

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

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, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2009	0500	01

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 (a) Why did Mma Ramotswe take care when driving the van among the rocks (Lines 1–2)? [1]

- To avoid damaging the underside of the car

Allow a lift

(b) Explain, using your own words, why Mma Ramotswe thought that no-one would want to live in that part of the country. (Lines 6–7) [2]

- It was an empty, desolate area, far away from any village

Give 2 marks for a clear explanation; 1 for a glimmer

(c) What effect does the writer achieve by writing 'Dead country' as a separate sentence? (Line 7)? [2]

- It emphasises the emptiness of the surroundings
- It creates a sense of foreboding/creates tension

Be prepared to award a mark for a sensible comment about the repetition of this phrase from earlier in the paragraph

(d) Explain, using your own words, why Mma Ramotswe knew that this meeting was going to be different. (Lines 13–14) [2]

- She had only dealt with ordinary people/criminals before
- This time she was dealing with something evil
- She had never met a murderer/he was a murderer

Give 2 marks for a clear explanation; 1 for a glimmer

(e) Re-read paragraph 4 ("She opened the door...waterless land") (Lines 16–19). Choose *three* words or phrases which the writer uses to describe the effects of the heat. Explain how each of these words and phrases helps you to imagine the surroundings. [6]

- The sun was riding high
- Its light prickled her skin
- Too close to the Kalahari
- The merciless Africa
- The waterless land

Be prepared to award references to phrases other than those above for which convincing explanations are given.) Give 1 mark for each phrase identified up to a maximum of 3, and a further mark for a clear explanation of the effect. If the same explanation is given for more than one phrase, then reward each quotation, but give only 1 mark in total for explanation.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2009	0500	01

(f) Explain, using your own words, what the black beetle was doing. What did this make Mma Ramotswe think about people's lives? (Lines 25–27) [3]

- It was pushing at a dead insect (1)
 - It made her realise how insignificant our lives are in the overall scheme of things (2)
- 2 marks for a clear explanation; 1 for a glimmer*

(g) On what day would Mma Notshi's husband return home? [1]

Saturday

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

(i) "the heart of darkness" (Line 14); [2]

- the centre of evil

(ii) "in accordance with custom" (Lines 21–22); [2]

- in keeping with traditional practice

(iii) "peering at her in a disconcerting way" (Lines 36–37). [2]

- looking closely at her face in a disturbing manner

Give up to 2 marks for an explanation in own words of each of the three phrases.

(i) By using details from the whole passage, write a summary of what you have learnt about both the outside and inside of Mma Notshi's house. Write a paragraph of about 50–70 words. [7]

- 1 behind trees/in the shadow of a hill/isolated
- 2 made of earth/traditional style
- 3 mud walls
- 4 windows without glass
- 5 yard surrounded by wall
- 6 faint designs on wall
- 7 no gate
- 8 small room
- 9 contained rickety (or synonym e.g. 'old') furniture/grain bin/tin trunk
- 10 (traditional grain) bin

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

[Total: 30]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2009	0500	01

2 Imagine you are Mma Notshi. Write the conversation you have with your husband about Mma Ramotswe's visit when you next see him. You should include:

- what Mma Ramotswe told you and what you thought about her
- what your husband thinks about Mma Ramotswe returning to see him
- what both of you decide to do

You may wish to give your husband a name.

Begin your conversation:

Mma Notshi: There's something I must tell you...

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 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

The most successful responses are likely to provide a clear and convincing account of the meeting from Mma Notshi's perspective and to pick up on the suggestions about Mma Ramotswe's character and purpose, and the activities of Mma Notshi's husband. There will be a sensible and convincing attempt to continue the story. Less successful responses are likely to be over reliant on the contents of the original passage and to lift sections of it with little attempt to describe Ramotswe's character and with an unconvincing attempt to continue the story.

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 passage. Demonstrates and develops suggestions about what the husband may have done and what he says, Mma Ramotswe's character and what may happen next.
Band 2	7–8	Refers to several details from the passage and makes some reference to the husband and Mma Ramotswe, and what may happen next. Shows some awareness of Mma Notshi's concerns.
Band 3	5–6	Repeats some details from the story about the meeting. 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 retell the original rather than to develop. Makes simple references to details of the meeting.
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.
Band 6	0	Very little/no relevance. General misunderstanding of task and passage.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2009	0500	01

(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 register is established.
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 register.
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 register.
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.
Band 6	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: 20]