

June 2004

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 84**

**SYLLABUS/COMPONENT: 0510/02**

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

Throughout marking bear in mind the photocopied coordination scripts, and also the general administrative instructions to examiners.

**Part 1 Exercise 1: Owls**

(a)	1988	(1 mark)
(b)	nurse them back to health/provide a resting place	(1 mark)
(c)	(visitor) donations	(1 mark)
(d)	(20%) discount/(educational) discount	(1 mark)
(e)	tour bus (brings owls to schools)/They will come to you.	(1 mark)
(f)	puzzles/information/project sheets	(1 mark)

**Total 6 marks**

**Part 1 Exercise 2: Guinness world records**

(a)	23 languages 100 countries	(1 mark)
(b)	research/check (record claims)	(1 mark)
(c)	new and updates (on existing records)	(1 mark)
(d)	visited both North and South Pole	(1 mark)
(e)	car pushing/balancing/driving ( <b>any 2</b> )	(1 mark)

**Total 5 marks**

**Part 1 Exercise 3: Tea**

(a)	leaf blown into boiling water	(1 mark)
(b)	(tea) ceremony (in its preparation)	(1 mark)
(c)	no-one was sure how to use leaf/serve it	(1 mark)
(d)	pot of tea and newspaper for a penny	(1 mark)
(e)	iced tea/led to birth of iced tea	(1 mark)
(f)	chefs made tea from unopened/aerated teabags	(2 marks)

**Total 7 marks**

**Maximum Total for Part 1 = 18 marks**

**Part 2 Exercise 1: India Calling**

<b>(a)</b>	UK + USA + Australia ( <b>all 3</b> )	<i>(1 mark)</i>
<b>(b)</b>	overheads low + keen/young workforce ( <b>both</b> )	<i>(1 mark)</i>
<b>(c)</b>	1000 applicants for every job (vacancy)	<i>(1 mark)</i>
<b>(d)</b>	weather/newspapers/clocks/discussions (meetings) ( <b>any 3</b> )	<i>(1 mark)</i>
<b>(e)</b>	how late they are working/fascinated by time difference	<i>(1 mark)</i>
<b>(f)</b>	(concerned about) good level of service	<i>(1 mark)</i>
<b>(g)</b>	Tick and number points: 1. attractive offices 2. air-conditioning 3. good working conditions 4. doctor/medical care 5. canteen 6. like being at college 7. meetings (for information)	<i>(up to 4 marks)</i>

**Total 10 marks**

**Part 2 Exercise 2: Flamenco**

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.

Method of Performance

- 1 (syncopated) clapping
- 2 stamping feet/clicking heels
- 3 guitar (sets scene)
- 4 a story
- 5 singing
- 6 percussion (drums)
- 7 dancer

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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

**Total 8 marks**

**Part 2 Exercise 3: Bergen**

Tick and number points below:

**Its situation:**

- 1. halfway up the coast of Norway
- 2. a few hundred miles south of/near to Arctic Circle

**Its origins:**

- 3. Viking trading post
- 4. traded with Africa/Newfoundland/wind-dried fish

**Its houses:**

- 5. look like tall ships
- 6. wooden
- 7. brightly painted
- 8. linked by wooden/covered walkways
- 9. Overhanging roofs

**Places to visit:**

- 10. markets
- 11. bathing pool
- 12. tour of fjords

**Total 8 marks**

**Maximum Total for Part 2 = 26 marks**

**Short work in Part 3:** 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: Save our swimming pool**

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.**

- a 12
- b 10-11
- c 7-9
- d 5-6
- e 3-4
- f 2
- g 0, 1

**Total 12 marks**

**Part 3 Exercise 2: Letter to a friend**

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.**

- a 12
- b 10-11
- c 7-9
- d 5-6
- e 3-4
- f 2
- g 0, 1

**Total 12 marks**

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### **Part 3 Exercise 3: Mobile phones**

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.**

- a** 15-16
- b** 13-14
- c** 10-12
- d** 7-9
- e** 5-6
- f** 3-4
- g** 0, 1-2

**Total 16 marks**

**Maximum Total for Part 3 = 40 marks**

**Part 3: Extended writing exercises**

**Performance Criteria Grid**

	12 mark Questions	16 mark Questions	
<b>Band a</b>	12 } 11 } 10 }	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.
<b>Band b</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.
<b>Band c</b>	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 a genuine attempt has been made to address the topic but there may be digressions. Fulfils the task.
<b>Band d</b>	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.
<b>Band e</b>	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.
<b>Band f</b>	2 } 1 }	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.
<b>Band g</b>	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.