

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

November 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0500/02

FIRST LANGUAGE ENGLISH
Paper 2 (Reading and Directed Writing - Extended)



Page 1	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – NOVEMBER 2003	0500	2

Part 1

- 1 Summarise (a) what Christen Horn Johannessen finds enjoyable about taking part in the Volvo Ocean Race and (b) what Libby Purves says about the hard work and discomforts of sailing in tall ships.

Passage A

- 1 beauty of natural objects (stars, phosphor, Cape) (i.e. what he sees)
- 2 features of landscape (e.g. the Cape)
- 3 part of nature/tiny speck/close to nature
- 4 privilege/luck to be sailing
- 5 high speeds (e.g. beating weather systems)
- 6 chance to make films/share experience
- 7 media star/cult following
- 8 change from work
- 9 work out strategies/see them work
- 10 communicate with families/stopovers

Passage B

- 11 cold – ice and snow
- 12 **long** watches/steering/shifts
- 13 seasickness
- 14 wash floors/sew sails/work at odd hours
- 15 all have to help repair/**mend** snapped boom, pack sails
- 16 working aloft
- 17 little sleep/weariness
- 18 **might** have to sleep in hammocks
- 19 rain/spray
- 20 gales/tearing winds
- 21 extra shifts

Tick and number on script; give 1 mark for 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). Check that paragraph 2 in Passage 1 has not been lifted.

- 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.
- 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.

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – NOVEMBER 2003	0500	2

- 2 Write the words of a conversation in which Libby Purves and Christen Horn Johannessen discuss their experiences of sailing. During the conversation they discuss: *what they have learned about themselves; *the teenagers who were on the *Europa*.**

You should base the conversation on ideas from both passages, but you should develop the material and comment freely upon it.

Content notes: reward candidates who incidentally pick up the differences in character and experience between the two (LP is tough but has seen herself in the mirror, Christen is a highflyer and full of confidence).

Look for: some extension of the opening gambit, or continually returning to the theme throughout the conversation.

- (a) “Crazy things”: Credit justifications for going in races or on tall ships by CJ and LP; also LP’s comments about the miseries of the experience.

- (b) Learning about themselves:

CJ small in the scheme of things; appreciates opportunities; enjoys success (as a star); cannot boss people about on board; must attend to routine.

LP has to learn to face hardship and ‘chilly misery’; that nice smart clothes and adulthood do not make her superior; to be humble; to face fear (or acknowledge it, like going aloft); to work as a part of a team with all ages and nationalities.

- (c) Teenagers: admired for their **sacrifices** to take part; for their attitudes to seasickness; for their ability to do things that LP could not; for their enthusiasm and determination.

Performance descriptions: content

Mark Band 13-15 A confident grasp of themes and issues

The conversation arises naturally from the two passages. Candidates develop ideas and details originally and convincingly. Expect all three cues/bullets to be well handled, with the first bullet as a discriminator. The characters and their attitudes towards their experiences are well understood and presented. The reading of Passage B is accurate.

Mark Band 10-12 Material well developed

There are some signs of confidence in using ideas from the passages and sustaining discussion. Expect the first cue and one of the others to be well handled. The answer may not be consistent. Some understanding is shown of the basic difference (or difference of position) of the characters. The reading of Passage B is almost completely accurate.

Mark Band 7-9 Competent use of material

There is sufficient reference to both passages, although each cue or bullet is dealt with rather ordinarily or literally with little original development. Competence in reading the passages is demonstrated, but there may be some inaccuracy in inferring meaning from Passage B. The most obvious differences between the characters will be apparent.

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – NOVEMBER 2003	0500	2

Band 4-6 Some selection of material

Material selected from the passages is rather thinly spread, and all cues/bullets are treated generally with only a little explanatory detail. Some attempt is made to answer all of the question, although the answer is clearly inconsistent. There may be sustained inaccuracy in reading Passage B.

Band 1-3 A limited answer

There is little material although there is some focus. Candidates use material from the passages generally, without detail. There is evidence that the passages have been read, but not methodically or accurately. Candidates may write creatively without reference to the details of the passages or to the question.

Performance descriptions: written expression

- 5** Presents and manages the structure of the conversation with natural links and effective interaction of the speakers.

Language effective – e.g. voice underlines personality.

- 4** Some naturalness in structure of the conversation with occasionally effective interaction of the speakers.

Language mostly effective – e.g. in explaining points.

- 3** The conversation has a recognizable structure but interaction between speakers is occasionally mechanical (e.g. a catechism rather than a free discussion).

Language competent – e.g. in its clarity.

- 2** Some inconsistencies of structure – e.g. in balance and order. Occasional use of extended contributions, but the contributions of each character are generally short and pass backwards and forwards mechanically.

Language mainly competent with occasional loss of clarity and effectiveness.

- 1** Some faulty structure – e.g. going backwards and forwards from one section to another. Expression not always clear, accurate or appropriate.

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – NOVEMBER 2003	0500	2

Part 2

- 3** You are the newspaper reporter. Invent a suitable headline and write your report of the incident for tomorrow's newspaper. You may quote some of Joy's words, but the report should be in your own words and in written, not spoken English. You must also decide on the order of the material you use from the transcript. Your editor believes in young people and wants his newspaper to note the good things that they do. You should therefore include some comments about Joy's actions.

Content notes: This question requires re-ordering of the material (since Joy occasionally wanders round the topic), some care over language (since Joy is too informal for a newspaper report) and some ingenuity in relating Joy's actions to the general excellence of teenagers.

Expect a headline with some point (perhaps the angle of the story)
 a brief encapsulating introductory paragraph
 the events, succinctly told
 information about Mrs Njoba
 comments about Joy
 comments on teenagers in general with this incident as an example.

The above is the preferred order, but accept other, provided that the links are satisfactory and especially that the retelling of the events is not too split up.

Some information (such as Joy's views about embarrassing photos) is irrelevant.

Watch for candidates who narrate the report's actions in first person or who muddle tenses. Some may muddle written and spoken styles.

Watch for mentioning names of people in the transcript without identifying them.

Performance descriptions: content

Mark Band 13-15 A confident grasp of themes and issues

The candidate sifts the material efficiently and uses a great deal of what is useful and relevant in a convincing order. The report has plenty of interesting detail. The last section analyses Joy's actions and characteristics and shows how they fit into a general pattern of teenage behaviour.

Mark Band 10-12 Material well developed

The candidate understands and re-orders the information well and uses much of what is useful and relevant. The report has some interesting detail. The last section comments positively on Joy's actions, and there may be some comment about teenagers in general that would please the editor.

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS – NOVEMBER 2003	0500	2

Mark Band 7-9 Competent use of material

The candidate understands the information and structures the report competently, although there may be slight inconsistencies. The last section is adequate although plain and brief, perhaps failing to stress some of Joy's stronger characteristics.

Mark Band 4-6 Some selection of material

The material is rather thinly used, lacking some of the detail that would make the report come alive. There may be occasional errors of order. The last section is attempted but makes few points.

Mark Band 1-3 A limited answer

The report makes little helpful use of the material and may not be coherent or particularly relevant. Lifting attracts a very low mark indeed. The final section is weak or non-existent.

Performance descriptions by mark bands A-E: written expression

- 5** Virtually no technical errors. Adopts good journalistic style (including possibility of direct and indirect speech) and converts Joy's language well.
- 4** Slight technical errors; occasional loss of journalistic style, but fluent. Converts Joy's language well.
- 3** Needs attention to detail, but generally correct and clear. Vocabulary plain, but shows more obvious traits of journalistic style.
- 2** Needs some redrafting. Language inconsistent and may show slight confusion between Joyspeak and a correct formal style.
- 1** Many errors, technical and stylistic. May include wrong use of Joy's language and reporter first person narrative.