

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2005 question paper

0500 FIRST LANGUAGE ENGLISH

0500/01

Paper 1 (Reading Passage - Core)

Maximum mark 60

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does 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.

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- 1 (a) **From what we are told about the Piazza Umberto I in paragraph one of the passage, give three reasons why people might enjoy a visit there.**

The cream-coloured buildings.
 (The tables and wicker chairs of) the cafes.
 The (dignified and white) old church.
 The terrace with a view to the sea.

Award 1 mark for each point to a total of 3. Allow lifting of phrases but do not accept wholesale copying of the paragraph. [3]

- (b) **Give one reason why it was not easy to go from one place to another on Capri.**

There was only one road.
 Walking was difficult. [1]

- (c) **Explain, using your own words, “the upper storeys of the houses completely covering the passageways”.**

The passageways were very narrow and were overhung by the upper floors of the houses which jutted out.

[1]

- (d) **Give two facts about the path mentioned in lines 25-26.**

It was winding/meandering.
 It climbed steeply.

Award 1 mark for each point. [2]

- (e) **Re-read the last two paragraphs of the passage and then write a summary of what Bill Bryson saw as he climbed to the top of this path. (Write a paragraph of about 50-70 words).**

Saw:
 Overhanging houses.
 Larger villas/more spacious ground.
 (White) villas covered in flowers.
 Pine tree grove.
 The viewing platform.
 The (giddy/fabulous) view of the island.
 The views of Capri and Anacapri/twinkling lights.
 The moon.
 The drop.
 The (blue of the) sea.

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

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- (f) **Re-read lines 6-10. Explain, using your own words, the difficulties Bryson encountered as he walked through the lanes.**

Because the ways were so narrow (1 mark) he was in danger of scraping his shoulders (1 mark).

Because there were so many junctions (like a maze) (1 mark) he kept on coming back to where he started (1 mark).

Award 1 mark for each difficulty and 1 further mark for an explanation of each. **[4]**

- (g) **State two things you learn about the visitors mentioned in paragraph 4 and explain, in your own words, what Bill Bryson thinks about these visitors.**

Facts

the visitors were rich (award as an opinion if justification is given)

the visitors came in the summer

they spent a lot of money in the shops

they all went home when the season ended/in the winter

Opinions

but the tourists would be objectionable/snobbish/demanding/never satisfied, etc.

he does not welcome them ('mercifully')

Award two marks for any two of the above points and up to a further two marks for a convincing explanation of his opinions) about the visitors. **[4]**

- (h) **Re-read the final paragraph (lines 33-43), and then choose three words or phrases the writer uses to describe what he saw, heard and felt when he stood on the viewing platform. For each of your answers explain why the experience was very special to him.**

Candidates may choose to refer to some of the following; however, accept other words and phrases which have been convincingly explained.

Never seen anything half as beautiful.
Lushes aquamarine blue.
Washing/faintest of whispers (sound of waves).
Warm breeze teased my hair.
No-one had been there for years.
Sliver of moon.

Give 1 mark for each of any 3 of the above and 1 mark for an adequate explanation of it. **[6]**

- (i) **In line 39 why do you think the writer puts "what?"?**

It introduces a colloquial tone which directly involves the reader in the scene.

He wants to emphasise how deep it was/high up he is.

He is indicating that he is only estimating the depth.

He is introducing a note of anticipation.

Give 2 marks for a clear explanation of any of the above; 1 for a glimmer. **[2]**

[Total for Question 1 – 30 marks]

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- 2 Imagine you have just visited Capri. Your aunt and uncle, who are both fit and healthy, are thinking of visiting there for a holiday and have asked for your advice. Write a letter to them in which you give your opinion as to how suitable a destination it would be for them. Begin your letter “Dear Aunt and Uncle” and include:

- What they might like about the island.
- What they might not like there.

Base your ideas on what you have read in the passage, but do not copy from it.

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

(Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing).

General notes on task

Look for and credit the economical use of details from the passage relating to the main beauties of the island expressed in the candidate's own words. They may well consider that the steepness of the island, the winding paths etc. may be unsuitable or they may consider them an attraction. Similarly, some may suggest that the best time to visit would be out of season whereas others may think that grandparents would appreciate the opportunity to do some shopping and that the island would be most suitable for them when all facilities are open then present a convincing account of what was found in the room, picking up, in particular, on the familiar nature of the noise. What is important is that the interpretation of the clues in the passage should be coherent and consistent.

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	9-10	Uses and develops several ideas, both factual and inferential, from the story. Demonstrates and develops suggestions as to the island's suitability or otherwise and when best to visit.
Band 2	7-8	Refers to several details from the passage and comments on the island's suitability or otherwise. Comments may not always be sustained.
Band 3	5-6	Repeats some details from the passage and makes reference to the island's suitability or otherwise. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	3-4	There is some relevance to the question with a tendency to re-tell the story rather than to comment. Makes simple references to the island's suitability or otherwise.
Band 5	1-2	May retell the story or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity in attempting to use the passage.
	0	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	9-10	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 tone is established and consistently used.
Band 2	7-8	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 tone.
Band 3	5-6	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 tone.
Band 4	3-4	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	1-2	The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.
	0	The answer cannot be understood.

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

[Total for Question 2 - 20 marks]