

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

November 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: Imax**

(a)		8 storeys (high)	[1]
(b)		it brings images to life/creates sense of reality	[1]
(c)		Any one of: - sharpness of image/clarity of image (one idea)/ - steadiness/ - reliability	[1]
(d)	(i)	it gives the sensation of being in the middle of the action	[1]
	(ii)	it keeps everyone on the edge of their seats	[1]
(d)		Any one of: a flight over the Nile/soaring over the pyramids/descending into the tombs	[1]

Max total for exercise: 6

• **Part 1 Exercise 2: Twins**

(a)	it has 13 sets of twins/a lot of twins	[1]
(b)	it's like looking at himself/myself	[1]
(c)	they might not get on/like each other AND/OR they might be physically different as they grow up AND/OR they can develop different personalities	[2]
(d)	they may be upset (by the separation)/ others may benefit	[1]
(e)	better intensive care/better medical care	[1]

Max total for exercise: 6

• **Part 1 Exercise 3: Horse riding challenge in Peru**

(a)	5 days	[1]
(b)	because it was constructed by the Incas to make the climb reasonably easy/people help to carry the luggage	[1]
(c)	so that everyone can go at their own pace	[1]
(d)	because they are going by train/not riding	[1]
(e)	any two for the mark: (they will see) small farms/grazing cows/eucalyptus trees/wild flowers/children/dogs	[1]
(f)	because MP is considered to be magical/situated in splendour	[1]

Max total for exercise: 6

Max Total for Part 1 = 18 marks

• Part 2 Exercise 1: Gender split

(a)		Any two = both marks: Men are outnumbering women/ need more workers/shortages of men/women women well suited to ICT industry	[2]
(b)		63%	[1]
(c)		Negative	[1]
(d)		to inspire them (to develop their ICT skills) to show them ICT can be creative and interesting	[1]
(e)		they do not like to learn by rote/they like to understand what they are doing/they are not able to diversify and be creative	[1]
(f)		Tick and number the points below to a maximum of four marks:	[4]
		1 they enjoy working in teams	
		2 they enjoy collaborating	
		3 they like looking for creative connections	
		4 they have good personal skills	
		5 they can diversify/be creative	

Max total for exercise: 10

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• **Part 2 Exercise 2: Summary**

Mark 4 (content) + 4 (language).

Count words and cross out everything after 120.

Tick and number points as below.

Mark language according to table – only allow full language marks if both aspects of the task are fulfilled

Content (4 marks)

- 1 for more than 50 years was a communications lifeline
- 2 cheapest of India's civil servants
- 3 established communications with areas without telephone/radio
- 4 birds never fail you but machines can
- 5 NOW radio/emails/technology have made them unnecessary

Quality of Language (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: Notes – ice sculptures**

Tick and number the points below.

TYPES OF TOOL REQUIRED AND THEIR USES			
1	chainsaw	for cutting off large chunks	1
2	(small steel) (Japanese) chisels	for sculpting/for delicate work	1
CREATING THE ICE SCULPTURE			
3	draw plans		1
4	make models		1
5	work out carving order		1
6	work in a cold environment/check the room temperature is appropriate/keep warm/do not stop for breaks		1
PREPARING THE WATER			
7	filter (the) (water) (it)		1
8	agitate (the) (water) (it)		1

Max. total for exercise: 8

Max Total for Part 2 – 26 marks

Part Three

Refer to the **General Criteria Grid** on separate sheet.

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: The prize**

Credit ideas from the prompts and use of own ideas.
 All three prompts must be addressed for full marks.
 Reward correct tone and register and a sense of enthusiasm.
 Refer to the **General Criteria Grid**.

Band A	12
Band B	10-11
Band C	7-9
Band D	5-6
Band E	3-4
Band F	2
Band G	1

Max. total for exercise: 12

- **Part 3 Exercise 2: The school trip organisation**

Credit ideas from the prompts and use of own ideas and suggestions.
 The prompts must be addressed for full marks but any answers which show clear organisation, imagination and style without merely listing should be rewarded.

Refer to the **General Criteria Grid**.

Band A	12
Band B	10-11
Band C	7-9
Band D	5-6
Band E	3-4
Band F	2
Band G	1

Max. total for exercise: 12

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Part 3 Exercise 3: Space travel

Credit use of suggestions from prompts not just listing without reasons.
 Explanations and reasons should be given.
 Reward use of own ideas and suitable tone, register and vocabulary.
 Refer to **General Criteria Grid**.

Candidates are expected to give full reasons and ideas, reward both arguments for staying on earth or leaving it.

Band A	15-16
Band B	13-14
Band C	10-12
Band D	7-9
Band E	5-6
Band F	3-4
Band G	1-2

max total for exercise: 16

Max Total for Section 3: 40 marks

Max Total for Paper 02 = 84 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.