

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME FOR the November 2002 question papers**

**0510 ENGLISH AS A SECOND LANGUAGE**

<b>0510/1</b>	Paper 1 (Reading and Writing), maximum raw mark 56
<b>0510/2</b>	Paper 2 (Reading and Writing), maximum raw mark 84
<b>0510/3</b>	Paper 3 (Listening), maximum raw mark 30
<b>0510/4</b>	Paper 4 (Listening), maximum raw mark 36
<b>0510/5</b>	Paper 5 (Oral), maximum raw mark 30

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.

CIE is publishing the mark schemes for the November 2002 question papers for most IGCSE and GCE Advanced Subsidiary (AS) Level syllabuses.

**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 (staff are) friendly (staff will) handle all arrangements (staff will) handle travel / business/ and tourism arrangements (staff are) experienced  <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

**Max total for exercise: 5**

• **Part 1 Exercise 2 : Romanian gymnast**

(a)	Romania ( <i>accept 'Romanian'</i> )	1 mark
(b)	(i) (option available to) repeat vaults	1 mark
	(ii) suffered anxious moments	1 mark
(c)	inaccurate height / 5cm short	1 mark
(d)	faulty apparatus/problems with apparatus /disturbed concentration	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

**Max total for exercise: 5**

• **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. the line linking the two stars goes straight towards the north pole	1 mark

*Max total for exercise: 6*

• **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*

In awarding marks, ensure that the required form filling conventions (e.g. circle, tick) have been properly carried out. Correct spelling is essential for marks to be secured.

<b>Name</b>	Sergei Iranovsky (accept Iranovsky, Sergei)	1
<b>Age</b>	11	1
<b>School</b>	(the) Hanerovia Academy, Gregory Road, Georgia. (accept just 'Hanerovia Academy')	1
<b>Estimated amount of money to be raised</b>	\$100 / over \$100 / approx. \$100	1
<b>purpose of money to be raised</b>	(pay for/towards) school library (accept 'to buy books')	1
<b>tick the box</b>	✓	1
<b>circle the prize</b>	briefcase	1
<b>venue of race</b>	Imperial Park	1
<b>estimated time to complete race</b>	30 minutes	1
<b>tick the box</b>	Run and walk the 5 km ✓	1
<b>in emergency contact</b>	mother / Anna Iranovsky	1
<b>contact telephone number</b>	09786 345562	1

**TOTAL THE POINTS AWARDED AND DIVIDE BY TWO : Max. total 6 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: 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 the next sheet in arriving at a mark.**

c	7-9
d	5-6
e	3-4
f	2
g	0, 1

**Max total 9 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 the next sheet in arriving at a mark.**

c	10-12
d	7-9
e	5-6
f	3-4
g	0-2

**Max total 12 marks**

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

**PART 3: EXTENDED WRITING EXERCISES****General Criteria Grid**

	<b>9 mark questions</b>	<b>12 mark questions</b>	<b>DESCRIPTOR</b>
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.