

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

### MARK SCHEME for the November 2005 question paper

#### 0500 FIRST LANGUAGE ENGLISH

0500/02

Paper 2

Maximum mark 50

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.

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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- 1 Imagine that you live near to Gatsby’s house where the parties take place. You object to the parties for several reasons including the lavish display of wealth. Write a letter to the owner of the house, setting out your various objections and justifying each one by developing ideas and details from the passage.**

Ideally the letter should reflect the content of the passage and the atmosphere that it creates while putting forward a series of the candidate’s own arguments. The two elements should be intertwined. It is possible to pick up the gradual crescendo from the passage leading to the climax of the dancer at the end and the implication of ‘The party has begun’.

- Noise** Reference to the big band, the voices like an opera.
- Light** Reference to the swirling slights, the coloured lights in the garden.
- Mess** Taking servants and an extra gardener all of Monday to clear up.
- Cars** Reference to the Rolls and the station wagon, cars 5-abreast, nuisance and danger on narrow or busy road.
- Morality** People out of control e.g. drinking, the wild dance at the end of the passage.
- Lavishness** Any details, such as the description of the food, the huge numbers, all those oranges, modern gadgets, lots of servants; could develop in to an argument of how he could help poverty in the world.

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**CONTENT (EXTENDED TIER).**

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

Band 1	13-15	The detailed explanation and illustration of several reasons for objection contributes to an overall appreciation of the main points of the passage: features shown in the passage to be exciting are considered from the point of view of a dissatisfied neighbour. Ideas from the passage are developed throughout with understanding and originality. Own ideas are consistently well related to the passage.
Band 2	10-12	There are examples of well-developed ideas from the passage (for example, details are used as parts of the argument and not just as a list). The passage is well used, although the capacity to sustain the arguments may not be consistent.
Band 3	7-9	The passage is used satisfactorily, but the answer may not reflect the extreme nature of the overall picture given in the original. There is plenty of reference, but opportunities for development are not always taken. The answer may express the objections well, but illustrate the excesses of the party less well. The answer shows a reasonably efficient reading of the text.
Band 4	4-6	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.
Band 5	1-3	Answers to the question are given in general terms and make little specific reference to the passage. The content is insubstantial.
	0	Little or no relevance to the question or the passage.

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

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

Band 1	5	The writing is well sequenced and the letter is well structured. The objections are clearly and strongly put forward and the letter is enhanced by a wide range of effective and appropriate language.
Band 2	4	Most of the letter consists of orderly sequence of sentences, is sensibly introduced and clearly structured. The objections are clearly expressed and there are some examples of effective and appropriate language.
Band 3	3	There are examples of well-sequenced sentences and an attempt has been made to structure the letter. The information is fairly clear and the language is appropriate with occasional effectiveness.
Band 4	2	The structure of the letter 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.
Band 5	1	Sentences are rarely formed into a clear pattern. Language communicates general meaning, but is only adequate.
	0	Sentence structures and language are unclear and the work is difficult to follow.

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- 2 Re-read paragraphs 4, 5 and 6, which describe (a) the lights and the colours of the party and (b) the sounds of the party. By referring closely to the language used by the writer, explain how he makes these descriptions effective. [10]

This question is marked for the candidates ability to select effective or unusual words and for an understanding of ways in which he language is effective.

Expect candidates to select words that carry specific meaning additional to general and to ordinary vocabulary.

**(a) Sounds**

Words	Meaning	Effect
A whole pitful	A very big band	Imagine the powerful noise
Air was alive with chatter and laughter	Everyone talking	Air personified; sound coming at you from all angles
Opera of voices pitches a key higher	It gets louder	Reference to very loud voices of opera singers; the louder people talk, the more their voices rise
Momentary hush...burst of chatter	They stop to watch the dancer	Indicates the way any real incident creates silence, following by a return to normality when there is no more to be concerned about

**(b) Light and colour**

Words	Meaning	Effect
Gaudy with primary colours etc.	Reds and yellows	Unsubtle, perhaps vulgar, too bright
Sea change of faces and voices and colours under the constantly changing light	Nothing stays the same colour	Impression of swirling, constant change, unnatural progression of movement confused with colour, perhaps dreamlike (or drunk?)
In trembling opal	A dress with more than one colour	Opal suggests precious, but it is 'trembling' and milky white with colours, so it fits the atmosphere of constant movement and changing colour
The lights grow brighter as the earth lurches away from the sun	As the sun sets the lights of the party appear brighter	Contrast between party lights and natural sunset, 'lurches' an unusual choice - a hurried/jerky movement suggesting eagerness for the party to begin, fits in with atmosphere of constant movement

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### Marking Criteria for Question 2

Use the following table to give a mark out of 10

Band 1	9-10	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.
Band 2	7-8	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.
Band 3	5-6	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.
Band 4	3-4	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.
Band 5	1-2	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.
	0	Answers do not fit the question. Inappropriate words and phrases are chosen.

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**3 Summarise the main features of the lifestyles described in each passage.**

The question is marked out of 15 for Content and 5 for Quality of Writing.

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

**PASSAGE A  
GATSBY**

- 1 Lavishly rich
- 2 Relaxes in an enormous garden
- 3 Has a private beach
- 4 Loves huge parties
- 5 Surrounded by the latest gadgets
- 6 Likes boats (two motor boats)
- 7 Luxurious car (Rolls Royce)
- 8 Looked after by eight servants
- 9 Enjoys presence of fashionable girls
- 10 Enjoys live, big band music
- 11 Serves expensive and magnificent food and drink

**PASSAGE B  
SOPHIA**

- 12 Poor/dependent on charity
- 13 Has to go out to toilet
- 14 Damp/hole in roof
- 15 Cramped – only two-roomed
- 16 Dark (needs lamp all day)
- 17 She and sisters sleep in same bed
- 18 Storage in plastic bags
- 19 Gets water from pump
- 20 Cooks porridge/rice/cassava for main meal
- 21 Does housework/looks after Solange
- 22 Entertainment is playing cards
- 23 Goes out to buy vegetables
- 24 Sells paraffin in Fanta bottles

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

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

Band 1	5	All points are made clearly and concisely in the candidate's own words (where appropriate). The answer is strongly focus ed on the passages and on the question.
Band 2	4	Most of the answer is concise and well focused even if there is an inappropriate introduction. Own words are used consistently (where appropriate).
Band 3	3	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.
Band 4	2	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.
Band 5	1	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.
	0	Over-reliance on lifting; insufficient focus for band 5.