

**MARK SCHEME for the October/November 2008 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 candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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.

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

**1 (a) Why did the writer go to various parts of the world to collect animals?**

To put them in zoos. [1]

**(b) Explain, using your own words, the change that takes place in baby hedgehogs a few weeks after they are born which is explained in paragraph 1.**

Their spikes change from being soft and white (1 mark) to being hard and brown (1 mark)/the spikes change (1 mark). [2]

**(c) How did the writer solve the problem of feeding the baby hedgehogs?**

He used a doll's feeding bottle. [1]

**(d) Give four words or phrases from paragraph 3 which suggest the hedgehogs are like human babies.**

- ready for food at any hour of the day or night
- (a chorus of) shrill screams
- little (pointed) faces/(black) noses
- (each head decorated with) a crew-cut of white spikes
- (noses would) wave desperately from side to side
- (in an effort to) locate the bottle

Also allow a reference to the need to clean the nest regularly.  
Award one mark per point up to a maximum of four. [4]

**(e) Re-read the lines "As it was...away from their box" (lines 31–35). Choose three words or phrases which the writer uses to describe the difficulty the baby hedgehogs had in walking. Explain how each of these words and phrases helps you to imagine their movement.**

- could not support their weight
- curious swimming motion
- tummies dragging

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

**(f) State one thing the writer thought that he would be able to feed the hedgehogs when they were old enough to be taken on walks.**

- snails
- (wild) strawberries

Give 1 mark for either of the above. [1]

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(g) What effect does the writer achieve by writing “I should have known my sister” (line 43) as a separate paragraph?

- It gives emphasis to the sentence.
- It prepares you for the fact that something significant is about to happen.

Give 2 marks for a well explained justification of either or both points; 1 mark for some sense of understanding. [2]

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

(i) “thived on a diet of diluted cow’s milk” (line 19).

Grew strong and healthy by drinking watered-down cow’s milk

(ii) “Like four survivors from a raft” (line 29).

They were like people who had been shipwrecked and hanging on to a life-raft for survival.

(iii) “I emphasized the greediness of the hedgehogs” (line 40).

I stressed strongly how eager for food they were.

Give up to 2 marks for an explanation in own words of each of the three phrases. [6]

(i) By using details from the whole passage, write a summary of what you have learnt about hedgehogs. Write a paragraph of about 50–70 words.

1. They are very good mothers.
2. They build underground nurseries/nests (of leaves).
3. They are born blind.
4. They have spikes.
5. The mother teaches the young to hunt for food/look after themselves.
6. They follow her in a joined-up line.
7. They feed on cow’s diluted milk when young.
8. The young are always looking for food/greedy/scream for food.
9. They have pointed faces/black noses.
10. They don’t know when to stop feeding.
11. Their eyes open as they grow.
12. They also eat snails and strawberries.

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

[Total: 30]

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2 Imagine you are the writer’s sister. Gerald has asked you to look after the hedgehogs. Write a conversation that you then have with your mother. You should include:

- what you have to do to look after the hedgehogs
- why you don’t want to look after them
- what you think about your brother’s interest in animals

Begin your conversation with:

You: Mum, I really don’t want to do this...

*You should base your ideas on what you have read in the passage, but do not copy from it. You should write between 1 and 1 ½ sides, allowing for the size of your handwriting. Up to ten marks are available for the content of your answer, and up to ten marks for the quality of your writing.*

**General notes on task**

The most successful responses are likely to give a clear summary of the tasks the sister is required to do, followed by convincing reasons (taken from the clues in the passage) as to why she does not want to look after the creatures; e.g. they are dirty, they make a lot of noise etc. These responses will reveal a good appreciation of some aspects of the sister’s character and, perhaps, also provide some insight into her brother’s behaviour and interests. Less successful responses are likely to lift sections of the original and then either continue with an inappropriate narrative or resort to generalised descriptions of feelings of discontent with little reference to or understanding of the tone of 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.

|               |             |  |
|---------------|-------------|--|
| <b>Band 1</b> | <b>9–10</b> | Uses and develops several ideas, both factual and inferential, from the passage. Demonstrates and develops suggestions about the sister’s and mother’s attitudes towards Gerald and his animals.                                   |
| <b>Band 2</b> | <b>7–8</b>  | Refers to several details from the passage and refers to the sister’s and mother’s feelings for and attitude towards Gerald.   |
| <b>Band 3</b> | <b>5–6</b>  | Uses some details from the story to suggest an understanding of the sister’s feelings. Focuses on the question and on the passage, but uses material simply and partially with possibly little reference to the mother’s feelings. |
| <b>Band 4</b> | <b>3–4</b>  | There is some relevance to the question with a tendency to retell the story rather than to comment. Makes simple references to the sister’s feelings.  |
| <b>Band 5</b> | <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>Band 6</b> | <b>0</b>    | Very little/no relevance. General misunderstanding of task and passage.  |

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**(b) WRITING (Core tier)**

Use the following table to give a mark out of 10.

|               |             |   |
|---------------|-------------|---|
| <b>Band 1</b> | <b>9–10</b> | Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. Most full stops are correct and errors are infrequent and minor. An appropriate register is established. |
| <b>Band 2</b> | <b>7–8</b>  | Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. There are some sentence separation errors and quite frequent other errors, although minor. There are some hints of an appropriate register.             |
| <b>Band 3</b> | <b>5–6</b>  | Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. Error may be frequent, but it does not blur meaning. There may be an inconsistent attempt at an appropriate register.                        |
| <b>Band 4</b> | <b>3–4</b>  | 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.  |
| <b>Band 5</b> | <b>1–2</b>  | The answer is difficult to understand. The extent of grammatical error seriously impedes meaning.   |
| <b>Band 6</b> | <b>0</b>    | The answer cannot be understood.  |

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

**[Total: 20]**