

## IGCSE English As A Second Language 0510

## Paper 2

## Provisional Mark Scheme November 2002

**NB: Refer to the Instructions to Examiners Booklet for general marking guidance.**

• **Part 1 Exercise 1 : Roze Inn**

|     |  |        |
|-----|--|--------|
| (a) | (located) in business / commercial district (of Amman)   | 1 mark |
| (b) | (staff are ) welcoming<br>(staff are) friendly<br>(staff will) handle all arrangements<br>(staff will) handle travel / business/ and tourism arrangements<br>(staff are) experienced<br><br><i>one point required for 1 mark</i> | 1 mark |
| (c) | wide choice OR international/Middle Eastern + cuisine  | 1 mark |
| (d) | group bookings welcome   | 1 mark |
| (e) | restaurant / dining room / indoors   | 1 mark |
| (f) | arabesque / inspired by architecture of old Madaba houses  | 1 mark |

**Max total for exercise: 6**

• **Part 1 Exercise 2 : chimpanzees**

|     |  |         |
|-----|--|---------|
| (a) | Tropical forest/ dense woodland / wooded savannah  | 1 mark  |
| (b) | They acquire (their) skills / infant isn't weaned / dependant upon mother's milk until 4   | 1 mark  |
| (c) | Any <b>two</b> from the following (1 mark each):<br>to defend their territory<br>to forage more efficiently<br>provides security | 2 marks |
| (d) | Destruction of the habitat / hunting/ over collection of animals   | 1 mark  |

**Max total for exercise: 5**

• **Part 1 Exercise 3: The Tharus of Nepal**

|     |  |        |
|-----|--|--------|
| (a) | Rajput men/their husbands had (all) been killed                            | 1 mark |
| (b) | outsiders would not enter OR because of mosquitos/malaria                  | 1 mark |
| (c) | walls: smooth/plastered / (they feel like) skin / mud and cow dung OR wood | 1 mark |
| (d) | to thank / as present / for getting medicine                               | 1 mark |
| (e) | (because of) no value  | 1 mark |
| (f) | malaria eradicated   | 1 mark |
| (g) | removed the barrier to outsiders /to outside encroachment                  | 1 mark |

*Max total for exercise: 7*

**Max. total for Part 1 = 18**

• **Part 2 Exercise 1 : Pyramids**

|     |   |              |
|-----|---|--------------|
| (a) | (aligned to) (true) north   | 1 mark       |
| (b) | religious reasons   | 1 mark       |
| (c) | Kochab, Mizar (both needed)   | 1 mark       |
| (d) | used to find the pole / to find north   | 1 mark       |
| (e) | Egyptologist/archaeologist . (Accept: astronomer/teacher/lecturer / archaeology/ Egyptology. Do not accept 'Doctor/Dr'.)  | 1 mark       |
| (f) | e.g. when the line between the stars passes exactly through the north pole  | 1 mark       |
| (g) | <p>Tick and number points below (any 4 of the points below for 4 marks):</p> <ol style="list-style-type: none"> <li>1. They identified the two stars.</li> <li>2. They took a line between the two stars.</li> <li>3. They waited until the stars were on top of each other.</li> <li>4. They lined them up with a plumb line.</li> <li>5. They identified (true) North.</li> </ol> | 4 marks max. |

*Max total for exercise: 10*

- **Part 2 Ex 2: Mangrove forests in Thailand**

Mark 4 (content) + 4 (language) Count words and cross out everything after 120.

Content: Tick and number points as below.

**Why diminishing**

- 1 mangrove areas converting to shrimp farms
- 2 logging activities

**Why serious**

- 3 livelihood of fishing communities being lost

**What is being done to solve the problem**

- 4 replanting (mangrove trees)
- 5 creeks being restored
- 6 new means of earning being developed (by inhabitants)
- 7 encouragement to set up cooperatives to process / market their goods

Quality of Language

\* To obtain full language mark all aspects of question must be addressed

- 1 Expression weak, maybe just list, lifting irrelevance.
- 2 Expression limited, some lifting, sense of order.
- 3 Expression good, attempts to group & sequence ideas largely in own words.
- 4 Expression excellent, clear, orderly grouping and sequencing, largely own words.

*Max. total for exercise: 8*

- **Part 2 Exercise 3: Railway Transport in Japan**

Tick and number points as below. Award up to a maximum of two points per heading.

Strengths of Japanese Rail Network

- 1 most developed in world
- 2 trains runs frequently
- 3 trains run on time
- 4 carriages/stations clean

Tokyo Underground

- 5 efficient
- 6 well equipped
- 7 high level of public safety
- 8 faster than going by car

Railway Lines in Tokyo

- 9 Two types / JR / Private
- 10 Electrified

JR Yamanote Line

- 11 Encircles central Tokyo
- 12 Links major areas of city/metropolis

*Max. total for exercise: 8*

**Part Three**

**Short work:** if candidate writes less than 70% of the word recommendation, mark the piece on quality, then drop mark to an equivalent position in the band below.

**Part 3 Exercise 1: UFO in the sky**

Credit ideas from the prompts and use of own ideas and suggestions. The prompts must be addressed for full marks. Answers which show clear organisation, imagination and style without merely listing should be duly rewarded. **Refer to the Performance Criteria on pp. 7-8 in arriving at a mark.**

**Max. total 12 marks**

**Part 3 Exercise 2: Famous visitor at the shopping Centre**

Credit ideas from the prompts and use of own ideas and suggestions. Credit formal register and style and sense of audience. **Refer to the Performance Criteria on pp. 7-8 in arriving at a mark.**

**Max. total 12 marks**

**Part 3 Exercise 3: Compulsory sport/PE**

Credit ideas from the prompts, but good answers will be able to use own ideas and put forward reasonable arguments for/against/on both sides without listing from the prompts. **Refer to the Performance Criteria on pp. 7-8 in arriving at a mark.**

**Max. total 16 marks**

**Max total for Part 3: 40**

**Part 3: Extended writing exercises:****General criteria grid**

|        | 12 mark questions | 16 mark question  |   |
|--------|-------------------|-------------------|---|
| Band a | 12}               | 16}<br>15}        | Enjoyable to read, aided by ease of style and fluency. Beginnings and endings are clear with few mistakes in grammar, punctuation or spelling and there is confidence and accuracy overall in use of language, idiom and tenses. Sense of audience is well developed and quality is sustained throughout the piece. Response is relevant and the interest of the reader is aroused. Almost first language competence.   |
| Band b | 11}<br>10}        | 14}<br>13}        | Candidates write with some style: look for turn of phrase, competence in vocabulary. Sentences may show some variety of structure and length. Punctuation, spelling and grammar are generally accurate. There are paragraphs showing some unity although links may be absent or inappropriate. Competence in writing style may be balanced by a few frustrating grammar errors. There may be some awkwardness or heaviness in style making reading less enjoyable but, nevertheless, there is some sense of audience. |
| Band c | 9}<br>8}<br>7}    | 12}<br>11}<br>10} | Meaning is clear and work is of a safe, literate standard without verbal or structural sophistication. However, the candidate generally makes appropriate choice of vocabulary and structures are sound, if simple. Paragraphs may be used but without coherence or unity. Spelling weaknesses may be present but not enough to obscure meaning. Material is satisfactorily developed at appropriate length and a genuine attempt has been made to address the topic but there may be digressions. Fulfils the task.  |
| Band d | 6<br>5            | 9<br>8<br>7       | Meaning is never in doubt but frequent errors may hamper precision and slow down reading. These are pieces with positive qualities though vocabulary and structures are limited. Paragraphs may be absent or haphazard. Often there is some interest in the subject matter and an attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.   |
| Band e | 4}<br>3}          | 6}<br>5}          | Weak, with many errors in grammar and spelling. Little sign of paragraphing. Communication is established and there is some engagement with the task. Language simple but often wrong choice of register and vocabulary and meaning may be obscured or neutralised by the weight of linguistic error.   |
| Band f | 2}                | 4}<br>3}          | Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read due to multiple errors. Limited engagement with task or content partly hidden by density of error.   |
| Band g | 0, 1              | 2}<br>1}<br>0     | Density of error may obscure meaning with whole sections impossible to recognise as pieces of English writing. Very little engagement with the task but credit to be given for an occasional patch of relative clarity.   |