

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

### MARK SCHEME for the May/June 2006 question paper

#### 0500 FIRST LANGUAGE ENGLISH

0500/02

Paper 2, maximum raw mark 50

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the *Report on the Examination* for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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**Question 1:** You have recently stayed at the Shamrock Hotel and, most surprisingly, you thoroughly enjoyed your stay. Write a letter to Mr and Mrs Doyle explaining the reasons why you liked the hotel so much. You know that the Doyles will use your letter to advertise the hotel in future. Base all that you say on the passage you have read. Write between one and a half and two sides, allowing for the size of your handwriting.

(For this question, 15 marks are allocated to assessment of Reading Objectives R1-R3 (see syllabus); 5 marks are allocated to assessment of Writing Objectives W1-W5 (see syllabus).)

### General notes on possible content

Candidates should find some features from the passage that can be used as reasons for enjoying a visit to the Shamrock and should develop reasons for their appeal. Mark **A** for attraction and **Dev** for development (in margin). Be aware of tongue-in-cheek answers, which are just as valid.

Look for a neatly thought out answer that recognises a range of opportunities from a thorough reading of the passage.

**Alternative answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. The content must be clearly related to and derived from the passage.**

### Candidates may use the following:

- 1 The hotel is isolated, therefore a peaceful atmosphere / laid-back / informal
- 2 (a) The architecture could be interpreted as original, unspoilt, even historic or 'charmingly naive' / reference to architects, artists etc.  
(b) The colouring might be interpreted as attractive shades of yellow brick with a green roof and shutters (not 'bilious').
- 3 (a) The presence of animals; rural atmosphere, good for children.  
(b) Free range hens produce eggs for breakfast; home-cooking.  
(c) Pets allowed
- 4 Cost: as stated, 'lowest current rates'.
- 5 Bed (testing!): maybe comment on soothing farmyard sounds, most likely 'newly refurbished'.
- 6 People
  - (i) cockatoo farmer: provides company or a reference; interesting local characters
  - (ii) Mr Doyle: humorous (company); good for a 'spree'; comes from a good family; exotic history
  - (iii) Mrs Doyle: kindly? Good with trousers, perhaps repairs to clothing.
- 7 Close to the road; convenient on a long journey.
- 8 Reference to rubbish left 'artistically' lying about.

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**A CONTENT (EXTENDED TIER) Use the following table to give a mark out of 15**

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|--|
| <p><b>Band 1: 13-15</b></p> <p>The answer reveals a thorough reading of the passage. The relevant starting points are modified and developed to fit the purpose of the question. They are developed throughout with ingenuity, understanding and maybe appropriate humour. Own ideas are consistently well related to the passage.</p> |
| <p><b>Band 2: 10-12</b></p> <p>There are examples of well-developed ideas from the passage and the candidate has done well to identify and use some of the starting points. The ability to sustain the arguments may not be consistent.</p>  |
| <p><b>Band 3: 7-9</b></p> <p>The passage is used satisfactorily, but the answer may not reflect the detailed picture given in the original. There is satisfactory reference, but opportunities for development and interpretation are not always taken. The answer shows a reasonably efficient reading of the text.</p>               |
| <p><b>Band 4: 4-6</b></p> <p>Some reference to the text is made without much inference or more than brief, straightforward development. Answers may lack originality or even probability, but there is some evidence of general understanding of the main points of the passage.</p>   |
| <p><b>Band 5: 1-3</b></p> <p>Answers to the question are given in general terms and make little specific reference to the passage. The content is insubstantial and may repeat details of the passage without realising the need for modification.</p>   |
| <p><b>0:</b> Little or no relevance to the question or to the passage</p>  |

**B QUALITY OF WRITING: STRUCTURE OF ANSWER AND USE OF APPROPRIATE LANGUAGE (EXTENDED TIER) Use the following table to give a mark out of 5**

|  |
|--|
| <p><b>Band 1: 5</b></p> <p>The writing is well sequenced and the introduction sets the tone well. The information is very clear and enhanced by a wide range of positive and/or persuasive language.</p>         |
| <p><b>Band 2: 4</b></p> <p>Most of the writing consists of orderly sequences of sentences, and it is sensibly introduced. The information is mostly clear and there are some examples of effective language.</p> |
| <p><b>Band 3: 3</b></p> <p>There are examples of well-sequenced sentences. The information is fairly clear and the language is appropriate with some attempt to demonstrate approval.</p>                        |
| <p><b>Band 4: 2</b></p> <p>Occasional attempts are made to sequence sentences. Language is simple but correctly used.</p>  |
| <p><b>Band 5: 1</b></p> <p>Sentences are rarely formed into a clear pattern. Language communicates general meaning, but is only adequate.</p>  |
| <p><b>0:</b> Sentence structures and language are unclear and the work is difficult to follow.</p>   |

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**Question 2: Re-read the descriptions of (a) the animals you might find at the Shamrock, in paragraph 1; (b) Michael Doyle, in paragraph 3. By referring closely to the language used by the writer, explain how he makes these descriptions effective**

(For this question, 10 marks are allocated to assessment of Reading Objective R4 (see syllabus).)

**General notes on likely content:**

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, including implications, additional to general and to ordinary vocabulary. Alternative acceptable choices and explanations should be credited. Mark for the overall quality of the answer, not for the number of words chosen.

(a) *The animals in paragraph 1*

*The general effect is far from the usual that animals are cuddly, attractive, friendly.*

| <b>Words</b>      | <b>Meaning</b> | <b>Effect</b>  |
|-------------------|----------------|--|
| ungainly          | clumsy         | impression of chaotic movement, all over the place, slightly amusing |
| moody             | temperamental  | unattractive personality; might attack                               |
| distempered       | diseased       | shows level of animal care   |
| matronly          | motherly       | shows limits of her activity   |
| spare proportions | thin           | underfed? a polite way of saying it                                  |
| wallowed          | rolled around  | laziness? unclean?   |
| complacently      | self-satisfied | more limited doggy horizons  |
| yelping           | squealing      | noise unpleasant   |

(b) *Michael Doyle: The general effect is of a rough and ready, rather unimposing man.*

|                             |                                |   |
|-----------------------------|--------------------------------|---|
| no unnecessary style        | did not put on airs and graces | euphemism for being unrefined, perhaps unmannerly |
| scraggy                     | lean and lanky                 | looks underfed, like his animals                  |
| grizzled hair               | streaked grey                  | not old, but not in first flush                   |
| mop                         | plenty of it                   | suggests wild, untidy                             |
| bristly with auburn stubble | reddish brown hair on face     | cannot be bothered to shave                       |
| amble around                | stroll                         | in context, lost, rather pathetic                 |
| humorous                    | good sense of..                | suggests good company                             |

|               |                              |                 |              |
|---------------|------------------------------|-----------------|--------------|
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### **Marking Criteria for Question 2**

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

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| <p><b>Band 1: 9-10</b></p> <p>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. There is much evidence that the candidate understands how language works.</p> |
| <p><b>Band 2: 7-8</b></p> <p>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.</p>  |
| <p><b>Band 3: 5-6</b></p> <p>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. The answer could still be a collection of quoted words and phrases.</p>   |
| <p><b>Band 4: 3-4</b></p> <p>Candidates select a mixture of appropriate words and words that communicate less well. Explanations are only partially effective and occasionally repeat the language of the original.</p>  |
| <p><b>Band 5: 1-2</b></p> <p>The choice of words is partly relevant, sparse or sometimes unrelated to the text. While the question has been understood, the candidate gives very little evidence of appreciating the writer's use of language.</p>   |
| <p><b>Band 6: 0</b></p> <p>Answers do not fit the question. Inappropriate words and phrases are chosen.</p>  |

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**Question 3: Summarise: (a) the appearance and facilities of the Technocrat Hotel that the writer appeared to find worrying or annoying; (b) the appearance and facilities, or the lack of them, of the Shamrock Hotel that a visitor might find worrying or annoying; you should write about a side in total.**

(For this question, 15 marks are allocated to assessment of Reading Objectives R1-R3 (see syllabus); 5 marks are allocated to assessment of Writing Objectives W1-W5 (see syllabus).)

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

**The Rapadi Hotel (Passage B)**

- 1 Size/splendour/design humbled him/thought he would be lost
- 1a Gadgets/machines everywhere
- 2 Automatic doors that slid apart mysteriously
- 3 Reception desk with no one to welcome him
- 4 The tinny, mechanical voice
- 5 The speedy lifts / shooting up and down
- 6 that did not stop to let people out
- 7 and gave him no chance to select his floor
- 7a The moving carpet / potentially dangerous
- 8 The room knew his preferences (credit examples)
- 9 The voices bullied and confused him
- 10 The food delivery system that bullied / gave him meal he did not want / afraid not to order
- 11 The bathroom with its machines
- 12 The blast of fresh air
- 13 No living persons in the hotel / no human interaction
- 14 The security system when he tried to escape / closing doors

**The Shamrock Hotel (Passage A)**

- 15 The disjointed, confusing layout
- 16 The litter on the roof
- 16 a Waste lying about
- 17 Things broken — windows, blinds
- 18 Barely accessible / remote / middle of nowhere
- 19 Walls propped up with logs
- 20 Roof might collapse / building insecure
- 21 Sick-making colour of bricks
- 22 Animals in the way / share bed with hen / unpleasant animals
- 23 Bed uncomfy / no proper bed
- 24 No facilities for providing meals
- 25 Inaccurate / dilapidated

|        |                       |          |       |
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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.

|   |
|---|
| <p><b>Band 1: 5 marks</b></p> <p>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.</p>  |
| <p><b>Band 2: 4 marks</b></p> <p>Most of the answer is concise and well focused even if there is an inappropriate introduction or ending. Own words are used consistently (where appropriate).</p>  |
| <p><b>Band 3: 3 marks</b></p> <p>There are some areas 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.</p>                               |
| <p><b>Band 4: 2 marks</b></p> <p>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.</p> |
| <p><b>Band 5: 1 mark</b></p> <p>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.</p>                                  |
| <p><b>Band 6: 0 marks</b></p> <p>Over-reliance on lifting; insufficient focus for band 5. Grossly long.</p>   |