

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 84

SYLLABUS/COMPONENT: 0510/02

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



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

• **Part 1 Exercise 1: Outdoor activities**

(a)	£180	[1]
(b)	sail single-handedly/sail it alone/handle it alone	[1]
(c)	1 day	[1]
(d)	by booking 4 sessions (minimum) in advance (for £6 per session)	[1]
(e)	must have some experience/level one certificate	[1]
(f)	held indoors/held in a hangar	[1]
(g)	(instructors) are also (outdoor) sports coaches/instructors	[1]

Max total for exercise: 7

• **Part 1 Exercise 2: Wrecked Ship**

(a)	(up to) 10 tons (of gold)	[1]
(b)	to carry gold and silver/to finance (an ally) in war	[1]
(c)	(up to) £2.5 billion	[1]
(d)	state	[1]
(e)	Underwater robots/ROV	[1]

Max total for exercise: 5

• **Part 1 Exercise 3: Drinking Water**

(a)	8-10 glasses	[1]
(b)	any 2 of: headaches/lethargy/dry skin	[1]
(c)	bland (taste)/tasteless/lacks essential minerals	[1]
(d)	2 years	[1]
(e)	(toxic) bacteria die/self-cleanse/water does not need to be disinfected	[1]
(f)	on waking/morning	[1]

Max total for exercise: 6

Max Total for Part 1 – 18 marks

• **Part 2 Exercise 1: Telescopes**

(a)		10 times more powerful	[1]
(b)		away from light/pollution	[1]
(c)		enables astronomers to view northern and southern hemispheres/ can see whole sky	[1]
(d)		shows how first stars were formed/the origin of the universe/secrets of the birth of the stars	[1]
(e)	(i)	14 billion years	[1]
	(ii)	solar system formed	[1]
(f)		Tick and number points below: 1. Black hole 2. gas/dust where stars are forming/birth of the stars 3. Milky Way in detail/clearer 4. Brown dwarf 5. other galaxies/spiral galaxy	[4]

Max total for exercise: 10

• **Part 2 Exercise 2: Snake Park**

Mark 4 (content) + 4 (language).
Count words and cross out everything after 120.
Tick and number points as below.

Content: up to 4 marks

- 1 educate people about snakes
- 2 rescue snakes/give them shelter/look after
- 3 release snakes
- 4 remove misconceptions/create awareness
- 5 study snakes/lectures/research/exhibitions
- 6 identify snakes
- 7 study breeding patterns of snakes/breed snakes
- 8 creation of 'orphanage'/nurse them and other animals
- 9 offer information to other zoos/other people who spot snakes in their gardens

Language: up to 4 marks

- 1 Expression weak, maybe just list, 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: Saffron**

Tick and number points below:

(a) Historical uses

- 1 Royal colour
- 2 Bath salts/add to bathwater/fragrancy
- 3 Cooking
- 4 Strewn in theatres/perfume theatres

(b) Origins

- 5 Mediterranean/Greece, Rome, Asia Minor
- 6 Spain
- 7 China

(c) Cultivation

- 8 Seeds sown on slope
- 9 Saffron bed prepared for 3 previous seasons
- 10 Flowerbed = 12-16 flowers/a separate 1 square metre bed has to be prepared
- 11 No artificial fertiliser/irrigation
- 12 Planted July/August

(d) Description of plant

- 13 5-6 cm high
- 14 6 lilac coloured petals
- 15 1-2 flowers
- 16 long stigmas

Max total for exercise: 8

Max Total for Part 2 – 26 marks

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Part Three

- Less able candidates will simply lift and only slightly expand on the prompts.
- Able candidates will use the prompts as a springboard for discussion, etc.

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

- **Part 3 Exercise 1: Travel Writer**

Credit positive and negative descriptions, providing that points have been covered. Any interpretation of 'place' – i.e. specific or area – is to be credited.

Refer to the General Criteria Grid (p.6 below) in arriving at a mark.

Max total for exercise: 12

- **Part 3 Exercise 2: Save Our Centre**

Credit ideas from the prompts and use of own ideas.
All three prompts must be addressed.
Reward correct tone and register and a sense of enthusiasm.

Refer to the General Criteria Grid (p.6 below) in arriving at a mark.

Max total for exercise: 12

- **Part 3 Exercise 3: Pollution**

Credit use of suggestions from prompts but not just listing without reasons.
Explanation and reasons should be given.
Reward use of own ideas and suitable tone, register and vocabulary.

Refer to the General Criteria Grid (p.6 below) in arriving at a mark.

Max total for exercise: 16

Max Total for Section 3 – 40 marks

PART 3: EXTENDED WRITING EXERCISES

General Criteria Grid

	12 mark Questions	16 mark Questions	
Band a	12	16 } 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 } 10 }	14 } 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 } 8 } 7 }	12 } 11 } 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 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 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 owing 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.

