

## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

### MARK SCHEME for the November 2004 question papers

#### 0510 ENGLISH AS A SECOND LANGUAGE

0510/01

Paper 1 (Reading and Writing – Core), maximum mark 56

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

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

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

**Grade thresholds** taken for Syllabus 0510/01 (English as a Second Language) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	56	n/a	41	31	22

The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.



November 2004

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 56**

**SYLLABUS/COMPONENT: 0510/01**

**ENGLISH AS A SECOND LANGUAGE**  
**Paper 1 (Reading and Writing - Core)**



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**Part 1 Exercise 1: Bristol Zoo Gardens**

<b>(a)</b>	ONE from: breeding endangered species/(supporting) conservation projects	1 mark
<b>(b)</b>	(at) Bug World	1 mark
<b>(c)</b>	Zoolympics trail, face painting, badge making	1 mark
<b>(d)</b>	they can watch/see (endangered) gorillas (uninterrupted)	1 mark
<b>(e)</b>	by buying a Zoo Safari ticket	1 mark

**Max. total for exercise: 5**

**Part 1 Exercise 2: Skate Board Park**

<b>(a)</b>	not enough places to go/spend their leisure time	1 mark
<b>(b)</b>	collect (400) signatures	1 mark
<b>(c)</b>	build a skate park	1 mark
<b>(d)</b>	10 years (ago)	1 mark
<b>(e)</b>	it would be a safe environment/safe pedestrian access/controlled crossing	1 mark

**Max. total for exercise: 5**

**Part 1 Exercise 3: On the Rails in India**

<b>(a)</b>	Jamshedpur AND 5 years (both needed)	1 mark
<b>(b)</b>	seeing lions running alongside the train	1 mark
<b>(c)</b>	ONE from: (an) American steam train/one (a train) he was used to seeing in comics/one (a train) he was used to seeing in cowboy films	1 mark
<b>(d)</b>	Separate compartment/sleeping berths/stations where you could stop to eat/drink/first class carriage	1 mark
<b>(e)</b>	overwhelmed/bewildered	1 mark

**Max. total for exercise: 5**

**Max. total for Part 1 = 15 marks**

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### Part 2 Exercise 1: Why Fat is a Young Person's Issue

<b>(a)</b>	number of young people/children classified as overweight has increased/(they are) getting fatter	1 mark
<b>(b)</b>	<b>(i)</b> they can be bullied <b>(ii)</b> lose their confidence	1 mark 1 mark
<b>(c)</b>	it has increased/doubled	1 mark
<b>(d)</b>	they have concentrated more on exam results/they have not concentrated enough on subjects like sport and nutrition/they have installed machines selling fizzy drinks and sweets	1 mark
<b>(e)</b>	(they are) less physically active/need fewer calories	1 mark

**Max. total for exercise: 6**

### Part 2 Exercise 2: Globalisation drowns out African Music (Summary)

Mark 4 (content) + 4 (language). Count words and cross out everything after 120. Do not award language marks if there is not content.

**Content:** Tick and number points as below.

#### Content

- 1 collections of African instruments being made (by enthusiast at Rhodes university)
- 2 collections of different types of music also being made (as above)/songs and records being preserved
- 3 factory exists making traditional instruments
- 4 enables local musicians (to buy traditional instruments easily)
- 5 use of 'sneezewood' to make sounds/special wood
- 6 export of music and instruments

#### Quality of Language

- 0, 1 expression weak, maybe just listing, lifting, irrelevance
- 2 expression limited, some lifting, sense of order
- 3 expression good, attempts to group and sequence ideas largely in own words
- 4 expression excellent, clear, orderly grouping and sequencing, largely own words

**Max. total for exercise: 8**

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### Part 2 Exercise 3: Olympic Volunteers Form

In awarding marks for this exercise, ensure that any form filling conventions (e.g. capitalisation, deletions) required to gain the mark have been duly observed. Correct spelling of provided information is essential for marks to be secured.

#### SECTION 1

Award ONE mark for this section in CAPS **1 mark**

NAME ANNA STRAVOLOPOULOS **1 mark**

AGE 17 **1 mark**

ADDRESS 14 IOLKU STREET/ST PIRAEUS GREECE **1 mark**

#### SECTION 2

e-mail address [annastray@piraeus.com](mailto:annastray@piraeus.com) (accept a dot after com) **1 mark**

#### SECTION 3 (allow caps or lower case)

NAME OF COLLEGE Athens Academy (for Sport and Technology) **1 mark**

SUBJECTS STUDIED Leisure Studies AND Business Technology  
(BOTH required for the mark) **1 mark**

SPECIAL INTERESTS: table tennis (and) squash (BOTH required for the mark) **1 mark**

RELEVANT EXPERIENCE referee for table tennis/squash OR squash team captain **1 mark**

#### SECTION 4

**1 mark**

PREFERRED VOLUNTEER WORK helping competitors to get to (correct venue(s) (on time)

NEAREST RELATIVE (my) mother/Fidelmia Stravolopoulos/Mrs/Ms (F)  
Stravolopoulos **1 mark**

CONTACT PHONE NUMBER 0244 873 45 (spacing not required for the mark) **1 mark**

**Total the points and divide by two. Max. total for exercise: 6**

**Max. total for Part 2 – 20 marks**

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### **Part 3**

**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: Adventure holiday**

Credit ideas from the prompts and use of own ideas and suggestions. All prompts must be addressed for full marks. Reward appropriate tone and register.

**Refer to the Performance Criteria grid in arriving at a mark.**

***Max. total for exercise: 9***

#### **Part 3 Exercise 2: Competition**

Credit ideas from the prompts and use of own ideas and suggestions. Credit appropriate register and sense of audience. The prompts must be addressed for full marks. Answers showing clear organisation, imagination and style without merely listing should be rewarded.

**Refer to the Performance Criteria grid in arriving at a mark.**

***Max. total for exercise: 12***

**Max. total for Part 3: 21 marks**

**Performance Criteria Grid**

	<b>9 mark questions</b>	<b>12 mark questions</b>	<b>DESCRIPTOR</b>
<b>Band c</b>	9 } 8 } 7 }	12 } 11 } 10 }	<p>Meaning is clear and work is of a safe, literate standard albeit 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.</p>
<b>Band d</b>	6 } 5 }	9 } 8 } 7 }	<p>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.</p>
<b>Band e</b>	4 } 3 }	6 } 5 }	<p>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.</p>
<b>Band f</b>	2 }	4 } 3 }	<p>Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read owing to multiple errors. Limited engagement with task or content partly hidden by density of error.</p>
<b>Band g</b>	0, 1 }	2 } 1 } 0 }	<p>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.</p>