

**MARK SCHEME for the October/November 2006 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 students, 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.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

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

Page 2	Mark Scheme	Syllabus Paper
	IGCSE - OCT/NOV 2006	0500

www.PapaCambridge.com

*Note: 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.*

**Question 1**

**(a) What word in the first sentence of the passage shows that the narrator did not want to be heard?** [1]

Softly

**(b) By referring to what the narrator says in paragraph 1, explain what might be found surprising about his state of mind.** [3]

- (1) He expected to become rich;
- (2) He was feeling dispassionate/unexcited and found the task 'mechanical'.

*Give 1 mark for each of the above points and 1 additional mark for a good explanation in own words; 1 mark only for a lift of the whole section of the passage.*

**(c) Give two words from the second paragraph which suggest that the window was difficult to open.** [2]

'Stubbornly'; 'yielded'; 'raspingly'

**(d) Where was the cash box hidden, and how did the writer find it?** [2]

(In the corner of the room) in a hole under a loose floorboard  
He located the loose board/passing his hands over the floor

*1 mark for each point.*

**(e) Explain, using your own words, the change which the writer felt had come over the room and how this affected his state of mind in paragraph 4.** [3]

It appeared to have become darker/lighter; the temperature had dropped/risen; the air had become thinner/thicker; he was frightened/bewildered/confused.

*Give 1 mark for any two of the above changes and 1 further mark for a description of his state of mind. If there is **significant** lifting, award 1 mark in total.*

**(f) Why do you think the writer uses the word 'stretchings' (line 13) to describe the spiders' webs?** [2]

It suggests that they were both strong/elastic (1 mark) and covered a very great area/were very long/had been there for a long time (1 mark)

Page 3	Mark Scheme	Syllabus Paper
	IGCSE - OCT/NOV 2006	0500

**(g) Re-read lines 9–25 (from ‘After I had jumped noisily down ...’ to ‘... something happened’). Choose three details which the writer uses to suggest a sense of uneasiness and fear. Explain how each of these details suggests this sense.** [6]

1. Window far away and very small
2. Musty, empty room
3. Spiders' webs
4. Paused on threshold
5. Dark morning weather; weak light
6. Far corner a blur of shadow
7. Narrator wanted to get out as soon as possible
8. Match flickers and goes out
9. Without stopping to light another match

*Give 1 mark for each phrase identified and 1 further mark for a clear explanation of how the sense of uneasiness is conveyed. If focus is on wanting to get out, then reward each quotation, but give only 1 mark for explanation.*

**(h) Explain, using your own words, what the writer means by ‘my senses were already disarranged’ (line 36).** [2]

*His ability to see, smell, hear etc was confused*

*Give 2 marks for a clear explanation in own words; 1 mark for a glimmer*

**(i) Explain, using your own words, what the writer means by ‘with a mild but unwavering interest’ (line 43).** [2]

*His interest was unexcited but constantly focused*

*Give 2 marks for a clear explanation in own words; 1 mark for a glimmer*

**(j) Re-read lines (1 - 19) and then write a summary of what you have learnt about the appearance of both the outside and inside of the house. (Write a paragraph of about 50-70 words.)** [7]

- 1 (Iron) gate
- 2 Weed-tufted, (gravel) drive
- 3 Derelict flower bed
- 4 Closed door
- 5 Deep porch
- 6 Coated with dust
- 7 Deep window ledge
- 8 (High), dirty windows in room
- 9 Dusty, smelly, shadowy room
- 10 Spiders' webs
- 11 Fireplace
- 12 Bare floorboards
- 13 No/not much furniture

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

**[Total for Question 1: 30 marks]**

Page 4	Mark Scheme	Syllabus Paper
	IGCSE - OCT/NOV 2006	0500

## Question 2

Imagine that you are the man who is sitting watching from the corner of the room.

Write your story.

In your story:

- Explain why you are there.
- Describe what you have seen and heard.
- Explain what happens after the man searching for the box sees 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 1½ 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 show a good interpretation of the events both before and after from the clearly established viewpoint of the other man. There may well be a logical explanation of who he is or this point may deliberately be left unstated. Less successful responses are likely to be over reliant on the material in the passage and lack a consistent viewpoint based on the experience of the other man. They may well lift sections of the original and then produce a far-fetched and unconvincing account of what has happened with little reference to the clues in the passage.

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 story. Demonstrates and develops suggestions as to what happened and the character's viewpoint
Band 2	<b>7 – 8</b>	Refers to several details from the passage and shows understanding of the character's viewpoint. Picks up on and understands suggestions as to what might happen.
Band 3	<b>5 – 6</b>	Repeats some details from the story and says what happened. Focuses on the question and on the passage, but uses material simply and partially.
Band 4	<b>3 – 4</b>	There is some relevance to the question with a tendency to re-tell the story rather than to comment. Makes simple references to what happened and may write from character's viewpoint.
Band 5	<b>1 – 2</b>	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.
	<b>0</b>	Very little/no relevance. General misunderstanding of task and passage.

(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*