

IGCSE FIRST LANGUAGE ENGLISH (Syllabus 0500)

Additional Specimen Papers and Mark Schemes for the scheme of assessment being introduced in 2005

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These materials, deliberately based on passages and topics used in previous papers, are intended as additional guidance to teachers on the format of question papers in the revised syllabus (first examination 2005). They should be read in conjunction with the previously issued Specimen Papers booklet.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/01

Paper 1: Reading Passage

ADDITIONAL SPECIMEN PAPER (A)

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.

Dictionaries are **not** permitted.

SPECIMEN QUESTION PAPER
(for scheme of assessment from 2005)

This specimen question paper consists of 3 printed pages and 1 blank page.



Read the following passage carefully, and answer all the questions.

TRAVELLING THE TRACKS

LIFE AS A HOBO IN NORTH AMERICA

'Hobo' is the name which is given to people in the United States of America who, in other countries, might be called 'tramps' or 'vagrants'. They spend their time travelling across the country, hitching rides on freight trains. Jack Kotwinsky had turned his back on an ordinary life and had chosen instead to live the life of a hobo, a life on the road. He adopted the name 'Hippy John' and that is how everyone knew him. Unlike many others who dropped out of society, Hippy John never returned to mainstream American life. Instead he spent two decades as a hobo.

When he was young and agile he used to run alongside slow-moving trains, leap for ladders on the side of carriages and then swing inside to the safety of a box-car, one of the big trucks which carried freight all over the country. As age caught up with him, he boarded trains in the rail yards where they were stored between journeys, sometimes even helped by friendly security guards. In his twenty year itinerary he travelled along most of the rail tracks that criss-cross the United States. He had few possessions apart from a pack containing food, cigarettes and railroad maps. His favourite routes were in the northern states, where he remembers lying under the stars in open box-cars on warm nights while the train snaked through mountain passes so narrow that he could reach out and touch the rock.

His existence was lonely and sometimes, to relieve the loneliness, he would take trips with other hobos. They shared food and drink and told each other stories of their lives, united by a shared sense of freedom and a desire for anonymity. Where they had come from or why they were living in this way were things which they wouldn't tell anyone. It was by no means a perfect life, but, as the years passed, Hippy John could imagine no other.

Hippy John is not a full-time hobo any more and the closest he comes to his old life is that, each year, he goes to the hobo convention which is held in an Iowan cornfield to celebrate hobo life in America. He has a little stall, a table under a tree, and he sells home-made jewellery, harmonicas, books of railroad maps, but he doesn't really do much trade.

Other hobos are like him. Adman used to be a hobo but he became an advertising agent and now lives with his wife and children in a lakeside home in Minnesota. He still takes off for a couple of months a year to hop trains because he says it is in his soul. There are also a number of young hobos, men in their twenties, who think that the hobo life sounds interesting and fun. Hippy John is happy to see them as they are the ones who will buy the maps and things from his stall.

They are also continuing a tradition that dates back to the nineteenth century, when southern farmers returned from the Civil War to find their homes and town in ruins. Homeless and impoverished, they took the only jobs that were available, building the first railroad tracks. Since they had been farmers, they were called 'hoe-boys' and later hobos. Many of them never settled again but instead spent their lives travelling the railtracks they had built.

'You have to do it to understand why it gets into your blood,' Hippy John says. It's freedom from the rules everyone else has to obey. He took to the tracks round about the time of the anti-Vietnam War movement, when riding the rails had acquired a mythology all of its own and hobos were seen as rebels living their lives in the best tradition of pioneer America where everyone was seeking their own freedom.

- 1
- (a) In your own words, explain what you understand by the term 'hobo'. [2]
 - (b) Explain what you understand by the phrase 'mainstream American life'. [2]
 - (c) In your own words briefly explain how Jack Kotwinsky used to board trains both when he was young and in his more mature years. [4]
 - (d) Explain in your own words Adman's reasons for wanting to live as a hobo for part of each year. [2]
 - (e) What do you understand by the words, 'still continuing a tradition'? [2]
 - (f) Re-read the end of the last sentence of the passage from 'when riding the rails ... their own freedom.' Using your own words, explain what the writer means. [3]
 - (g) From paragraphs 2 and 3, choose **three** phrases used by the writer to suggest the pleasures Hippy John found in his hobo life and explain how they express this pleasure. [6]
 - (h) Why do you think the writer uses the word 'mythology' in the final paragraph, and not just a word like 'story'? [2]
 - (i) Write a summary of what you learn about Hippy John from the passage. [7]

[Total for Question 1: 30 marks]

- 2
- Imagine you are one of the young hobos in their twenties who are visiting the hobo convention. You spend some time talking to Hippy John and Adman about your plans and ask them about their lives and opinions.

Write the words of your conversation.

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

You should write about 1 - 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.)

[Total for Question 2: 20 marks]

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/01

Paper 1: Reading Passage

ADDITIONAL SPECIMEN PAPER (B)

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.

Dictionaries are **not** permitted.

SPECIMEN QUESTION PAPER
(for scheme of assessment from 2005)

This specimen question paper consists of 3 printed pages and 1 blank page.



Read the following passage carefully, and answer all the questions

A Moment of Madness

It was Arvind's birthday. In the afternoon there would be a cake and a party, but it would be like other birthdays, and Arvind was eleven. So in the morning, he collected his friends, Jimmy and Paudeni, and they set off to the forest that lay on the hillside in a huge half-moon behind the village.

When they reached the first few trees they stopped, listening to the sounds of the birds and searching for the rare striped butterflies that Arvind's uncle had told them about. They cried out to test the echo and then became savages, rushing carelessly into the forest and battering the undergrowth with sticks.

Eventually they reached a clearing. Jimmy said he was hungry and they started to devour the birthday food they had brought. Arvind pulled out a packet from his bag. "Look," he said, "I've brought some chicken. We'll make a fire and cook it." He pulled out some matches. "Get some sticks, Jimmy. Make a big pile. Everything's dry; it'll burn like crazy."

Paudeni looked worried. "My Mum says never ever start a fire in a forest, specially this year because it hasn't rained and because of the winds. She says you don't know what fire can do until you've experienced it. She says people who know always dig a big circle round a fire because it can't burn through the soil. She says – "

"Rubbish, there's no danger," interrupted Arvind, with the authority of a boy on his eleventh birthday. "I know what I'm doing." Jimmy returned carrying a great armful of sticks and made a castle out of them. Arvind struck a match and the fire was alive.

His satisfaction was short-lived. The dry wood exploded into a sheet of threatening flame and, from nowhere, a breeze began to blow. The children watched, horrified, as the fire spread like scuttling mice into the surrounding undergrowth. They never realised that everything was tinder dry. They had never seen how quickly a fire could start to devour all the twigs and the dead leaves that had lain undisturbed on the forest floor.

"Quick! Stop it!" screamed Paudeni. But how could they? The fire spread in too many directions at once. If they managed to stop one of its tentacles, two more would have spread beyond their reach. The boys rushed back and forth, stamping pointlessly on the flames and then, after a short while, just looked on in a sort of awful fascination.

"Look!" shouted Jimmy. The fire had reached the trees at the sides of the clearing and was shooting upwards, devouring ancient, dead ivy and dry bark. In no time the sounds of the forest were drowned by frightening explosions. Birds and animals rushed for safety as their homes and feeding areas were engulfed in flame. The speed and magnitude of such destruction were beyond the boys' imagination.

They ran for their lives, trying to find a way out of the terrible, burning forest.

It was the only story in the newspaper the next day. There were interviews with the villagers, recounting their fears as the fire had threatened their homes before the wind miraculously changed. The forest lay in ruins, a minor ecological disaster, threatening the village with floods and landslides when the rains eventually returned. And poor Arvind lay in a hospital bed, his face scarred for life by the sudden sheet of flame that had risen up without warning to challenge his last steps to safety.

Who was to blame? The newspaper blamed the schools for not teaching the children a fire code or giving them stories about the dangers of fires. The schools privately blamed the parents for not hiding matches and for not keeping control of their children. Parents blamed the newspapers and television for not continuing to publicise the state of the forests in conditions of drought and wind.

The story of Arvind's birthday is a sad reminder that fire is a dangerous force to be reckoned with and that its effects are potentially terrible. Fire is everyone's responsibility, but how do we ensure that everyone understands, and what exactly are responsibilities of school, parents and the media?

- 1
- (a) Using your own words, give **three** details the writer gives about the forest in paragraph 1. [3]
- (b) Why did the boys cry out when they entered the forest? [1]
- (c) For what **two** reasons was Paudeni concerned about lighting a fire? [2]
- (d) Give **two** words of your own to describe Arvind's behaviour. Explain why you have chosen each word by referring to details from the passage. [4]
- (e) Re-read the final paragraph of the passage and, using your own words, explain what the writer means by it. [3]
- (f) What **two** reasons are given in the passage to explain why the children could not control the fire? [2]
- (g) Re-read paragraphs 5-7 ('Rubbish, there's no danger...awful fascination') and explain what each of these words or phrases tells you about the fire: [6]
- 'castle'
 - 'spread like scuttling mice'
 - 'tentacles'
- (h) Why do you think the writer describes the boys as looking on in a sort of 'awful fascination' at the end of paragraph 7? [2]
- (i) Re-read paragraphs 10 and 11 ('It was the only story...conditions of drought and wind.') Write a summary of the effects of the fire and what different people's reactions were to it. [7]

[Total for Question 1: 30]

- 2
- It is several weeks after the fire. The local village council is holding a meeting to discuss how fires could be prevented in future. Among those present are the Headteacher of the school, Arvind's and Paudeni's parents, and a local newspaper reporter.

Write an account of part of the discussion including the views of all or some of those mentioned above.

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,)

[Total for Question 2: 20 marks]

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**PROVISIONAL MARK SCHEME FOR ADDITIONAL SPECIMEN
PAPER 1 (A) (CORE TIER)**

NB Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.

1 (a) *In your own words, explain what you understand by the term 'hobo'*

A hobo is someone who (1) has turned his/her back on a conventional lifestyle and (2) travels America by jumping on to freight trains without paying.

1 mark for each point clearly made. [2]

(b) *Explain what you understand by the phrase 'mainstream American life'.*

A life which involves a 9-5 working existence as lived by the majority of the adult population.

2 marks for a clear explanation, 1 for a glimmer. [2]

(c) *In your own words briefly explain how Jack Kerouac used to board trains both when he was young and in his more mature years.*

Younger years: he would run by the side of trains which were not moving very fast (1); jump for the ladders on the side of the box cars and swing himself into them (1).

More mature years: he would get on board stationary trains in the rail yards (1 mark); he was sometimes helped by good-natured security guards (1). [4]

(d) *Explain in your own words Kerouac's reasons for wanting to live as a hobo for part of each year.*

Being a hobo is something which is central to his existence; it's a way of life which is part of him.

2 marks for a clear explanation, 1 for a glimmer. [2]

(e) *What do you understand by the words, 'still continuing a tradition'?*

They are maintaining and keeping alive a long-established way of life.

2 marks for a clear explanation, 1 for a glimmer. [2]

(f) *Re-read the end of the last sentence of the passage from 'when riding the rails to their own freedom.' Using your own words, explain what the writer means.*

- Travelling on the trains (as a hobo) attained legendary status
- Hobos were considered to be rebelling against the values of the time
- This was seen as part of the traditional American character

1 mark for each point clearly made. [3]

(g) From paragraphs 2 and 3, choose **three** phrases used by the writer to suggest the pleasures Hippy John found in his hobo life and explain how they express this pleasure.

- 'lying under the stars in open box-cars'
- 'on warm nights'
- while the train snaked through mountain passes'
- united by a shared sense of freedom'

Award 1 mark for each phrase selected and 1 additional mark for a convincing explanation of it. Be prepared to reward a convincing selection and explanation of phrases other than those mentioned above if taken from the correct paragraphs. [6]

(h) Why do you think the writer uses the word 'mythology' in the final paragraph and not just a word like 'story'?

'Mythology' suggests a more exciting and romantic existence.

2 marks for a clear explanation, 1 for a glimmer. [2]

(i) Write a summary of what you learn about Hippy John from the passage.

- Made the decision to live as a hobo
- Changed his name from Jack Kotwinsky
- Lived as a hobo for 20 years
- Travelled across most of the US
- Rode freight trains
- Owned few possessions
- Lived a lonely (but enjoyable and free) life
- No longer a full-time hobo
- Has a stall (and sells things) at the hobo convention

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

Maximum marks for Question 1: 30

Marking criteria for Question 2:

The question is marked out of 10 for reading and out of 10 for writing.

(a) READING (Using and understanding the material) (Core Tier)

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 a clear understanding of the ideals and beliefs of Hippy John and/or Adman and captures something of the idealism of the younger hobos. |
| Band 2 | 7-8 | Refers to several events from the passage and shows an understanding of the motivations and beliefs of both sets of characters. Uses material from the passage sensibly but not slavishly. |
| Band 3 | 5-6 | Repeats some details from the passage and focuses mainly on the correct context; however, material is used simply and partially. |
| Band 4 | 3-4 | There is some relevance to the question with a tendency to repeat details from the passage rather than develop them. Simple references made to characters and their attitudes. |
| Band 5 | 1-2 | May retell the original 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. Complete 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. Appropriate tone and register for characters' voices. |
| 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 is a recognizable attempt at appropriate tone and 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. |
| 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 out of 20 for Question 2.

| |
|--|
| PROVISIONAL MARK SCHEME FOR ADDITIONAL SPECIMEN PAPER 1 (B) |
|--|

NB Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.

1 (a) *Using your own words, give **three** details the writer gives about the forest in paragraph 1.*

- on a hillside
- shaped like a half moon
- behind the village

1 mark for each point [3]

(b) *Why did the boys cry out when they entered the forest?*

- to test the echo

1 mark [1]

(c) *For what **two** reasons was Paudeni concerned about lighting a fire?*

- no rain/forest dry
- the winds could fan the flames

1 mark for each point [2]

(d) *Give 2 words of your own to describe Arvind's behaviour. Explain why you have chosen each word by referring to details from the passage.*

Words chosen might be: 'scornful'; 'arrogant'; 'headstrong'; 'thoughtless'; 'foolish' but accept others fitting the context.

1 mark for each valid word chosen and 1 further mark for a convincing reason for choosing the word [4]

(e) *Re-read the final paragraph of the passage and, using your own words, explain what the writer means by it.*

- the story reminds us in a serious way that fire can be very dangerous and that it can have extremely serious effects
- it is important that everyone treats it with care and is aware of what it can do
- but what exactly should schools, parents and things such as newspapers and broadcasting do to make people aware of the dangers

Do not expect the points to be listed discretely but award 1 mark for each one clearly identified and understood. [3]

(f) *What two reasons are given in the passage to explain why the children could not control the fire?*

- it spread very quickly
- it spread in many directions

1 mark for each point

(g) *Re-read paragraphs 5-7 ('Rubbish, there's no danger...awful fascination') and explain what each of these words or phrases tells you about the fire:*

- 'castle': high and strong
- 'spread like scuttling mice': moved very quickly and made a rustling noise
- 'tentacles': reached out in all direction; threatening

1 mark for each point plus 1 further mark for a clear explanation of it. [6]

(h) *Why do you think the writer describes the boys as looking on in a sort of 'awful fascination' at the end of paragraph 7?*

'Awful' suggests the terrible power of the fire and 'fascination' means they could not tear themselves a way from it.

2 marks for a clear explanation; 1 for a glimmer. [2]

(i) *Re-read paragraphs 10 and 11 ('It was the only story...conditions of drought and wind.') Write a summary of what the fire did and what different people's reactions were to it.*

- It was the main story in the newspapers.
- People were afraid for their own homes.
- The fire spared the village (the wind changed).
- The fire destroyed the forest.
- It removed a protective barrier which kept the village from being flooded.
- Arvind's face was scarred for life.
- Newspapers blamed the schools for not teaching about the dangers of fire.
- The schools blamed parents for not being responsible.
- Parents blamed the media for not reporting the dangerous conditions.

Award 1 mark for each point to a total of 7. [7]

[Total for Question 1: 30]

Marking criteria for Question 2:

The question is marked out of 10 for reading and out of 10 for writing.

(a) READING (Using and understanding the material) (Core Tier)

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 a clear understanding of the attitudes and concerns of at least two characters in detail. |
| Band 2 | 7-8 | Refers to several events from the passage and shows an understanding of the attitudes and concerns of at least two characters. Uses material from the passage sensibly but not slavishly. |
| Band 3 | 5-6 | Repeats some details from the passage and focuses mainly on the correct context; however, material is used simply and partially. |
| Band 4 | 3-4 | There is some relevance to the question with a tendency to repeat details from the passage rather than develop them. Simple references made to characters and their attitudes. |
| Band 5 | 1-2 | May retell the original 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. Complete 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. Appropriate tone and register for characters' voices. |
| 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 is a recognizable attempt at appropriate tone and 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. |
| 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 out of 20 for Question 2.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/02

Paper 2: Reading Passages

ADDITIONAL SPECIMEN PAPER (A)

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.

Dictionaries are **not** permitted.

**SPECIMEN QUESTION PAPER
(for scheme of assessment from 2005)**

This specimen question paper consists of 5 printed pages and 1 blank page.



Part 1

Read Passage A carefully, and then answer the questions that follow it.

Passage A

This article is about eating out in Beirut, Lebanon.

Entering the American Zone

UNTIL eighteen months ago, the cliff-top restaurant Nasr was the king of the coast. Its many customers ate succulent kebabs and fish while watching the waves of the Mediterranean crash against the rocks below. Now it has been taken over by an American fast food chain serving good ol' burgers. Across the street, Kentucky Fried Chicken and Baskin Robbins vie with Hardees to attract junk-food eaters.

The opening of McDonald's this year with its valet parking and planned twelve branches nationwide has been heralded by teenagers as the 'coming of civilisation'. No other city in the world can boast two Hard Rock Cafes - one American and one Canadian. Bar hoppers can get a thrill at Henry J Bean's and Planet Hollywood. And just in case customers forget they are entering the American zone, waiters in many of the shops speak only English and entertain their charges by dancing to the music of 'Greased Lightning'.

As older Lebanese look on doubtfully at the invaders, teenagers and those in their early twenties seem to be having a ball. 'Finally,' one girl said to me, 'we can live like normal people.'

I nodded. A few years ago, I admit that I was just as happy when I heard an American chain was opening up and just as amused to have Lebanese waiters take my orders in English. In time, however, Henry J Bean's has lost its appeal.

The long-established, cluttered watering-hole that is Chez Andre, tucked out of sight off bustling Hamra Street, seems much more comfortable, although it's just a long bar with some old chairs strewn around. The corners are dominated by old timers carefully observing who's entering or leaving. Most are well into their fifties. Some are poets, some are journalists and

others are politicians — airing their views to whoever will listen.

Starbucks Cafe may be nice and dandy, but I prefer sipping my tea - made with real mint - at Kahwit Rawda on the seafront. Surrounded by trees and shabby tables, I can allow my thoughts to drift as I stare at the open sea. On Sundays, families take advantage of the open-air area, one of the few in Beirut, to let their children romp around. My parents tell me that the city once had many such places. This is the only one left and rumours are already circulating that a businessman is trying to purchase it to develop the land.

But nobody could ever convince Francois Bassil to sell his little restaurant, called *Le Chef*. Set among a cluster of old buildings on Gemaizeh Street, the restaurant was opened in 1967 and to this day serves the same homemade dishes - a different one each day. The room barely fits 30 people and all have a full view of Bassil as he prepares his mouth-watering food. For the equivalent of about seven dollars, customers can expect a delicious meal. Bassil's son Charbel knows each and every customer by name and makes a point of memorising the names of newcomers, whom he welcomes courteously in his white apron.

'Once I meet people, I never forget them,' Charbel told me as he served rice and chicken. No drumsticks, however. He knows that I don't like them and takes the personal initiative of serving me only white meat. 'We're the only typical Beirut restaurant left in the city,' he says proudly. 'A lot of people like the old ways and don't want to change so they come to us.'

All I can say is that it's a pity we can't bid Burger King goodbye and welcome in another *Le Chef*.

- 1 Imagine that you are the writer and you are taking part in a debate about the importance of retaining traditional lifestyles. The two other people involved are Mr Smith, a representative of a large multi-national company and Ms Jones, an official from a charity organisation committed to preserving traditional societies.

Mr Smith begins: "You can't halt progress..."

Write a transcript of part of the debate which follows. You should write three contributions to the debate, one for each of the three speakers. Base your ideas on what you have read in the passage. Use details from the passage to exemplify ideas.

(Up to fifteen marks are available for the content of your answer, and up to five marks for the quality of your writing.) **[20 marks]**

- 2 By referring closely to the language of the writer, show how she conveys:

- The attractions of the traditional eating establishments in Beirut.
- The experiences offered by the 'new' eating establishments.

[10 marks]

Part 2

Read passage B carefully, and then answer the question that follows it which is based on both Passage A and Passage B.

Passage B

Bangkok, a city of change

At first sight it looks a thoroughly modern city, just like the rest of them you might think. After all, wherever you go, the names on the signs and the shops reflect the spread of globalisation, McDonald's, Lipton's Tea, Body Shop. And here, as you enter yet another shopping mall built on the site of what used to be a line of little family-owned shops, you will see the same familiar evidence of multinational firms and large stores that have taken over.

They reflect the needs of the people to be up-to-date and fashionable, to make them feel that they are members of a world-wide club. After all, the internet and international television do just that.

But new and old still co-exist. I came here on the super-modern, super-clean and efficient elevated tramway. It was a different world up there, gliding effortlessly above the traditional snarlups for which Bangkok is so notorious. Below it was all noise and pollution. The *tuk-tuks*, the little three-wheeled taxis that give the city some of its charm, still darted in and out of the traffic. I wondered how long it would be before all of this changed, just as the view of the city has changed.

The huge concrete piers that support the elevated tramway take up nearly all that the eye can see. An old man stands staring at the line of white Y-shaped giants that gradually diminishes into the distance. He was born here and, for him, everything seems to have changed. In the gaps between the impressive modernity of the new glass and bright-fronted commercial buildings stand the occasional graceful houses of a now-forgotten past. The style is artistic and the stone and brick construction solid and long-lasting. Next to these the old man sees the houses of the poor, a sad shanty village, incongruous and persistently a sign of both past and present in this area of money and highlife.

The old life is still there, but it is tucked in between the giants of the new millennium. From the river there is a new skyline of big towers vying with each other for the title of tallest. I am reminded of an aged mouth with teeth set at random and gaps of varied size between. Not a pretty sight.

At ground level, in one of the gaps, I come across an old Thai house, now a restaurant, selling delightful, traditional food. In another, there is a market, thronged with people, open well into the night. The merchandise may have changed over the years, but the atmosphere and the ways of selling and buying remain the same. The uniformity of the street is suddenly brought to life by a magnificent golden shrine that no-one may develop or modernise.

I leave this opulence and wander away from the Centre, down a busy road out of the capital, and find commercial life as it must have been for generations. Outside the little shops there are mobile mini-kitchens offering delicious savoury foods and creating mouth-watering smells for all to share. And past me ride the impossible cyclists laden with huge loads of sticks and baskets, trusting their progress to luck.

It is a time of change, the new marching relentlessly on, the old remaining stubbornly part of the life of the city. It is the old that gives the place atmosphere. It may be inefficient and occasionally shabby, but let it die and Bangkok will become remarkably like many other cities the world over.

3 Read Passage B and re-read Passage A ('Entering the American Zone').

Write a summary of the ways in which modern, international city life is taking over in Beirut and Bangkok and of the signs of the past that remain.

You should write between 1 and 1½ sides, allowing for the size of your handwriting.

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

[20 Marks]

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Copyright acknowledgments

Passage A © *New Internationalist* "Entering the American Zone – Letters from Lebanon" by Reem Haddat. March 2000.

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/02

Paper 2: Reading Passages

ADDITIONAL SPECIMEN PAPER (B)

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Answer **all** questions.

The number of marks is given in brackets [] at the end of each question or part question.

Dictionaries are **not** permitted.

SPECIMEN QUESTION PAPER
(for scheme of assessment from 2005)

This specimen question paper consists of 5 printed pages and 1 blank page.



Part 1

Read Passage A carefully, and then answer the questions that follow it.

Passage A

Life on Inishmaan

This passage is part of an account written 100 years ago. It was written by someone who went to live on Inishmaan, a remote island off the west coast of Ireland. It describes his first journey to his new home, and his impressions of it.

Early this morning the man of the house came over for me with a *curagh* — that is, a boat with four rowers and four oars on either side, as each man uses two — and we set off a little before noon.

It gave me a moment of exquisite satisfaction to find myself moving away from civilisation in this rough canvas canoe of a type that has served primitive races since people first went on the sea.

We had to stop for a moment at a vessel that is anchored in the bay, to make some arrangements for the fish-processing. When we started again, a small sail was run up in the bow, and we set off across the water with a leaping up-and-down motion that had no resemblance to the heavy movement of a larger boat.

The sail is used only as an aid, so the men continued to row after it had gone up, and as they occupied the four cross-seats, I lay on the canvas at the stern and on the frame of slender wooden laths, which bent and quivered as the waves passed under them.

When we set off it was a brilliant morning of April, and the green, glittering waves seemed to toss the canoe among themselves, yet as we drew nearer this island a sudden thunderstorm broke out behind the rocks we were approaching, and caused a momentary tumult in this still vein of the Atlantic.

We landed at a small pier, from which a rough track leads up to the village between small fields and bare sheets of rock like those in Aranmor. The youngest son of my boatman, a boy of about seventeen, who is to be my teacher and guide, was waiting for me at the pier and guided me to his house, while the men settled the *curagh* and followed slowly with my baggage.

My room is at one end of the cottage, with a boarded floor and ceiling, and two windows opposite each other. Then there is the kitchen with earth floor and open rafters, and two doors opposite each other opening into the open air, but no windows. Beyond it there are two small rooms of half the width of the kitchen with one window apiece.

The kitchen itself, where I will spend most of my time, is full of beauty and distinction. The red dresses of the women who cluster round the fire on their stools give a glow of almost Eastern richness, and the walls have been toned by the turf-smoke to a soft brown that blends with the grey earth-colour of the floor. Many sorts of fishing-tackle, the nets, and the oiled skins worn by the fishermen, are hung upon the walls or among the open rafters; and right overhead, under the thatch, there is a whole skin from which they make leather sandals.

Every article on these islands has an almost personal character, which gives this simple life, where all art is unknown, a natural artistic beauty. The *curaghs* and spinning-wheels, the tiny wooden barrels that are still much used in place of earthenware, the home-made cradles, churns, and baskets, are all full of individuality; and being made from materials that are common here, they seem to exist as a natural link between the people and the world that is about them.

- 1 Imagine you are the writer of this passage. You have been on Inishmaan for a week now and are recording your impressions in your journal.

In particular, you want to describe:

- what you find interesting and admirable about the island and its inhabitants
- your concerns as to how well the people and their way of life can survive into the Twentieth Century.

Write your thoughts.

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

[20 marks]

- 2 By referring closely to the language used by the writer, explain how he communicates:

- the excitement of the voyage to Inishmaan
- the nature of the interior of the houses.

[10 marks]

Part 2

Read Passage B carefully, and then answer the question that follows it which is based on both Passage A and Passage B.

Passage B

Island Fever

In this controversial article, William Davis gives his personal opinion about spending one's life on tropical islands but thinks they can be great for brief holidays.

I was once offered a chance to buy a tropical island for \$500,000, which I suppose is a reasonable enough sum for the right to lord it over one's own palm-fringed kingdom. I rather liked the idea, but I am glad that I resisted the temptation. Private islands are not as carefree as we imagine them to be, and they are certainly not cheap.

A back-to-nature lifestyle may sound romantic, but who wants to end up alone and uncomfortable like the Tom Hanks character in the film *Cast Away*? Not me. Getting away from it all is no fun if you don't have the amenities one takes for granted at home: drinkable water, electricity, and medical attention. You also have the opportunity to hop on a plane back to civilisation when you get bored with the sunsets and coconuts.

The mega-rich can buy generators and helicopter pads, but even they find that money can't solve every problem. They need competent servants who speak their language, but it's not easy to persuade people to join you in a remote hideaway. Robinson Crusoe had his Man Friday, but Friday was a lousy cook and if he were around today he would no doubt be complaining about his accommodation and working hours.

I am not surprised to hear that Wilbur Smith, one of my favourite authors, is selling his island in the Seychelles. He bought it, he says, because "it seemed a good idea at the time". I have been there and I know how seductive these exotic retreats can be. I also know that privacy can become very tedious. It may suit hermits, but most of us want the company of interesting friends. They may come for a short holiday, but what about the rest of the year - or even a season? What, for that matter, do you do if it rains for a week? (It happens more often than you might think.)

Smith says that he wants to be "free", which is rather ironic. One of the attractions of private islands is that they promise freedom - the opportunity to escape from all the things which can make life in a city so irksome. But, as he discovered, island living means a new set of burdens and worries.

A sensible alternative to buying is to rent a private hideaway for a few weeks. It isn't difficult: there are many islands, around the world, which are available at different times of the year. The cost can be shared with relatives or friends, and you can have a good time without making a permanent commitment.

I have been an ardent fan of islands ever since I first went to Capri more than 40 years ago. I have not lost my enthusiasm, but long experience has taught me that it pays to find out what one is letting oneself in for.

My idea of a good time, these days, is a week or two on an island like Bora Bora in Tahiti, La Digue in the Seychelles or Harbour Island in the Bahamas. I like small but comfortable resort hotels which provide all the amenities one could wish for and allow one to indulge in Robinson Crusoe fantasies.

There are said to be more than 150,000 islands in the world. Many are so low that the tide almost covers them, and some are no bigger than a city square. Others, like Barbados, have luxury hotels and visitors who have already booked rooms and suites for the winter season. They know what to expect: sunny days in months like January and February, rum punches at the bar, deckchairs on the beach, dinner under the stars, local entertainers, excursions to other islands and the opportunity to make new friends. They may even come across Wilbur Smith. He would, I am sure, be happy to sign copies of his latest book.

3 Read Passage B and re-read Passage A ('Life on Inishmaan').

From your reading of the two passages, summarise the reasons given in favour of and against living on and visiting islands.

You should write between 1 and 1½ sides, allowing for the size of your handwriting.

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

[20 Marks]

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|---|
| <p style="text-align: center;">PROVISIONAL MARK SCHEME FOR ADDITIONAL SPECIMEN PAPER 2 (A)</p> |
|---|

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.

Question 1

General notes on likely content

Examiners should remember the instruction given to candidates that they should 'base their ideas on what they have read in the passage'. There is sufficient material to provide the basis for the ideas of all three speakers. However, look for and reward the ability to convey individual characters for each speaker and attempts to develop and generalise from the details contained in the passage.

It is likely that the views ascribed to the Multinationalist will refer to the apparent demand for change among younger people in all countries and their desire to be consumers of products which are available to their contemporaries in the most 'sophisticated' cities in the world. The Charity Official and the writer are more likely to argue for the preservation of traditional lifestyles and show opposition to the fact that all of the world's great cities are beginning to become increasingly alike – the struggle for survival of the individual against the soullessness of large companies may well feature as an argument.

A feature of the better responses is likely to be the ability to ascribe recognisable different views to the writer and the official; for example, the writer may comment from a personal viewpoint, the official from a more global one. Less successful responses may well repeat the same points in slightly different words.

Marking criteria

This question is marked out of 15 for Content and out of 5 for Structure of Answer and Use of Appropriate Language.

A CONTENT (EXTENDED TIER)

Use the following table to give a mark out of 15

| | | |
|---------------|--------------|--|
| Band 1 | 13-15 | The views ascribed to each speaker reveal an overall appreciation of the main points of the passage: the commercial impetus behind the multinationals; the need to preserve traditions; the feelings of and the need to respect individuals. 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, there is evidence that the candidate is doing more than just summarising the content.) The passage is well used although the capacity to develop may not be consistent. |
| Band 3 | 7-9 | The passage is used satisfactorily, but the answer may not reflect the overall views implied in the original. There is plenty of reference, but opportunities for development are not always taken. However, the views ascribed to at least two of the speakers show an efficient reading of the passage. |
| Band 4 | 4-6 | Some reference to the passage is made without much inference or more than brief, straightforward development. There may possibly be more of an attempt to concentrate on producing stereotypes for the speakers rather than personalising the views implied in the passage. However, some general understanding of the main points of the passage will emerge. |
| Band 5 | 1-3 | Responses are given only in general terms and make little specific reference to the passage. |
| | 0 | Complete/near complete irrelevance to the passage. |

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

| | | |
|---------------|----------|---|
| Band 1 | 5 | Paragraphs are well sequenced. The argument is very clear and enhanced by a wide range of effective language. |
| Band 2 | 4 | Most of the comments consist of orderly sequences of sentences. The argument is mostly clear and there are some examples of effective language. |
| Band 3 | 3 | There are examples of well-sequenced sentences. The argument is fairly clear and the language is appropriate. |
| Band 4 | 2 | Occasional attempts are made to sequence sentences. Language is simple but correctly used. |
| Band 5 | 1 | Sentences are rarely formed into an effective pattern. Language communicates general meaning, but is only adequate. |
| | 0 | Sentence structure and language insufficient to be placed in Band 5. |

QUESTION 2

[10 marks]

General notes on likely content

This question is marked for the candidate's ability to select effective or unusual use of words and for an understanding of the ways in which language is effective.

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

Attractions

Most examples will come from the descriptions of eating places. Better responses may well approach this task by comparing and contrasting the language used to describe traditional and modern eating experiences. Words and phrases that might be chosen are:

- *king of the coast*: suggests importance and great respect
- *succulent*: suggests the pleasure to be got from eating, especially in contrast with words like 'junk food'
- *romp around*: innocent childish pleasure and enjoyment (encouraged by places where the individual is important)
- *home-made dishes*: suggests human qualities, tradition, established values etc.
- *mouth-watering food*: conveys the pleasures to be gained from eating
- *delicious meal*: as above – emphasises the quality of the establishments
- *welcomes courteously*: both words suggest the human values which are in danger of being lost
- *it's a pity*: the writer's own view; it gains force by being clearly stated at the end of the passage following hints earlier

Experiences

Words and phrases that might be chosen are:

- *good ol' burgers*: ironic use of idiom conveys the emptiness of advertising claims (compare 'succulent', 'home-made' etc)
- *junk-food eaters*: despite being a standard term the phrase suggests the lack of quality of the food and the lack of taste of those who eat it
- *'coming of civilisation'*: the quotation is given an ironic twist; the writer understands more than the teenagers
- *zone*: zone suggests military occupation; the experience is like an unwanted invasion
- *doubtfully*: not all share the unrestrained enthusiasm shown by the less mature
- *nice and dandy*: again, an ironic use of idiom suggesting superficiality and false cheeriness

Allow other explanations if of sufficient understanding of word and context, of some complexity and adding to the example itself.

Marking criteria

Use the following table to give a mark out of 10

| | | |
|---------------|-------------|---|
| Band 1 | 9-10 | Wide ranging discussion of language with high quality comments that add meanings and associations to words and demonstrate the writer's reasons for using them. May group choices of words to identify writer's objectives. |
| Band 2 | 7-8 | Reference is made to a good number of words and phrases, some of which identify the intended effects in both (a) and (b). There is evidence that the candidate understands the intention of the exercise. |
| Band 3 | 5-6 | A satisfactory attempt to identify appropriate words and phrases. The answer gives meanings of words but does not identify effects. |
| Band 4 | 3-4 | Candidates select words although weaker words may be included while stronger words are neglected. Explanations are noticeably less well done and do not add much to the choice of words. |
| Band 5 | 1-2 | The choice of words is insecure. While the question has been understood, there is no evidence that the writer's choice of language has been appreciated. |
| | 0 | Answers do not fit the question. Inappropriate words and phrases are chosen. |

Question 3

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

Modern city life

(a) Beirut

- 1 American chains v Lebanese restaurants
- 2 fast/junk food v traditional food
- 3 (valet) parking
- 4 English spoken
- 5 American music/dancing
- 6 available land bought up/taken

(b) Bangkok

- 7 big international firms/globalisation
- 8 modern shopping malls
- 9 super tramway
- 10 concrete piers v view
- 11 glass panelled buildings/tower blocks
- 12 modern merchandise in market
- 13 pollution (not traffic congestion)

Signs of the past

- 14 older people talking/relaxing (in Chez Andre)
- 15 (K Rawda) open play place, trees
- 16 (Bassil) good service/clients by name
- 17 old buildings still exist

- 18 tuk-tuks
- 19 graceful houses/old Thai house
- 20 shanty towns
- 21 market life still the same
- 22 shrines
- 23 mobile food kitchens/restaurant food
- 24 little shops
- 25 cyclists with huge loads

Give 1 mark for each of these points reasonably clearly expressed, up to a maximum of 15 marks.

B: QUALITY OF WRITING

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

| | | |
|---------------|----------|---|
| Band 1 | 5 | All points are made clearly and concisely in the candidate's own words. The answer is strongly focused 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. |
| Band 3 | 3 | There are some examples of concision. There may be occasional loss of focus. Own words are used. |
| Band 4 | 2 | The answer is mostly focused but there may be examples of comment, repetition or unnecessarily long explanation. There may be occasional lifting. |
| Band 5 | 1 | The answer frequently loses focus and is wordy. There may be frequent lifting. |
| | 0 | Over-reliance on lifting; insufficient focus to be placed in Band 5. |

| |
|---|
| <p style="text-align: center;">PROVISIONAL MARK SCHEME FOR ADDITIONAL SPECIMEN PAPER 2 (B)</p> |
|---|

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.

Question 1

General notes on likely content

Examiners should remember the instruction given to candidates that they should 'base their ideas on what they have read in the passage'. There is sufficient material to provide the basis for detailed description of and comment about the lives of the people and their outlook. It is likely that candidates will share Synge's admiration for the people and their artefacts and attempt to write in a similar register as they develop comments on what can be learnt from their way of life. Credit should be given to those who show clear understanding that the passage was written at the beginning of the last century and who adapt their comments accordingly; however, there is no requirement to penalise those who assume that the writer is producing a contemporary account.

The second strand of the question dealing with the concerns about the survival of the islanders' way of life will allow candidates the opportunity to make some imaginative evaluation of the strengths and limitations of the islanders' existence and those who have a clear awareness of the historical context of the passage will notice that they are meant to write about how well the people can survive into the *twentieth* century and will use their knowledge of the history of that century to inform their ideas.

Marking criteria

This question is marked out of 15 for Content and out of 5 for Structure of Answer and Use of Appropriate Language.

A CONTENT (EXTENDED TIER)

Use the following table to give a mark out of 15

| | | |
|---------------|--------------|---|
| Band 1 | 13-15 | The response reveals an overall appreciation of the main points of the passage: the uniqueness and individuality of the islanders' way of life and perhaps, also, its potential hardships. There will be a clear appreciation of how this way of life may be threatened by an increasingly technological world. 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, there is evidence that the candidate is doing more than just summarising the content.) The passage is well used although the capacity to develop may not be consistent. |
| Band 3 | 7-9 | The passage is used satisfactorily, but the answer may not reflect the overall views implied in the original. There is plenty of reference, but opportunities for development are not always taken. However, the attempt to express comments on both strands of the question reveals an efficient reading of the passage. |
| Band 4 | 4-6 | Some reference to the passage is made without much inference or more than brief, straightforward development. There may possibly be more of an attempt to describe imaginatively the lives of the islanders rather than personalising the views implied in the passage. However, some general understanding of the main points of the passage will emerge. |
| Band 5 | 1-3 | Responses are given only in general terms and make little specific reference to the passage. |
| | 0 | Complete/near complete irrelevance to the passage. |

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

| | | |
|---------------|----------|---|
| Band 1 | 5 | Paragraphs are well sequenced. The argument is very clear and enhanced by a wide range of effective language. |
| Band 2 | 4 | Most of the comments consist of orderly sequences of sentences. The argument is mostly clear and there are some examples of effective language. |
| Band 3 | 3 | There are examples of well-sequenced sentences. The argument is fairly clear and the language is appropriate. |
| Band 4 | 2 | Occasional attempts are made to sequence sentences. Language is simple but correctly used. |
| Band 5 | 1 | Sentences are rarely formed into an effective pattern. Language communicates general meaning, but is only adequate. |
| | 0 | Sentence structure and language insufficient to be placed in Band 5. |

Question 2 **[10 marks]**

General notes on likely content

This question is marked for the candidate's ability to select effective or unusual use of words and for an understanding of the ways in which language is effective.

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

Excitement of the voyage

The main points of Synge's description of the voyage are the pleasure he felt in getting away from 'civilisation' and taking an enjoyable sea journey in a traditionally made boat. However, the closeness to the sea and the unpredictability of the elements also bring home the awareness that the sea should not be taken lightly and that some danger can easily arrive. Look for and credit responses which comment on how the language used helps to convey these feelings.

Words and phrases that might be chosen are:

- 'exquisite satisfaction'
- 'a leaping up-and-down motion'
- 'bent and quivered as the waves passed under them'
- 'brilliant morning'
- 'green, glittering waves'
- 'seemed to toss the canoe among themselves'
- 'momentary tumult'
- 'still vein of the Atlantic'

The interior of the houses

The writer is impressed by the uniqueness and individuality of the artefacts found in the houses and seeks to emphasise the simple artlessness of the objects and the people who produce them; this is achieved both through his descriptions of the houses and the people and things found in them. In particular, he emphasises the warmth and hospitality of the society. Better responses might refer to the almost factual tone of the paragraph beginning , 'My room is at one end...' and contrast this with the more evocative use of language in the paragraphs which follow.

Words and phrases that might be chosen are:

- 'full of beauty and distinction'
- 'cluster round the fire'
- 'a glow of almost Eastern richness'
- 'an almost personal character'
- 'a natural link'
- NB valid comment may also be made on the effects achieved by the agglomeration of details relating to the home-made article.

Allow other explanations if of sufficient understanding of word and context, of some complexity and adding to the example itself.

Marking criteria

Use the following table to give a mark out of 10

| | | |
|---------------|-------------|---|
| Band 1 | 9-10 | Wide ranging discussion of language with high quality comments that add meanings and associations to words and demonstrate the writer's reasons for using them. May group choices of words to identify writer's objectives. |
| Band 2 | 7-8 | Reference is made to a good number of words and phrases, some of which identify the intended effects in both (a) and (b). There is evidence that the candidate understands the intention of the exercise. |
| Band 3 | 5-6 | A satisfactory attempt to identify appropriate words and phrases. The answer gives meanings of words but does not identify effects. |
| Band 4 | 3-4 | Candidates select words although weaker words may be included while stronger words are neglected. Explanations are noticeably less well done and do not add much to the choice of words. |
| Band 5 | 1-2 | The choice of words is insecure. While the question has been understood, there is no evidence that the writer's choice of language has been appreciated. |
| | 0 | Answers do not fit the question. Inappropriate words and phrases are chosen. |

Question 3

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

From your reading of the two passages, summarise the reasons given in favour of and against living on and visiting islands.

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

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

A CONTENT

Reasons for

1. chance to escape from 'civilisation'
2. be part of a more primitive lifestyle
3. the pleasure of the boat trip in a traditional craft
4. the welcoming nature of the people
5. the attractive nature of the accommodation
6. the simple beauty of home-made objects
7. being among people who are close to the land of which they are part
8. the peace and tranquillity
9. to own an island and have your own palm-fringed kingdom
10. back-to-nature life style

Reasons against

11. expensive way of life
12. lack of amenities
13. boring
14. no means of escape
15. servants cannot communicate in your language
16. they cannot be persuaded to join you in such a remote place
17. no interesting friends/society
18. what if it rains?
19. worries/problems
20. tide might submerge the island

Give 1 mark for each of these points reasonably clearly expressed, up to a maximum of 15 marks.

B: QUALITY OF WRITING

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

| | | |
|---------------|----------|---|
| Band 1 | 5 | All points are made clearly and concisely in the candidate's own words. The answer is strongly focused 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. |
| Band 3 | 3 | There are some examples of concision. There may be occasional loss of focus. Own words are used. |
| Band 4 | 2 | The answer is mostly focused but there may be examples of comment, repetition or unnecessarily long explanation. There may be occasional lifting. |
| Band 5 | 1 | The answer frequently loses focus and is wordy. There may be frequent lifting. |
| | 0 | Over-reliance on lifting; insufficient focus to be placed in Band 5. |

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/03

Paper 3: Directed Writing and Composition

ADDITIONAL SPECIMEN PAPER (A)

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Answer **two questions**: Question 1 (Section 1) and one question from Section 2.
The number of marks is given in brackets [] at the end of each question.
Dictionaries are **not** permitted.

SPECIMEN QUESTION PAPER
(for scheme of assessment from 2005)

This specimen paper consists of 3 printed pages and 1 blank page.



SECTION 1: Directed Writing

Young Citizen of the Year

Katrina and Tomas have been proposed for the award of Young Citizen of the Year. You have done your own research and your notes are printed below.

Write a letter to the organiser of the award explaining carefully your reasons for preferring one to the other. Make clear how far each of them reflects your values and beliefs. You may develop the information with details of your own.

Begin the letter: 'Dear Organiser'. Do not write an address.

You should write between 1 and 1½ sides, allowing for the size of your handwriting.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.



Tomas

Personality: cheerful, smiling, good listener, trustworthy. Faults: finds concentration difficult and sometimes objects to criticism.

Achievements: dramatic rescue of three young children in accident on lake. Natural musician: gave concert in aid of animal rescue centre in the town.

Public service: organised a young people's group, helping old *people* in a variety of ways, visiting them, working for them.

Comments from others:

'He's marvellous! I'd be so lonely without his visits. He always cheers me up.'¹

(Elderly person)

'Outstanding record of service - I wish he'd concentrate on his schoolwork a little more.'

(Head teacher)

Katrina

Personality: powerful, decision maker, positive and persuasive in a friendly manner. Fault: sets herself too high standards.

Achievements: Excellent footballer; led her team to victory. Computer expert; writes own software and has set up own business.

Public service: organised 'clean up your area' event, including litter picking, plant tending and painting.

Comments from others:

'She's a natural winner. Things always happen when she's around.'

(Teacher)

'I like her enthusiasm. She understands when I tell her if she's been wrong or selfish.'

(Team manager)

[25 Marks]

SECTION 2: Composition

Write about 350-450 words on **one** of the following:

Argumentative/discursive writing

2 **Either (a)** 'To hate people is always wrong.' Argue a case for or against this view.

Or (b) In your view, what are **three** important qualities that distinguish a good film/video/DVD from a bad one, and why are they important to you? You may refer to specific examples to support your answer. **[25]**

Descriptive writing

3 **Either (a)** Describe what **you** think it would be like to spend some time on the moon.

Or (b) 'The most untidy place I know.' Describe it. **[25]**

Narrative writing

4 **Either (a)** 'It was too hot and I couldn't concentrate on the work which my father had given to do Continue the story.

Or (b) Write a story (or part of a story) in which someone stands up for her/his beliefs. **[25]**

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH

0500/03

Paper 3: Directed Writing and Composition

ADDITIONAL SPECIMEN PAPER (B)

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

Answer **two questions**: Question 1 (Section 1) and one question from Section 2.
The number of marks is given in brackets [] at the end of each question.
Dictionaries are **not** permitted.

SPECIMEN QUESTION PAPER
(for scheme of assessment from 2005)

This specimen paper consists of 5 printed pages and 1 blank page.



SECTION 1: Directed Writing

- 1 Read Patchara's diary of a class holiday at the Lahjung Adventure Centre on the opposite page. Above the diary you will find a programme for the six days at the Centre.

You are Patchara. Your teacher, Miss Ishidal, has asked you to write an article for your school student publication, in which you:

- express your feelings about your adventure holiday now that it is all over
- try to persuade other students at your school to take part next year.

Base your article on the material in the diary.

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

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.

[25]

PROGRAMME

- Day 1: Arrival and acclimatization
- Day 2: Rock climbing and visit to waterfall
- Day 3: Jungle trek
- Day 4: Rest day with team games
- Day 5: Shooting the rapids
- Day 6: Return

Patchara's Diary

Day 1

Terrible journey. The truck jolted and bumped and we were thrown up and down till we ached. All right for Miss Ishida and Mr Enberg – they were up front with the driver. Miss Ishida said it would help to toughen us up. Oh! and the weather - It's so humid, I feel like lying on the ground and staying there. Our living quarters are unspeakable. We're all close together, the beds are hard, and someone has smelly feet, ugh. Mr Enberg says it teaches us to live together and reminds us what real life is like. Where's the aircon?

Day 2

I hate this. I was humiliated. I never wanted to go up the rock face, but they made me. Everything was steaming and the rock was covered with vegetation so it wasn't exactly dangerous, but I panicked. Two-thirds up I was sure I was going to fall, so I froze. I was the tenth to go so there they were at the top and the bottom, staring at me spreadeagled. But no-one laughed. Mr Enberg was just behind me and he helped me to the top. I didn't know teachers could be so kind. And when I got there they all clapped. In the afternoon they took us to a marvellous waterfall - I don't think I've ever seen anything so beautiful, and Miss Ishida says we must fight to prevent countryside like that from being destroyed. I was gawping at the top when I fell in, just like that, and had to be rescued for the second time that day. I thought I'd drown.

This time they did laugh, but in the end I joined in.

Day 3

They made us dress up so that the leeches couldn't get us. Sunida didn't do it and got them all over her. We had to look after her. I guess it was **her** bad day. You sort of get used to living uncomfortably -and everything you do is public. So you have to rely on your friends. When I saw the snake gliding towards me, they were there to warn me not to panic. And I wasn't really afraid, not as I thought I would be. But it was great seeing the monkeys and the parrots. And Mr Enberg showed me a fungus he said contained a drug to fight cancer. I got back dripping and looking like a rubbish heap, but I'd had a great day. Afterwards they told us that that part of the jungle was in danger of being felled.

Day 4

Glad of a rest, though I feel stronger than when I arrived. I think I've learned to make friends for the first time in my life. I don't seem to mind living on top of everyone any more. After all it's the same for *all of us*.

Day 5

What an end to the holiday! We went canoeing with some experts, and you could hear the water roaring as we paddled out into the river. Then whoosh! down we went, trying to keep upright. Huge rocks rushed past us, and if we were in danger, we never had time to think about it, we were screaming with excitement. Then suddenly we were spinning round in a quiet pool off the main river. Wow! We had to trek back up again, and the "experts" made us carry the canoes. But it was worth it.

Day 6

Nothing much to say. We left early in the truck. Everyone was sad to go back to our world of comfort. We've learned such a lot about ourselves.

SECTION 2: Composition

Write about 350-450 words on **one** of the following:

Argumentative/discursive writing

2 Either (a) What do you think are the best ways of keeping order in schools?

Or (b) 'It is essential for people to be proud of their country.' To what extent do you agree or disagree with this view?

[25]

Descriptive writing

3 Either (a) Describe a busy scene outside a stadium before **or** after a big event.

Or (b) Describe what you imagine your last day at school or college will be like.

[25]

Narrative writing

4 Either (a) Write a story (or section of a story) in which a failure to communicate is important.

Or (b) 'She was thrown forward as the bus screeched to a halt. As she recovered from the shock she looked around her. ...' Continue the story.

[25]

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PROVISIONAL MARK SCHEME FOR ADDITIONAL SPECIMEN PAPER 3 (A)

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.

Section 1: Directed Writing Question 1

This question tests writing objectives W1-W5:

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

AND aspects of reading objectives R1-R3:

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

General notes on likely content

Look for reference to and adaptation of most of the given material; evaluation of attitudes and achievements of the two candidates.

The question is marked out of 15 for Writing and out of 10 for Reading. (Maximum mark 25). Use the following table to give a mark out of 15 for Writing.

| | | |
|--------|--------------|---|
| Band 1 | 13-15 | Excellent sense of audience; persuasive/authoritative style; very fit for purpose; structured overall; firmly made arguments; accurate; uses language assuredly. |
| Band 2 | 10-12 | Demonstrates a secure sense of audience; quite stylish and fluent; sense of overall structure; arguments occasionally well developed; writing is mainly accurate, and overall language is very good. |
| Band 3 | 8-9 | Consistently recognizable sense of audience; mostly written in accurate, if fairly straightforward sentences; some arguments based on material are apparent; mostly quite well structured; errors minor; language straightforward but effective. |
| Band 4 | 5-7 | Written in an appropriate if sometimes inconsistent style; sentences mainly accurate; factual rather than argumentative; basic structure: has beginning, middle and end; fairly frequent (minor) errors; language simple with occasional attempts at persuasive effect. |
| Band 5 | 3-4 | Functional expression; facts selected and occasionally listed; has a beginning, but main part of letter is not always well sequenced; some more serious errors in grammar and use of vocabulary. |
| Band 6 | 1-2 | Language and style not clear; some blurring and lack of order; despite some serious errors, can mainly be followed. |
| | 0 | Serious inaccuracies and problems with language and grammar are too intrusive to gain a mark in Band 6. |

Use the following table to give a mark out of 10 for Reading

| | | |
|--------|------|---|
| Band 1 | 9-10 | Makes accurate use of most of the material, adding relevant detail to make an interesting letter. Given information will be sifted, compared and contrasted and consistently evaluated. Some ideas are developed well beyond the original note stage. |
| Band 2 | 7-8 | Good evidence of careful reading and sifting of the material. A sensible evaluation is made and there is a reasonable development of some of the ideas as well as an attempt to compare and contrast. |
| Band 3 | 5-6 | There is sufficient use of the material, although chances to develop ideas into the overall structure of the letter may be missed, OR the letter may be cohesive, but may strike the reader as rather general with less interesting detail. There will be an evaluation but it is unlikely to be consistently applied throughout. |
| Band 4 | 3-4 | The material is rather thinly used, and opportunities to compare and contrast may be ignored. The balance of different aspects of the material may be such that the letter becomes an account without any strong focus of evaluation. |
| Band 5 | 1-2 | There is little useful material. Responses may use the original as a stimulus to produce original material, OR may repeat it unduly without adapting it to the report. They may use material in a haphazard way. |
| | 0 | Answer does not relate to question and/or too much unselective copying directly from the material to gain a mark in Band 5. |

Section 2: Composition

Questions 2(a), 2(b), 3(a), 3(b), 4(a) and 4(b)

Give two marks:

- the first mark is out of 12 for style and accuracy: see Table A
- the second mark is out of 13 for content and structure: see Table B (which has separate columns for the different types of composition)

Remember that these marks will not necessarily match and one mark may well be (much) higher than the other.

The maximum overall mark for the composition is 25. Write the total clearly at the end as follows

(e.g.) C7 + S10 = 17 (C standing for 'Content'; S standing for 'Style').

It is important that marking is not 'bunched': do not be reticent about awarding marks in the top and bottom bands.

Table A and Table B may be found in the mark scheme for the previously issued original Specimen Paper 3. (This is also printed in the booklet 'IGCSE First Language English Specimen Papers and Mark Schemes for Examination in 2005')

| |
|---|
| <p style="text-align: center;">PROVISIONAL MARK SCHEME FOR ADDITIONAL SPECIMEN PAPER 3 (B)</p> |
|---|

NB : 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.

Section 1: Directed Writing Question 1

This question tests writing objectives W1-W5:

- articulate experience and express what is thought, felt and imagined
- order and present facts, ideas and opinions
- understand and use a range of appropriate vocabulary
- use language and register appropriate to audience and context
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation **and spelling**

AND aspects of reading objectives R1-R3:

- understand and collate explicit meanings
- understand, explain and collate implicit meanings and attitudes
- select, analyse and evaluate what is relevant to specific purposes

General notes on likely content

The discriminator is how the article is presented for the benefit of other students (does it address them personally? Is it done by implication? Is the tone self-indulgent?) Look for PERSUASION. Expect a stronger balance of narration to comment/evaluation as the responses get weaker. Candidates should cover themes of physical toughening, social awareness, teamwork, overcoming fear and ecological understanding – all from the diary printed in the question paper. Better candidates review feelings in retrospect.

The question is marked out of 15 for Writing and out of 10 for Reading. (Maximum mark 25). Use the following table to give a mark out of 15 for Writing.

| | | |
|--------|--------------|---|
| Band 1 | 13-15 | Excellent sense of audience; persuasive/authoritative style; very fit for purpose; structured overall; firmly made arguments; accurate; uses language assuredly. |
| Band 2 | 10-12 | Demonstrates a secure sense of audience; quite stylish and fluent; sense of overall structure; arguments occasionally well developed; writing is mainly accurate, and overall language is very good. |
| Band 3 | 8-9 | Consistently recognisable sense of audience; mostly written in accurate, if fairly straightforward sentences; some arguments based on material are apparent; mostly quite well structured; errors minor; language straightforward but effective. |
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Section 2: Composition

Questions 2(a), 2(b), 3(a), 3(b), 4(a) and 4(b)

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The maximum overall mark for the composition is 25. Write the total clearly at the end as follows

(e.g.) C7 + S10 = 17 (C standing for 'Content'; S standing for 'Style').

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