

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2007 question paper**

**0500 FIRST LANGUAGE ENGLISH**

**0500/02**

Paper 2 (Reading Passages – Extended),  
maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

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NB: 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.

- 1 Write a newspaper report using the headlines printed below.**  
**Base what you write closely on the reading material in *Passage A*.**

**Lost family found alive and well – hours from death**  
**Dramatic rescue by fishermen**

**Include the following in your report, in any order you wish:**

- **comments about the rescue made by some of the people involved**
- **reference to what life on the *Ednamair* was like before the rescue took place**
- **feelings experienced by the family and the Japanese crew**

**Write between 1 ½ and 2 sides, allowing for the size of your handwriting.**

***Up to 15 marks will be available for the content of your answer, and up to 5 marks for the quality of your writing.*** **[20]**

*General notes on possible content*

You are looking for evidence that the passage has been read and understood (a) in some detail and (b) from the beginning to the end. Reward a coherent answer that presents the relevant material in an interesting and perhaps dramatic way. Poorer candidates will give less factual evidence and their answers will be unbalanced and less cohesive.

Most candidates will make some references to feelings, but only the best will develop these and use the factual evidence to support them.

The best candidates will deal well with the second part of the question (what life was like before the rescue) and infer ideas from hints in the passage. They may establish an overview by the angle of their report (such as the kindness of the fishermen).

*Specific references*

*Note: these are the main points only – the choice of detail is very wide.*

*A: Comments about the rescue – look for DRAMA*

- |                                  |  |
|----------------------------------|--|
| 1: The flare/sighted by the ship | 4: The heavy/awkward swell                     |
| 2: The dinghy                    | 5: Pulled on board by lines and Japanese hands |
| 3: The ship changes course       | 6: Hopelessness preceding the rescue           |

*B: Life on the *Ednamair* – look for HARSHIP*

- |  |                                      |
|--|--------------------------------------|
| 7: Boat wrecked by killer whale              | 13: 37 days adrift in dinghy         |
| 8: Passing ship failed to see flare          | 14: Real fear they would capsize/die |
| 9: Emotional relief at prospect of rescue    | 15: Short of fresh water/soap        |
| 10: Skin covered with scurf                  | 16: Developed boils                  |
| 11: Clothes lost texture and were always wet | 17: Short of food (bread, coffee)    |
| 12: Unused to relaxation and freedom         |                                      |

*C: Feelings experienced by the family and crew*

- 18: **Parents:** relief/reactions to comforts, food, showers/warmth towards rescuers  
19: **Children:** enjoyed fuss made of them/"showered with kindness"  
20: **Crew:** "took twins to their hearts"/enjoyed watching their activities/hospitable

Credit Interviews and Quotations (Q).

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# 1: CONTENT (EXTENDED TIER)

Use the following table to give a mark out of 15.

<b>Band 1</b>	<b>13–15</b>	The comments by those interviewed add some flavour to the original and candidates make inferences from the hints of what happened before the rescue. The feelings of the family and the crew are developed with assurance and the passage is widely used for exemplification. Ideas are developed throughout with understanding and originality. Reactions are consistently well related to the passage. Candidates have a sense of overview.
<b>Band 2</b>	<b>10–12</b>	There are some examples of well-developed feelings appropriately derived from the evidence of the passage. The passage is well used, although the capacity to sustain ideas may not be consistent. Candidates may give occasional overviews.
<b>Band 3</b>	<b>7–9</b>	The passage is used satisfactorily, and the answer sometimes adapts material to focus on all three aspects of the question. There is plenty of reference, but opportunities for development are not always taken. The answer may use the text mechanically rather than imaginatively in places, but it shows a reasonably efficient reading.
<b>Band 4</b>	<b>4–6</b>	Reference to the text is made without much inference, thought or more than brief, straightforward development. Answers may lack originality and may be largely narrative, but there is some evidence of general understanding of the main points of the passage.
<b>Band 5</b>	<b>1–3</b>	Answers to the question are given in general terms and may interpret some of the text inaccurately. There is little specific reference to the passage or parts are paraphrased without any refocus on the question. The content is insubstantial.
<b>Band 6</b>	<b>0</b>	Little or no relevance to the question or to the passage.

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**B QUALITY OF WRITING: STRUCTURE OF ANSWER AND USE OF APPROPRIATE LANGUAGE:**

Use the following table to give a mark out of 5.

<b>Band 1</b>	<b>5</b>	<b>Consistently journalistic:</b> the writing is well sequenced and the report is well structured, presenting the various angles on the information with clarity. Comments by interviewees are clearly and effectively communicated and the report is enhanced by a wide range of original and appropriate language.
<b>Band 2</b>	<b>4</b>	<b>Some journalistic features:</b> most of the report consists of orderly sequences of sentences, and it is sensibly introduced and clearly structured. Views and information are clearly expressed and there are some examples of effective and appropriate, original language.
<b>Band 3</b>	<b>3</b>	<b>Plain but competent:</b> there are examples of well-sequenced sentences and an attempt has been made to structure the report. Views are expressed fairly clearly, and the language is appropriate with occasional effectiveness and originality.
<b>Band 4</b>	<b>2</b>	<b>Needs some redrafting:</b> the structure of the report may be list-like or the sequence of the argument not always clear. Language is simple but correctly used. There may be occasional examples of inappropriate language or language that depends strongly on the passage.
<b>Band 5</b>	<b>1</b>	<b>Not really adequate:</b> sentences are rarely formed into a clear pattern. Language communicates general meaning, but is only adequate, and there may be noticeable lifting.
<b>Band 6</b>	<b>0</b>	Sentence structure and language are unclear and the work is difficult to follow.

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**2 Re-read the descriptions of:**

- (a) the mixed feelings of the writer and his family when they see the Japanese ship in *paragraphs 1–4*;
- (b) the reactions of the writer and his family to the bath and the shower in *paragraph 7*.

**Explain the effects the writer creates by using these descriptions. Support your answer by selecting words and phrases from these paragraphs. [10]**

*General notes on possible content:*

You should credit the candidate's ability to select effective and unusual words and phrases from the text and any attempt to explain meaning and effectiveness. The best candidates will be able to make comments about the writer's overall intention in using a set of words.

Do not count references but make an overall judgement against the criteria. However, a candidate who chooses three words from each section has done enough to be placed in Band 1, provided the answer is a quality response.

For your guidance:

- If a candidate does nothing more noteworthy than choose relevant words and make a few very tentative comments, give up to 3 marks.
- If, IN ADDITION, the candidate makes precise or general comments about the meanings of words, or identifies terms such as alliteration, give up to 6 marks.
- If the candidate makes attempts to explain the various effects the use of words has on the reader, or explains the effectiveness of terms, such as alliteration, give between 7 and 10 marks.

This question is marked for the candidate's ability to select effective or unusual words and for an understanding of ways in which the language is effective. Expect candidates to select words that carry specific meaning additional to general and to ordinary vocabulary. Alternative, acceptable choices and explanations should be credited. Mark for the quality of the answer, not for the number of words.

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**(a) The mixed feelings (paragraphs 1–4).**

Credit candidates who comment on how these paragraphs communicate **extreme** emotions that have **physical side effects** (surge, tremble, sick, crying). Also credit comments on mood swings (disbelief, fear, relief). These are not simple, everyday emotions, and the writer communicates them powerfully.

**Words**

*stared*

*hardly believe*

*surge of excitement*

*tremble*

*fell silent...terrible despondency*

*oh God, prayed*

*hoarse with pain and excitement*

*sick with apprehension*

*crying with happiness*

*tears stinging my own eyes*

**Effects**

communicates perhaps disbelief, a refusal to accept rescue

perhaps the effect of having been let down before

surge suggests a physical feeling (violent, forceful) recognisable to a reader

another physical effect with connotations of fear/shock

is a feeling of great disappointment readily shared with most readers

dramatic; understood to represent moments of great anguish

recognisable as a moment when one's voice will not come or when one is exhausted; a feeling again shared with the reader

describes an extreme feeling that is so severe that one feels ill

opposite to feelings of fear; ideas of happy/cry nicely opposed

stinging is physical as of nettles, wasps etc.; has bitter sweet effect

**(b) Reactions to the bath and shower (paragraph 7).**

Credit candidates who explain how the writer communicates what for us may be an everyday experience as a luxury for the family. He describes the experience in exaggerated terms (wallowed, ecstasy) and then draws two conclusions (see below), leaving the reader to agree with him.

*soaped, lathered/wallowed*

express the busy physical side of washing with a hint of luxury – 'lathered' suggests thick suds, 'wallowed' luxuriating as a hippo in a mud bath

*scrubbing at...*

another 'busy' word; enough action to help the reader see

*luxuriated*

is comparative, i.e. with the conditions they had endured

*ecstasy*

exaggerates the experience – it as if it was trance-like clever rhetorical trick; you have to take the writer's word for it (conclusion 1)

*to be experienced to be believed*

*simple joy*

brings it back to earth; a philosophical comment

*greatest luxuries of mankind*

continues the philosophical angle, that we take greatest pleasure and benefit in simple things – effective since it teaches us a lesson in life (conclusion 2)

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### Marking Criteria for Question 2

Use the following table to give a mark out of 10.

<b>Band 1</b>	<b>9–10</b>	Wide ranging discussion of language with some high quality comments that add meaning and associations to words in both parts of the question, and demonstrate the writer's reasons for using them. May group examples to show how they fit the writer's intention.
<b>Band 2</b>	<b>7–8</b>	Reference is made to a number of words and phrases, and some effects are identified in both parts of the question. There is some evidence that the candidate understands how language works.
<b>Band 3</b>	<b>5–6</b>	A satisfactory attempt is made to identify appropriate words and phrases. The answer tends to give meanings of words and rarely suggests effects. One part of the question may be answered at the expense of the other.
<b>Band 4</b>	<b>3–4</b>	The candidate selects a mixture of appropriate words and also some words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original.
<b>Band 5</b>	<b>1–2</b>	The choice of words is partly relevant. While the question has been understood, the candidate gives very little evidence of appreciating the writer's use of language.
<b>Band 6</b>	<b>0</b>	Answers do not fit the question. Inappropriate words and phrases are chosen.

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### 3 Summarise

(a) what Ellen McArthur found difficult about her voyage (*Passage B*);

(b) what the family found enjoyable when they had been rescued (*Passage A*).

Use your own words as far as possible.

You should write about 1 side, allowing for the size of your handwriting.

***Up to 15 marks will be available for the content of your answer, and up to 5 marks for the quality of your writing.*** [20]

**A: Content: Give one mark per point up to a maximum of 15.**

#### **Passage B Difficult**

- 1 howling/blowing/strong wind
- 2 changing the sails (lethal/hard)
- 3 had to hold on to the boat
- 4 it kept on pitching and tossing
- 5 the storm went on and on/unrelenting
- 6 enormous waves/sea rough
- 7 hit head/was hurt, sick
- 7a hands and wrists hurt
- 7b thrown off balance
- 8 all strength ebbed away/weak
- 9 food etc. thrown around
- 10 extremes of hot and/or cold
- 11 couldn't sleep
- 12 freezing water attacked her
- 13 frustration caused her to cry out
- 14 had to live in smelly survival suit

#### **Passage A Enjoyable**

- 15 when they realised they were safe
- 16 tasting the orange juice
- 17 communicating with smiles and grins  
welcomed/friendly faces
- 18 the bath/being clean
- 19 soft/new clothes
- 20 given bread, butter, coffee
- 21 cool, starlit night/on deck  
freedom of movement
- 22 delicious/complex/food
- 22 'wonderful' food/unusual, complex
- 23 kindness shown to the twins/gifts/  
friendliness to family



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**B: QUALITY OF WRITING (concision, focus and writing in own words)**

**Use the following table to give a mark out of 5.**

<b>Band 1</b>	<b>5</b>	All points are made clearly and concisely in the candidate's own words (where appropriate). The answer is strongly focused on the passages and on the question.
<b>Band 2</b>	<b>4</b>	Most of the answer is concise and well focused even if there is an inappropriate introduction. Own words are used consistently (where appropriate).
<b>Band 3</b>	<b>3</b>	There are some examples of concision. There may be occasional loss of focus. Own words (where appropriate) are used for most of the answer. The candidate may use some quotations in lieu of explanation.
<b>Band 4</b>	<b>2</b>	The answer is mostly focused, but there may be examples of comment, repetition or unnecessarily long explanation, or the answer may obviously exceed the permitted length. There may be occasional lifting of phrases and sentences.
<b>Band 5</b>	<b>1</b>	The answer frequently loses focus and is wordy, or is grossly long. It may be answered in the wrong form (e.g. a narrative or a commentary). There may be frequent lifting of phrases and sentences.
<b>Band 6</b>	<b>0</b>	Over-reliance on lifting; insufficient focus for Band 5.

**Note:** If the summary is grossly long, give 1 mark for writing.  
If it is grossly long and all or mostly copied, give 0.