

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

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

**0500 FIRST LANGUAGE ENGLISH**

**0500/01**

Paper 1 (Reading Passage – Core), 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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1 (a) What is a dhow and what is it made of?

- a (traditional sailing) boat/vessel/ship
- made out of wood (teak)

1 mark for each point

[2]

(b) Give **two** phrases from the first paragraph which tell you that dhows have been made for a very long time.

- methods that have not changed in centuries
- still built
- now, as then

Give 1 mark each for any two of the above

[2]

(c) Give **four** details stated in the second paragraph about the dhow Tusitiri.

- 65 ft long
- name means 'Something to be Treasured'
- was based in Mombasa
- used to carry cargo
- changed hands 20 years ago
- now refitted for charter trade

Give 1 mark for each of these to a maximum of 4

[4]

(d) What does the phrase, 'conjure up' (line 12) suggest about the crew and about the meals?

- The meals were prepared in such a small space with limited equipment/the crew worked in such a limited space.
- The cooks behaved like magicians/worked magic/(the process/food was) miraculous.
- The quality of the food was outstanding.

Award 2 marks for a clear explanation referring to **some** of the points above or one mark for a glimmer.

[2]

(e) By referring to paragraph 7, give **one** way in which Tusitiri is similar to traditional dhows and **two** ways in which it differs.

Similar:

- it has a sail
- it is made of wood

Credit only **one** of the above

Different:

- it steers using radar etc.
- it has an engine

Give **one** mark for each of the points above, clearly made.

[3]

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**(f) Re-read lines 16-20 and 26-29 and then choose *three* words or phrases the writer uses to describe the calmness of the scenery. Explain how each of the words and phrases creates this effect.**

- in a blue bay, opposite a crescent of coral sand
- when the monsoon wind died
- a huge African moon rose, beating a silver path
- stars glittering overhead
- green walls of mangroves tip-toed into the sea on spidery roots
- drifting past like drowsy white moths

*Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it. N.B. If the same explanation is given for more than one example, reward that explanation **once** only.* [6]

**(g) Explain, using your own words, what the writer means by:**

- (i) 'steeped in its oily smell' (line 36);
- (ii) 'Kenya's most exclusive coastal hideaway' (line 43).
  - The smell of oil was deeply engrained/it was suffused with the smell of oil.
  - A very expensive place (on the coast)/somewhere to escape from the crowds/it is secluded/private.

*Give up to two marks for an explanation in own words of each of the two phrases.* [4]

**(h) Re-read lines 16-37('When I joined...make you beautiful') and then write a summary of what the writer found memorable about his time on the Tusitiri. Write a paragraph of about 50-70 words.**

- 1 the rising/reflected moon/stars
- 2 the first supper/the food
- 3 sleeping on deck (under the stars)
- 4 the welcome aboard and the drink/sweetmeat
- 5 living the barefoot life
- 6 the views (of the mangroves)/scenery
- 7 the passing dhows
- 8 the smell of the oiled deck
- 9 the sail
- 10 the singing of the crew

*Give 1 mark for each of these points up to a maximum of 7* [7]

**[Total: 30]**

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- 2 You are the owner of the Tusitiri. You are very keen to encourage people aged between 30 and 50 to take holiday cruises on your boat. Write an article for a holiday magazine in which you:**

- describe the on-board facilities
- explain why a voyage on the Tusitiri would be suitable for people of this age group.
- reassure them of any concerns they may have about safety.

**You should base your ideas on what you have read in the passage, but do not copy from it.**

**You should write between 1 and 1 ½ sides, allowing for the size of your handwriting.**

**Up to 10 marks are available for the content of your answer, and up to 10 marks for the quality of your writing.**

### **General notes on task**

The most successful responses are likely to select details from the passage appropriate to both the age group and then produce a convincing article which elaborates persuasively on them. Less successful responses are likely to rely on lifting large amounts of the original and lose focus on the requirements of the task.

Look for and credit an attempt to write in an appropriate register.

### **Marking criteria for Question 2:**

#### **(a) READING (Using and understanding the material)**

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

Band 1	<b>9–10</b>	Uses and develops several ideas, both factual and inferential, from the passage. Elaborates on and develops details in a consistently persuasive article.
Band 2	<b>7–8</b>	Refers to several details from the passage and makes some attempt at elaboration. There is a conscious but not always consistent attempt to write persuasively.
Band 3	<b>5–6</b>	Repeats some details from the passage in a descriptive approach. Focuses on the question and on the passage, but persuasion gives way to description and narrative.
Band 4	<b>3–4</b>	There is some relevance to the question but lifting from the original tends to be indiscriminate and there is little awareness of the need to persuade.
Band 5	<b>1–2</b>	May retell the passage or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
	<b>0</b>	Very little/no relevance. General misunderstanding of task and passage.

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**(b) WRITING (Core tier)**

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

Band 1	<b>9–10</b>	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established.
Band 2	<b>7–8</b>	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.
Band 3	<b>5–6</b>	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.
Band 4	<b>3–4</b>	The answer is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. Some error is serious, affecting meaning.
Band 5	<b>1–2</b>	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
	<b>0</b>	The answer cannot be understood.

Add the marks for Reading and Writing to give a total mark out of 20 for Question 2.

**[Total: 20]**