

# Mark Scheme (Results)

## November 2010

IGCSE

### IGCSE English as a Second Language (4357/01) Reading and Writing

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Question Number	Answer	Mark
1	H	(1)

Question Number	Answer	Mark
2	F	(1)

Question Number	Answer	Mark
3	E	(1)

Question Number	Answer	Mark
4	G	(1)

Question Number	Answer	Mark
5	D	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	B	(1)

Question Number	Answer	Mark
8	G	(1)

Question Number	Answer	Mark
9	H	(1)

Question Number	Answer	Mark
10	C	(1)

Question Number	Answer	Mark
11	True	(1)

Question Number	Answer	Mark
12	Not Given	(1)

Question Number	Answer	Mark
13	Not Given	(1)

Question Number	Answer	Mark
14	False	(1)

Question Number	Answer	Mark
15	True	(1)

Question Number	Answer	Mark
16	False	(1)

Question Number	Answer	Mark
17	False	(1)

Question Number	Answer	Mark
18	True	(1)

Question Number	Acceptable Answers	Reject	Mark
19	Largest	Giant	(1)

Question Number	Acceptable Answers	Reject	Mark
20	Design / Project / Idea		(1)

Question Number	Acceptable Answers	Reject	Mark
21	Exterior		(1)

Question Number	Acceptable Answers	Reject	Mark
22	Vantage point		(1)

Question Number	Acceptable Answers	Reject	Mark
23	Movement, sensation of movement	sensation	(1)

Question Number	Acceptable Answers	Reject	Mark
24	County Hall		(1)

Question Number	Acceptable Answers	Reject	Mark
25	Eiffel Tower		(1)

Question Number	Acceptable Answers	Reject	Mark
26	World Tourism Organisation		(1)

Question Number	Acceptable Answers	Reject	Mark
27	Architects		(1)

Question Number	Acceptable Answers	Reject	Mark
28	Gravity		(1)

Question Number	Acceptable Answers	Reject	Mark
29	Moon		(1)

Question Number	Acceptable Answers	Reject	Mark
30	Space shuttle missions / space / orbiting space		(1)

Question Number	Acceptable Answers	Reject	Mark
31	Wealthy travellers		(1)

Question Number	Acceptable Answers	Reject	Mark
32	Public demand		(1)

Question Number	Acceptable Answers	Reject	Mark
33	(Truly) Life-transforming		(1)

Question Number	Acceptable Answers	Reject	Mark
34	Sleeping bags		(1)

Question Number	Acceptable Answers	Reject	Mark
35	Balance		(1)

Question Number	Acceptable Answers	Reject	Mark
36	Refuge		(1)

Question Number	Acceptable Answers	Reject	Mark
37	Coriolis effect		(1)

Question Number	Acceptable Answers	Reject	Mark
38	Hotel, space hotel	blueprints	(1)

Question Number	Acceptable Answers	Reject	Mark
39	Competition		(1)

Question Number	Acceptable Answers	Reject	Mark
40	Re-usable (rocket) vehicle	Vehicle	(1)

Question Number	Answer	Mark
Section D	Sections D is marked out of 20, using the grid on the following page.	(20)

Question Number	Answer	Mark
Section E	Sections E is marked out of 20, using the grid on the following page.	(20)

Question Number	Indicative content	Mark
Section F	Sections F is marked out of 20, using the grid on the following page.	(20)

## Assessment criteria: writing skills assessment grid

This grid should be used for marking Sections D, E, and F.

Mark	Communicative quality	Lexical accuracy and range	Grammatical accuracy and range	Effective organisation
5	The response communicates most successfully, conveying the information set out in the task using appropriate tone and register for the audience.	Writing shows highly effective use of vocabulary to meet the requirements of the task. Vocabulary is used appropriately and effectively to communicate and is accurate in all respects.	Writing shows very good range and control of grammatical structures which are used appropriately and effectively to address requirements of the task. There are very few errors.	An extremely coherent piece of writing, successfully organised with confident and appropriate use of cohesive devices where necessary. Requires no effort on the part of the reader.
4	The response generally communicates successfully. There may be errors which cause the reader some difficulty but these do not impede communication. Tone and register are generally appropriate to the task.	Writing shows good use of vocabulary used effectively and appropriately with occasional lapses. Spelling is generally accurate.	Writing shows a sufficiently good range and control of grammar. Structures are generally used appropriately. Despite occasional errors, communication is not hindered.	Very coherent piece of writing with occasional lapses. Generally well organised with appropriate use of cohesive devices. Occasional errors do not affect the reader.
3	The response does not wholly communicate successfully. Errors cause the reader some difficulty in following what the writer is trying to say. Tone and register may not be consistently appropriate to the task.	Writing makes a largely effective use of the vocabulary though at times this does not meet the requirements of the task. Vocabulary is generally spelt correctly with occasional lapses which do not hinder the reader.	A limited range of structures is present, generally used correctly. There are several errors which occasionally hinder the reader who has to think at times about what the candidate wants to say.	Generally coherent piece of writing though there are several errors in the use of cohesive devices etc., which may affect the reader's ability to follow the line of communication. Writing is generally well organised with slight errors.
2	The response is difficult to follow. Candidate may not have considered the need to address tone and register.	Insufficient range of vocabulary used to meet the requirements of the task. Vocabulary is sometimes used inaccurately or inconsistently and there are several spelling mistakes that slow the reader down.	The writing is lacking in range and control of structures. There are frequent errors which hinder communication and confuse the reader at times.	A poor piece of writing, generally lacking in organisation, with misuse of cohesive devices. Requires effort from the reader.
1	Response is very difficult to read and does not communicate successfully. Tone and register have not been taken into consideration.	Candidate shows poor use of vocabulary throughout. Vocabulary is used inaccurately or inconsistently, spelling is generally inaccurate and causes the reader some difficulty.	The writing shows poor range and control of grammatical structures. The writing is generally inaccurate and grammatical errors cause confusion.	Generally incoherent and poorly organised, lacking in use of cohesive devices.
0	The candidate has made no attempt to address the task. What the candidate has produced is insufficient and cannot be read or marked.			

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