concise and well focused, in own words.
- 3:** Patches of concise summary style (not consistent), reasonable focus, no/or very occasional selective lifting. Length not excessive.
- 2:** Rare concision, tendency to lose focus (some rambling), but evidence that the passage has been understood. Occasional lifting. Length not excessive.
- 1:** Descriptive, discursive style, frequently unfocused, lifting obtrusive. Maybe overlong.
- 0:** Rambling and often muddled and hard to follow; mostly copied.

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Part 1: Question 2

You are the presenter of a radio programme about dangerous expeditions. You have invited Walter Bonatti and Ranulph Fiennes to talk about their experiences. Write the transcript of part of your conversation. During the conversation you, the presenter, should ask the following questions: What qualities do you think a successful explorer or mountaineer needs? Do you think you are testing your luck and your endurance to too great an extreme?

Content Notes

Look for:

- (1) the development of moments from Passage A, applied to the question and not merely copied;
- (2) the transformation of points from Passage B to events in Sir Ranulph's own experience (more difficult).

Give an overall mark for content, but bear in mind the three points (one cue and two questions) that candidates must address. Think of a hypothetical 5 marks available for each one of these.

(i) There must have been moments when...

Passage A: look for development of such moments as hanging in space, unable to communicate, atmosphere in the tent, burning your mouth in the snow.

Passage B: look for **transformation** of points such as dragging the sledges, suffering from hypothermia, falling in crevasses, snowblindness.

(ii) What qualities do you think a successful explorer or mountaineer...?

A good discussion may include three qualities such as:

Endurance and determination: being prepared to make difficult climbs in the worst of conditions; going over 3000km of endless snow; conditions that affect your confidence and morale.

Physical strength: carrying heavy weights across the snow; keeping steady on ropes in the middle of nowhere; defeating snowstorms and high winds.

Not afraid of danger: the perilous descent; deep crevasses.

Camaraderie: living close together in the worst of conditions and discomfort; teamwork.

Facing discomfort: no water; wet through; sleeplessness; hypothermia; snowblindness.

A certain madness: who in their right minds would attempt such extreme "sports"?

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(iii) Do you not think you are testing your luck...?

Credit overall answers such as: accepting the challenge
luck is one of those things you have to accept
the excitement of the extreme

Examples: Passage A- luck: the failure to find a hold; having to descend in the storm
Passage B- extreme: experiencing the great winds.

In general, look for

- (i) ideas and arguments related to the passages. **Mark 1 and tick.**
- (ii) details from the passage that exemplify and justify. **Mark D and tick.**
- (iii) candidates' own ideas which arise from the passages. **Mark +1 and tick.**

Candidates' own ideas that are unrelated to the passages and which distract from their argument should not be credited. **Mark +2** (*the 2 relating to the distance in thought from the original*). *Frequent marking with +2* indicates lack of focus. So does the lack of detail or the use of generality that does not clearly relate to the passages.

Performance descriptions

Content

13-15: an excellent, well balanced conversation in which all three of the presenter's cues/questions are discussed and developed in general specific terms. Bonatti's experiences are developed, not repeated, and Fiennes' general writing is presented as narrative exemplification. Care is taken not to use overlapping material from section to section.

10-12: a good conversation which covers all three cues/questions at satisfactory length and which refers frequently to ideas and details in the passages. There may be more from Passage A than Passage B, but Bonatti's experiences are still developed and there is an attempt to transform Fiennes' experiences.

7-9: a satisfactory conversation which refers to all three cues/questions but which does not develop responses consistently OR is demonstrably weaker in the response to one question. Some general ideas are presented and there are some details from the passages. Some opportunities are lost when developing events in Passage A and Fiennes' points may be presented in the style of the original. There may be some overlapping use of detail from section to section.

4-6: a rather thin conversation that addresses the cues/questions inconsistently or without much detail. Development and transformation are rare (Bonatti's experiences may merely be repeated) but the overall relevance to the question is satisfactory.

1-3: a poor conversation which does not address any of the cues/questions well and which is very weak in its treatment of Passage 2. Answers may apparently be not based on the passages. There may be lifting.

0: Little or no reference to the passages, and the three cues/questions are not addressed.

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Structure and Language

5: The dialogue is well structured with one contribution leading effectively to the next and ideas taken up and developed from one speaker to another. The language is clear, carries meaning strongly and is reminiscent of talk.

4: The conversation is mostly well structured and several contributions are usefully linked. The language is clear and often gives the impression of the dangers of the activities described.

3: The conversation is in a clear order, but the links are not strong. Language is clear but often ordinary, giving a partial effect of the dangers of the activities.

2: The overall order is largely determined by the question, but responses to the points are not always connected into a continuous pattern. Language is reasonably clear without strength or consistency, and the dangers are not communicated.

1: The general order is generally clear but there is no feeling of progression in the conversation. Meaning is not in doubt, but the language carries no weight or feeling.

0: The conversation is haphazardly presented so that it is hardly possible to follow and the language is not strong enough to carry the message.

Part 2: Question 3

[Answer your uncle's letter according to his instructions.

"When you have chosen which present you would like, write me a letter explaining carefully why you have decided on one and why you have rejected the others. I expect you to base your ideas on what I have written and develop some of my reasons I have given above. I shall enjoy reading your personal thoughts. And yes, this is the whim of an old uncle – I do expect you to persuade me that your choice is really what you want. If you don't I may decide to postpone the present until you are twenty-one!"]

Notes on content

1: Candidates must refer to three options whether accepted or rejected. Those who do not do this instruction should not be given more than 9 for content, and probably less.

2: Candidates are free to make any choice they like.

Expect them to **(i) adapt and develop** material to their preferences.
(ii) give convincing reasons for their choices.

Bicycle: Pro: develop ideas of **health, economy, speed and the environment**
Against: inappropriate for location; bicycles accident prone.

Internet: Pro: develop ideas of **up-to-date, speed, use at University**
Against: dependency, health (eyes), tempted to copy, cost in year 2?

Books: Pro: develop **imagination, style of the writers, leisurely thinking**
Against: space, slow to use, heavy to cart about.

These are examples and there are plenty more.

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Performance descriptions: content

13-15: A convincing letter that develops and argues the cases well, giving consistently convincing reasons arising freely and developed from the material. It clearly tangles with Uncle Nathaniel's thinking.

10-12: A good letter that shows ability to develop some of the material and to give clear arguments, although there may be less strength in the reasons given for or against one of the three items. It is clearly an answer to Uncle Nathaniel.

7-9: A satisfactory letter that uses the material rather mechanically, although there is occasional development. Reasons for the choice are competently selected from Uncle Nathaniel's letter; reasons against are simple and straightforward.

4-6: A rather thin letter, perhaps concentrating on the choice at the expense of the two rejected items, or giving brief and undeveloped consideration to all three. Simple, unelaborated reasons are given. Content is relevant but does not reflect Uncle Nathaniel's thoughts and opinions.

1-3: A poor answer lacking conviction or argument, but nevertheless addressing the question and referring to the material very literally, even copying portions of it. Occasional reasons are given. It barely recognises Uncle Nathaniel.

0: There is little reference to the material and the question is hardly addressed.

Performance descriptions: written expression

5: Virtually no technical errors. Adopts appropriate, maybe slightly formal register to write to Uncle Nathaniel. Effective vocabulary and fluent sentence structures. Uses persuasive devices and overall writes persuasively.

4: Slight technical errors; occasional loss of appropriate register. Some signs of a wide and effective vocabulary. Sentence structures mainly fluent. Mainly persuasive.

3: Needs attention to detail, but generally correct and clear. Register acceptable though plain, as is vocabulary. Sentences reasonably structured. Clear rather than persuasive writing.

2: Needs some redrafting. Language shows some inattention to audience and register. Vocabulary and sentences comparatively simple.

1: Many errors, technical and stylistic, including some sentence structures. Register inappropriate in places. Vocabulary is limited and the writing lacks strength.

0: Serious language faults. Register ineffective. Meaning blurred.