

**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**

**0510/02 Paper 2 (Reading and Writing – Extended), maximum mark 84**

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 2004 examination.

|             | maximum mark available | minimum mark required for grade: |    |    |     |
|-------------|------------------------|----------------------------------|----|----|-----|
|             |                        | A                                | C  | E  | F   |
| Component 2 | 84                     | 66                               | 54 | 36 | n/a |

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
Grade A\* does not exist at the level of an individual component.

November 2004

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 84**

**SYLLABUS/COMPONENT: 0510/02**

**ENGLISH AS A SECOND LANGUAGE  
Paper 2 (Reading and Writing - Extended)**

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

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

**Max. total for exercise: 6**

**Part 1 Exercise 2: Bulls in Pamplona**

|     |  |         |
|-----|--|---------|
| (a) | The Running of the Bulls   | 1 mark  |
| (b) | TWO from the following:<br>for the excitement/fun/atmosphere<br>to watch (the bull running)<br>to participate (in the bull running)<br>to honour Saint Fermain | 2 marks |
| (c) | for runner/a man to race the bulls   | 1 mark  |
| (d) | cruelty to bulls/treatment of the bulls in this race   | 1 mark  |

**Max. total for exercise: 5**

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

|     |   |        |
|-----|---|--------|
| (a) | Jamshedpur AND 5 years (both needed)  | 1 mark |
| (b) | seeing lions running alongside the train  | 1 mark |
| (c) | 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 |
| (d) | Separate compartment/sleeping berths/stations where you could stop to eat/drink/first class carriage                                  | 1 mark |
| (e) | overwhelmed/bewildered  | 1 mark |
| (f) | he imagined it would be all jungle  | 1 mark |
| (g) | they got bored/he lost his favourite pen/flatness of landscape  | 1 mark |

**Max. total for exercise: 7**

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

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

|     |  |                  |
|-----|--|------------------|
| (a) | number of young people/children classified as overweight has increased/(they are) getting fatter   | 1 mark           |
| (b) | (i) they can be bullied<br>(ii) lose their confidence  | 1 mark<br>1 mark |
| (c) | has doubled/it has increased/it has moved from 5% to 10%   | 1 mark           |
| (d) | 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           |
| (e) | (they are) less physically active/need fewer calories  | 1 mark           |
| (f) | Tick and number points:<br>Any four from:<br>1. nation's health can suffer<br>2. may die before their parents/an early death<br>3. obese children may suffer from/die from heart disease/diabetes/cancer<br>4. eating habits developed in childhood may store up problems later in life<br>5. bullying<br>6. feel less confident | up to 4 marks    |

**Max. total for exercise: 10**

**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 for 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**

### Part 2 Exercise 3: Antarctic Ice Melt

Tick and number points below:

#### Break-up of ice shelves

1. natural process of renewal
2. size/rate/production of icebergs is alarming
3. temperatures increase with seasons so edges break off
4. beyond normal activity

#### Current problems caused by icebergs

5. affecting world climate
6. changing the natural function of the oceans
7. process is irreversible

#### Long term effects of oxygen reduction

8. (deep) ocean (circulation) movements will slow down
9. production of smaller amounts of oxygen-rich seawater/threat to sealife/penguins, seals and whales could die out
10. krill will disappear

**Max. total for exercise: 8**

**Max. total for Part 2 = 20 marks**

### 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/activity 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: 12**

#### Part 3 Exercise 2: Competition

Credit ideas from the prompts and use of own ideas and suggestions. Reward appropriate tone and register. The prompts must be addressed for full marks. Answers that show 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**

#### Part 3 Exercise 3: Education and career prospects

Look for explanations and reasons. Reward use of own ideas and suitable tone, register and vocabulary. Candidates who do little more than list from the prompts will not score highly.

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

**Max. total for exercise: 16**

**Max. total for Part 3 = 40 marks**

**Performance Criteria Grid**

|               | 12 mark Questions    | 16 mark Questions    |   |
|---------------|----------------------|----------------------|---|
| <b>Band a</b> | 12 }<br>11 }<br>10 } | 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.   |
| <b>Band b</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.       |
| <b>Band c</b> | 9 }<br>8 }<br>7 }    | 12 }<br>11 }<br>10 } | 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. |
| <b>Band d</b> | 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 attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.  |
| <b>Band e</b> | 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.   |
| <b>Band f</b> | 2 }<br>1 }           | 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 owing to multiple errors. Limited engagement with task or content partly hidden by density of error.   |
| <b>Band g</b> | 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.   |