

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the June 2002 question papers

0510 English as a Second Language

0510/1	Paper 1 (Reading & Writing: Core)	[maximum raw mark 56]
0510/2	Paper 2 (Reading & Writing: Extended)	[maximum raw mark 84]
0510/3	Paper 3 (Listening: Core)	[maximum raw mark 30]
0510/4	Paper 4 (Listening: Extended)	[maximum raw mark 36]

Note: the marking criteria for the oral (0510/5) and oral coursework (0510/6) components are printed in the syllabus booklet

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 discussions or correspondence in connection with these mark schemes.



IGCSE English As A Second Language 0510: JUNE 2002 session

Paper 1 : Reading & Writing (Core tier)

Provisional Mark Scheme

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

Throughout marking, bear in mind the photocopied materials discussed at the coordination meeting.

• **Part 1 Exercise 1: Skateworld**

(a)	(a place) for birthday parties / professional entertainment	1 mark
(b)	(adult) supervision	1 mark
(c)	(roller) blading / (roller) hockey / skating	1 mark
(d)	they (Skateworld) do the work / clear the mess / have fun	1 mark
(e)	the leaflet / advertisement	1 mark

Max total for exercise: 5

• **Part 1 Exercise 2 : 'Morocco in Dubai'**

(a)	(a photograph) or a picture of themselves dressed in Moroccan clothes	1 mark
(b)	schoolteacher	1 mark
(c)	they were flown in	1 mark
(d)	(in part of the) Moroccan Pavilion / in Global Village / (the) Seema Studio (stall)	1 mark
(e)	depends on the size / one is bigger than the other / different sizes	1 mark

Max total for exercise: 5

• **Part 1 Exercise 3: sports injuries**

(a)	<i>one from the following:</i> failure to warm up/ over-training / incorrect equipment / faulty technique/ accident / foul play	1 mark
(b)	soft tissue(s)	1 mark
(c)	hamstring	1 mark
(d)	blood under the skin	1 mark
(e)	infection	1 mark

Max total for exercise: 5

Max. total for Part 1 = 15 marks

• **Part 2 Exercise 1 : the Chachapoya people**

(a)	nothing / (the) contents had (not) been stolen / unrobbed / location	1 mark
(b)	it was the only way they could see inside the tombs / did not have permission to go inside	1 mark
(c)	to keep them dry / to protect their remains / to prevent the tombs from being wet / in water	1 mark
(d)	because there are no written records / can understand their lives / how they lived	1 mark
(e)	crossing (two) river(s)/ climbing mountain(s) / cliffs / steep hills / dense forests / Andes Maranon	2 marks

Max total for exercise: 6

• **Part 2 Exercise 2: How perfumes are created**

Mark 4 (content) + 4 (language). Count words and cross out everything after 120. Do not award language marks if there is no content.

Content: Tick and number points as below.

How they occur naturally

- 1 from flowers / other plants / seeds / wood / branches / leaves / bark / roots
- 2 scent glands from animals

What is being done to solve the problem

- 3 selects from (about 500) natural aromatic raw materials and aroma chemicals
- 4 and mixes (blends) these ingredients
- 5 sometimes has to blend a lot and sometimes a few ingredients for the required 'image'
- 6 uses different fragrances for different types of cosmetics
- 7 has to stick to JFA guidelines

Quality of Language

*NB: To obtain full language mark both aspects of question must be addressed

- 0, 1 Expression weak, maybe just listing, 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: Form Filling

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

	<i>Everything in capitals in section A (NB: do NOT penalise if capitals used in Section B)</i>	1
Name	WESLEY LABLACHE	1
Sex	Male / Female	1
Address	Flat 12 Main Avenue / Ave Victoria (Seychelles)	1
Tel.	9714-2973410	1
Age	17	1
Date of Birth	12 / 03/ 85	1
Code of course	ICT 999	1
Do you have access...	Y* / N**	1
Type	IBM (Model) 1234	1
Why you want to enrol...	<i>One from the following:</i> learn more about computers / gain more qualifications/ (show employers) (I have a recognisable) IT qualification	1
Where did you find out...	<i>Mahe Times</i> / local newspaper	1

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

[Max. total for Part 2 - 20 marks]

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: invention**

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

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

Max total 9 marks

Part 3 Exercise 2: Improving the school/ college buildings

Credit ideas from the prompts and use of own ideas and suggestions. Credit appropriate register and sense of audience. **Refer to the Performance Criteria grid in arriving at a mark.**

Max total 12 marks

Max total for Part 3: 21 marks

PART 3: EXTENDED WRITING EXERCISES

General Criteria Grid

	9 mark questions	12 mark questions	DESCRIPTOR
Band c	9 } 8 } 7 }	12 } 11 } 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 } 5 }	9 } 8 } 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 } 3 }	6 } 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 } 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 } 1 } 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.