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- *These specimen papers are for the revised scheme of assessment for first examination in the May/June session 2005.*
- *For full details of the revised scheme of assessment see the Syllabus booklet.*
- *Assessment Criteria for Component 4 (Coursework Portfolio), Component 5 (Speaking & Listening) and Component 5 (Speaking & Listening - coursework) are printed in the Syllabus booklet.*

CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH**

**0500/01**

Paper 1: Reading Passage

**SPECIMEN PAPER**

**1 hour 45 minutes**

Additional Materials: Answer Booklet/Paper

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)**

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**[Turn over]**

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

*This is the story of a little boy and a remarkable animal. Eric, aged seven, his sister and his parents have come to live in a lonely part of Alaska. Eric is caught in a sudden snowstorm and runs for shelter to a hut made of grass turf. He only just manages to reach it.*

He collapsed face down on the threshold, gasping for breath. The first thing he noticed was the smell and for a second he drew back, uncertain. Then the gravel beat stinging against his legs, and he squirmed quickly in.

The hut was small and dark; it had no window or chimney; its door was simply a couple of movable turves which Eric, from the inside, now hauled-to to keep out the wind. As the turves were pulled in the moan of the storm faded, the last glimmer of light was snuffed out, and the smell – strong and piercing – rose pungently out of the dark. On the far side of the sod hut something moved.

The little boy peered into the darkness, suddenly afraid. Twin circles of fire swayed up from the floor; twin balls of red aglow like coals in the dark. And Eric shrank back, appalled. Something was in the sod hut: some wild and terrible animal – perhaps a great Kodiak bear with foot-long claws that could rip the guts from a caribou in a single slash. He spun around. He tore at the door turves. Then he remembered the storm.

He stood very still, teeth clenched, eyes screwed tight. Waiting. But the wild and terrible animal didn't spring at him. Everything was motionless and very quiet – everything except his heart which was pounding in frightened leaps between mouth and stomach, and after a while even the pound of his heart sank to a muffled uncertain throb. Hesitantly he unscrewed his eyes, ready to snap them shut the moment the animal moved. But the circles of red were motionless. The creature – whatever it was – kept to the farther side of the hut.

He peered into the blackness. At first he could see only the red of the eyes, but gradually as he became accustomed to the dark he could make more out: a shadowy mass, coiled and menacing, stretching almost a third of the way round the wall. The animal was large; but – to his unspeakable relief – it wasn't thickset and solid enough to be a bear. He began to breathe more easily.

After a while he became conscious of a faint persistent sound: a sound so low that it had been drowned up to now by the thud of his heart and the background moan of the storm. It was a sucky, slobbery sound; a sound he had heard before – years and years ago when he was very small; it wasn't a sound to be frightened of; he knew that; its associations were pleasant. His fear began to go away. Perhaps the creature was friendly; perhaps it would let him stay; perhaps the hut was a refuge they could both, in time of emergency, share.

His mind seized onto the idea, thankfully. He remembered a picture in one of his story books: a picture of a little boy (no older than he was) and all sorts of different animals lying together on a flood-ringed island; and he remembered his father reading the caption, 'Then the wolf shall dwell with the lamb, and the leopard shall lie down with the bird, and the young lion and the fatling together', and he remembered his father explaining that in times of great danger – fire or flood, tempest or drought – all living things reverted to their natural state and lived peacefully together until the danger was passed. This, he told himself, must be such a time.

He stared at the glowing eyes. And quite suddenly his fear was submerged in a great flood of curiosity. What was this strange red-eyed creature? It was too big for a fox or a hare, and not the right shape for a bear or a caribou. If only he could see it!

He remembered then that somewhere in every hut his father had placed matches and candles.

An older boy would have hesitated now. An older boy would have had second thoughts and a legacy of fear. But to Eric things were uncomplicated. He *had* been frightened, but that was in the past: *now* he was curious. For a little boy of seven it was as simple as that.

He felt round the wall till his hand struck a metal box. He prized off the lid. He found and lit one of the candles. A flickering light leapt round the hut. And the little boy's breath stuck in his throat and he could only stare and stare. For never in all his life had he seen anything so beautiful. 50

She lay curled up against the wall: a sinuous seven-foot golden seal, her fur like a field of sun-drenched corn; and clinging to her teats two soft-furred pups, their eyes still closed. 55

Holding the candle high, his fear quite lost in wonder, he walked towards her.

- 1
- (a) What three things happened as soon as Eric closed the door? [3]
  - (b) What was Eric afraid that the creature might be? [1]
  - (c) What made him think the creature might be friendly? [1]
  - (d) In what two ways did the actions of Eric's father help Eric? [2]
  - (e) Write a summary of what Eric saw, heard and smelled while he was inside the hut. [7]
  - (f) Re-read lines 14-25. Explain, using your own words, why you think Eric stopped being so terribly afraid. [4]
  - (g) Re-read lines 46-49. Explain in your own words what the writer means by this paragraph. [4]
  - (h) Re-read lines 1-3. What **three** words does the writer use to show how Eric was affected by the storm? Explain what each of these words suggests about the strength of the storm. [6]
  - (i) In line 6 why do you think the writer does not just say 'the noise of the storm'? [2]

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

- 2 Imagine that the next morning the storm is over. Eric goes home and tells his father what has happened.

Now imagine that you are Eric's father. Write an entry in your journal about the incident. In your journal write about:

- What you think about Eric's behaviour in the hut described in lines 33-40
- Your own feelings about the golden seal.

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.)

**[Total for Question 2: 20 marks]**

*Copyright Acknowledgement*

Passage: James Vance Marshall (John Johnson Ltd), *A River Ran out of Eden* (1962), Extract

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**FIRST LANGUAGE ENGLISH**

**0500/02**

Paper 2: Reading Passages

**SPECIMEN PAPER**

**2 hours**

Additional Materials: Answer Booklet/Paper

Answer **all** questions.

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

Dictionaries are **not** permitted.

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**[Turn over**

**Part 1**

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

**Passage A**

*This article was written soon after a tragic earthquake in Turkey and describes the rescue operations and the ways in which people were reacting at that time.*

## **Aftershock**

Ismail Cimen is the most famous five-year-old in the world just now. He is the last living soul to be plucked from the destruction of the August 17 earthquake, a boy buried so long his uncle had prepared his grave. Says his sister Aysa: 18. "He was born on June 12, but his real birthday is the day they pulled him out."

Trapped for six days in the remains of home in Cinarcik on the Marmara coast with just 2 cm of breathing space above his face, Ismail was withdrawn and confused in the early days of his recovery. His mother is alive but elsewhere, in hospital with a crushed thighbone. Ismail seems to sense the unspoken news that his father is dead, as are three sisters. Yet despite his troubles, says Nail Yologlu, one of Ismail's doctors, the boy is healing – eating, drinking and walking on his own, starting to reconnect. "He is a fighter," says the physician, "and he is getting stronger every day."

All over northwestern Turkey, in the hundreds of square kilometres savaged by the earthquake which measured a powerful 7.4 on the Richter scale, slowly people have begun to emerge from their shocked state. The Turkish government has moved into action, directed relief where it is needed, and worked to prevent a second-wave tragedy of infectious disease. Many survivors were at first unwilling to move from outside their fallen homes. They hoped to salvage something, if not a loved one perhaps some hoarded savings. Now they are drifting into tent cities, settling into the grim reality ahead. Amid the uncertainty, both the Government and the governed seem clear on one thing: that the Turkey that emerges from this tragedy must not be the same place that crumbled on August 17.

While you cannot blame anyone for the earthquake itself, much of the destruction that resulted was man-made. Though the factories that crowd the region survived the quake, as most well constructed buildings should, many apartments, built in a rush to accommodate large numbers of workers moving to the city, collapsed when the shock hit at 3.02 am, crushing residents in their beds. At the end of last week, more than 13,000 bodies had been dug from the rubble. However, based on the number of collapsed dwellings, the UN expected the final toll to climb towards 40,000, making this the worst natural disaster to touch Europe this century.

Could it happen again? The affected region, a densely populated area that is Turkey's industrial backbone, was built above a well documented fracture – an extension of the North Anatolian Fault – which will certainly rock again. Given that the apartments were built so badly in the first place, there was a real danger that they would be reconstructed in the same way. This time, however, the authorities say they are resolved not to repeat the old mistakes.

Turks often refer to their state as the "father state". According to age-old tradition, the individual belonged to the state and could expect it to produce guidance or protection. In the quake zone, people were dismayed when, after 48 hours, no organised authority had come to their aid. Rescue teams from overseas were on the scene first.

Local volunteers poured into the area, distributing food, water, clothing and medical care. The rescuers from a private search and rescue organisation called AKUT were very effective at saving people trapped in ruins. Tolga Kurt, a young doctor, abandoned his speciality studies in Istanbul to help staff a makeshift clinic in the train station of hard-hit Adapazari. "Just to touch the patient and say 'I came here for you', is very important," he said, tears of exhaustion and emotion in his eyes.

Eventually the government sent some 34,000 soldiers to assist locals and maintain order.

- 1** Imagine you are the mayor of a town devastated by the earthquake. Write the transcript of an interview you give on radio the day afterwards.

The interviewer asks three questions:

- (To start with) Can you describe what happened to you during the earthquake and what you did immediately afterwards?
- What are the needs of your people at the present time?
- How do you think that devastation on this scale can be prevented in the future?

**Write a paragraph in answer to each of these questions.** Base your ideas on what you have read in the passage. Use details from the passage to exemplify your 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 used by the writer, explain how she communicates

- (a) the severity of the earthquake
- (b) her sympathy and motivation for the victims.

**[10 marks]**

**[Turn over]**



**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**

*This article describes the procedures that minimise damage and loss of life when an earthquake occurs in the USA.*

## ***Beat the quake, man***

April in California is earthquake preparedness month. Around two million people statewide scramble under desks and tables at 10.10 in the morning on the first of the month in a special "Duck, cover and hold" drill to kick things off. The rest of April is set aside for various theme weeks – business awareness, home awareness, school awareness, etc. The month's mascot, a groovy sunglasses-wearing cartoon creature in the shape of California, holds aloft a wrench and advises "Beat the quake! Bolt it, brace it, fasten it down!"

Such is life in the San Francisco Bay Area, where over five million people live and work astride two very active fault lines. Everyone knows the quakes are out there somewhere since the US Geological Survey has mapped everything extensively and can forecast probabilities with reasonable accuracy. The question is, what to do about it? The philosophy which has changed the state's thinking lies along the lines of preventative dentistry – damage is most easily fixed before it occurs.

Richard Eisner is the director of the Bay Area Regional Earthquake Preparedness Project (BAREPP), a branch of California's Office of Emergency Services (OES).

"Outside this country there is tremendous life loss where construction uses local materials and is not carried out professionally," he says. "But here we had earthquake building codes in use throughout the state, after the Long Beach quake in 1933."

As a result of all public schools, hospitals, fire and police stations – those structures designated as "essential services" – must pass a state design review and be constructed to withstand a quake. Additional codes since the 1971 San Fernando quake have set minimum standards for almost every type of building.

BAREPP's preparedness measures include a large dose of educational activities – hence the cartoon humanoid with the wrench. "For a number of years now our emphasis has been on developing skills," says Eisner, "getting people to be able to fend for themselves for those vital 72 hours. We have been telling people not to depend on the Government for anything. For that period of time we're basically and underdeveloped country."

Of course the real test of any plan is the actual event you've been planning for. The Loma Prieta quake, 7.1 on the Richter scale, which struck south of the Bay Area in 1989, had been much planned for. A survey of the area had determined there was a high probability of a quake within thirty years and had indicated which areas would be most vulnerable to damage. A simulated earthquake drill had been conducted three months before.

Reaction to the quake was quick. At undamaged Candlestick Park, where the third game of baseball's World Series had been getting under way, no-one was really sure what had happened, although one sports announcer dug out the phone book and started reading the earthquake instructions over the radio. Over in the state capitol the OES people went scrambling for their State Operations Centre, where they began putting together a picture of what had happened and figured out who needed what. The phones were working so faxes were soon flying, sending out press releases and enabling resources to be co-ordinated. With a few exceptions, local police and firefighting rescue teams were able to handle emergencies in their own areas without need of assistance since their buildings were intact and the roads and hospitals usable. The 27,000-strong National Guard was on alert within 20 minutes and soon on its way to provide shelter, food and water to those in cut-off areas.

The final Loma Prieta statistics – 62 dead, 3,757 injured and six billion dollars in damage – pale in comparison to the havoc wreaked by the earthquake in Armenia the year before, which was of similar magnitude but which killed 25,000 people.

**3** Read Passage B and re-read Passage A ('Aftershock') from paragraph 4 to the end.

Summarise the reasons why the effects of earthquakes appear to be much less serious in the USA than in Turkey.

You should write between 1-1½ 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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Passage B © John Enbom, 'Beat the Quake Man', *New Internationalist*.

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**FIRST LANGUAGE ENGLISH**

**0500/03**

Paper 3: Directed Writing and Composition

**SPECIMEN PAPER**

**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.  
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## Section 1: Directed Writing

- 1 Yousuf Smith has not been doing well at school. He complains that the teachers are strict and that he does not understand the work, especially science. The teachers accuse him of being lazy and poorly behaved. His parents are looking for a new school and have obtained leaflets about Allways Academy and Wellbourne Grange. They have sent these to Yousuf's aunt Marcia and have asked for her views.

**Imagine you are Yousuf's aunt. Read the leaflets and write your letter to Yousuf's parents (Amna and Bob Smith), making clear why you believe one school is more suitable than the other. Explain your reasons carefully.**

Write about 1½ - 2 sides, allowing for the size of your handwriting.

Begin your letter 'Dear Amna and Bob'

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

[25]

### Allways Academy

Welcome to this premier school which maintains the high standards set by its founder, Marthe Allways when she opened it in 1950. It was Mrs Allways (who recently celebrated her ninetieth birthday and who still takes an active interest in the running of the Academy) who gave us the motto, *Strive for Excellence*.

That is what we do. Our 1000 boy and girl students and 55 staff are under no illusion as to what they are here for. Our Principal, Mr John Allways, demands a disciplined approach with plenty of homework, and a rigorous programme of regular reporting to parents. Science and mathematics are our key priorities, and the uniform rules are strict. Poor behaviour is not tolerated since the understanding of rules is considered paramount. Hence our examination results are excellent and former students occupy high positions in the professions.

The Academy has achieved success in a wide variety of team sports which we consider essential in encouraging discipline and strong character. Students become tougher and more ready to face the world through competition. Each day starts with a physical education (PE) class because a healthy body promotes a healthy mind.

The Academy stands in spacious grounds several kilometres away from the nearest town. There are therefore no distractions from work. Our buildings are imposing and date from 1975. We know you will be impressed.

### **Wellbourne Grange**

Dear Parents,

When you were at school, how often did you dream of charming buildings blending with a wooded environment where you could wander at your heart's content and discover the exciting world of nature?

Or spend hours developing you special talents in the art room, or getting involved with the dance group, or playing on a beautiful Yamaha grand piano?

Well... you will find that the dream has turned into a reality when you visit Wellbourne Grange ... the school of your dreams!

Here we do not herd children into large groups. Our twenty skilled teachers work with small groups in *interactive teaching situations*. Our students are free to choose their own curriculum: they are not forced to learn subjects that are foreign to them. They can also choose what to wear, as we believe everyone should express their individuality. This individuality is best achieved in a small school of 300 students.

John, the Principal, believes in success through self-discipline and positive relationships between students and teachers who are on first-name terms with each other. In this happy atmosphere, abnormal patterns of behaviour can be contained because there is respect for everybody.

We do not believe in team games, since competition is a poor way of building up self-respect and concern for others. Instead we pursue skills in individual sporting activities.

Our motto is ***Success through happiness and motivation***, seen in our examination results which are beginning steadily to improve.

[Turn over

## Section 2: Composition

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

### Argumentative/discursive writing

- 2      **Either (a)**      “Big sporting events like the football World Cup and the Olympic Games are a complete waste of time.” To what extent do you agree with this view?

or

- (b)      Explain why two or three places known to you should be protected for the benefit of future generations.

[25]

### Descriptive writing

- 3      **Either (a)**      'The Fancy Dress Competition'

Describe in detail the atmosphere of the competition (including the moment when the winner is announced) and the costumes of two of the people taking part.

or

- (b)      Describe a busy scene in a shop or in a market place.

[25]

### Narrative writing

- 4      **Either (a)**      You are writing a mystery story, which is set in a large, old building to which your main character has been invited to stay.

Write the **beginning** of the story.

For this beginning, write about your main character's arrival at the house. There is no-one there to give a welcome. Once inside the house, the atmosphere is peculiar, and then something unusual happens...

or

- (b)      You overhear someone talking about you. Make this event an important part of a story called 'A true friend'.

[25]